TEP ON-SITE EXAMINATION FORM

Name of Candidate__________________________________________________________

Name of Evaluator________________________________________________________

Observation Site_____________________________________Date_________________

Description of Participants________________________________________________

__________________________________________________________________________

Number Attending__________________________

Content or Purpose of Group_______________________________________________

__________________________________________________________________________

Title of Workshop________________________________________________________

__________________________________________________________________________

☐ I recommend a PASS for this TEP candidate for the on-site observation exam

☐ I recommend a FAIL for this TEP candidate for the on-site observation exam

Examiner's Signature______________________________________________________

Date__________________________

The TEP On-Site Examination Evaluation is divided into five sections: Warm-Up, Action, Closure, Processing & Overall Performance. You may write your comments for each section in the comments sections on the following pages or you may submit a typewritten report that covers each of these five sections.
The TEP On-Site Examination Evaluation is divided into five sections: Warm-Up, Action, Closure, Processing & Overall Performance. Put an X in the appropriate box for each criteria.

### Warm-Up

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N/A*</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses issues of confidentiality &amp; safety</td>
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<tr>
<td>Clearly states realistic training goals</td>
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<tr>
<td>States parameters of training session vs. therapeutic session</td>
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<tr>
<td>Presents subject matter in organized, coherent fashion</td>
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<tr>
<td>Demonstrates knowledge of subject matter</td>
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<tr>
<td>Promotes member-to-member interaction</td>
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<td>Attempts to involve everyone in the training process</td>
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<tr>
<td>Uses action warm-up effectively to facilitate the training goals</td>
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<tr>
<td>Connects Sociometric theory to the warm-up process</td>
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<tr>
<td>Introduces importance of attending to group dynamics</td>
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<tr>
<td>Facilitates smooth transition from didactic to action</td>
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</tbody>
</table>

**Comments:** Please print or write clearly and legibly. Include strengths and weaknesses, if any, for the candidate during the warm-up section of the on-site.

*Not Applicable*
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### Action

<table>
<thead>
<tr>
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<th>N/A*</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs action commensurate with training goals</td>
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<tr>
<td>Uses a variety of psychodramatic techniques to guide the training</td>
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<tr>
<td>Models role flexibility as Trainer/Director</td>
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<tr>
<td>Facilitates adequate closure of action commensurate with training goals</td>
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</tbody>
</table>

**Comments:** Please print or write clearly and legibly. Include strengths and weaknesses, if any, for the candidate during the action section of the on-site.

### Closure

<table>
<thead>
<tr>
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<th>N/A*</th>
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<th>FAIL</th>
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</thead>
<tbody>
<tr>
<td>Teaches the importance of reserving sufficient time for sharing</td>
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<tr>
<td>Teaches the integration of group psychotherapy into the sharing portion of the session if applicable</td>
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<tr>
<td>Models a method of sharing that suits the training goals</td>
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</tbody>
</table>

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### Processing

<table>
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<th>PASS</th>
<th>FAIL</th>
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</thead>
<tbody>
<tr>
<td>Processes methods used throughout the session</td>
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<tr>
<td>Refers back to training goals introduced during the warm-up</td>
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<tr>
<td>Able to identify and teach the ways in which the three phases of the session reflect and promote the group process</td>
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<tr>
<td>Provides adequate summary of training goals</td>
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<tr>
<td>Utilizes psychodramatic theory in evaluating process and effectiveness of session</td>
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</table>

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*Not Applicable*
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### Overall Performance

<table>
<thead>
<tr>
<th></th>
<th>N/A*</th>
<th>PASS</th>
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<tbody>
<tr>
<td>Adjusts the training plan to accommodate the needs of the group</td>
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<td>Demonstrates a clear understanding of the distinction between training and therapy</td>
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<td>Accurately evaluates and respects levels of expertise in the training group</td>
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<td>Uses the trainees' Sociometric networks in the group</td>
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<td>Facilitates trainees' experimentation with new roles</td>
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<td>Challenging roles from group members, if any, were addressed and integrated into the training process</td>
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<td>Establishes atmosphere of trust</td>
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<td>Achieves stated training goals</td>
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<td>Provides feedback in a such a way that it can be accepted</td>
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<td>Uses group members as training agents for each other</td>
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<td>Demonstrates creativity and spontaneity in the role of trainer</td>
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</tbody>
</table>

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*Not Applicable*