# FORM 3: IPT-A RECORDING RATING SCALE

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| --- | --- | --- | --- | --- | --- |
| Student Initials | | Young Person Initials | | Rater Initials | |
| Focal Area | **Case #** | | **Session #** | | **1st submission** |
| **Resubmission** |

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| The rating scale is subdivided into four parts. Only those parts relevant to the current phase of treatment should be rated for individual recordings. | | |
| Scoring guide | | **Pass Fail** |
| Items are rated on a 0-6 scale, ranging from 0 = not attempted to 6 = excellent. Items can be rated between anchor points. Decimal point scoring i.e. 3.5, should not be used. | | |
| 0 | **Item was not attempted** | |
| 2 | **Item was attempted but the intervention was incomplete and/or superficial** | |
| 4 | **Item was completed in a manner consistent with IPT**  **competencies and to a good standard** | |
| 6 | **Item was completed in a manner consistent with IPT**  **competencies and to an excellent standard** | |
| Items rated as attempted i.e. rated 1-6, must achieve an average score of 3 in each section completed. The average is the total score for the rated items divided by the number of items rated above zero. | | |
| No more than two attempted interventions must be scored 1 or 2 per recording. | | |
| “Symptom review” and “linking depression to focus” must not be rated at 2 or below more than once per case. The case automatically fails if either of these items fail on two submissions | | |

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| The final accreditation training portfolio must demonstrate evidence of competent practice of all initial phase and ending phase competencies over the collective submissions for four cases. Submissions for middle sessions must demonstrate competence in reviewing symptoms and linking to focus and *at least* one item in examining the focus relationship/role and one in engaging the network per case, as described in the competency rating summary sheet. Colour coding is used throughout this form as a guide. Green items cover essential (symptom review and linking to interpersonal context or focus) and recommended items, which should be addressed in every session, and blue items should be used as appropriate to the stage of post formulation work. |

# PART ONE: IPT General Strategies

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| Part one of the scale addresses the following IPT Basic Competencies: |
| Ability to maintain a systematic focus on an IPT interpersonal problem area(s) linked with the onset of symptoms |
| Ability to identify and explore difficulties in communication |
| Ability to facilitate the expression and acceptance of a range of emotions |
| Ability to encourage interpersonal change in-between sessions |
| Ability to adapt the core IPT strategies to the young person’s needs and the time available |
| Ability to balance being focused and maintaining alliance |
| Ability to establish appropriate balance between the therapist activity and non-directive exploration |
| Ability to make selective use of specific techniques to support the strategies and goals of the focal area |

## 1. Facilitate expression and acceptance of a range of emotions

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not facilitate expression or acceptance of emotions  The therapist infrequently tracked the young person’s emotional state during the session and rarely encouraged expression of affect  The therapist identified and responded to verbal and non-verbal emotional cues in the session and used these to help the young person explore, understand and express his/her emotions, recognize and accept his/her feelings, differentiate feelings from actions and identify the relationship between what s/he feels and how s/he behaves in a relationship  The therapist consistently and sensitively tracked and explored the young person’s emotional state as a core strategy. The therapist supported the young person in staying with current acknowledged and unacknowledged emotions in order to more fully recognize, accept and name his/her emotional state, to use affect as a basis for understanding interpersonal experience. The therapist used the depression circle to illustrate the connection between relationships and feelings to help the young person to decide when the expression of strong emotions is appropriate outside of the sessions and when it might undermine relationships. Where required the therapist used simple scales to monitor mood. |
| Comments | |

## 2. Attend to the therapeutic relationship

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not acknowledge the young person’s experience or attend to the therapeutic relationship  The therapist was inconsistent in demonstrating empathic awareness of the young person’s experience and responsiveness to the therapeutic relationship  The therapist demonstrated empathic understanding of the young person’s experience and fostered active collaboration with the young person by sensitively responded to verbal and non-verbal cues  The therapist maintained a curious and collaborative manner and communicated a non-judgemental understanding of the young person’s experience. The therapist identified opportunities for both empathizing with and clarify the young person’s predicament(s) and for noting his/her strengths through affirming and encouraging statements |
| Comments | |

## 3. Focus the session on an appropriate topic

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not focus the session on an appropriate topic  The therapist maintained generic attention to interpersonal themes and depression  The therapist consistently maintained attention on the relationship between symptoms and interpersonal context and adapted the specific interventions appropriately according to the phase of therapy  The therapist skilfully combined attention to the key symptomatic and interpersonal goals of therapy in the current interpersonal context, with clear attention to the specific objectives and tasks of the phases of treatment and individual focal areas, integrating pan focus work when appropriate and maintaining awareness of previous and future phases |
| Comments | |

## 4. Monitor, support and acknowledge progress in addressing interpersonal problems

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not acknowledge or support the young person’s progress in addressing interpersonal problems  The therapist infrequently acknowledged or supported the young person’s progress in addressing interpersonal problems  Therapist helped the young person to maintain focus on the goals of and rationale for interpersonal change. The therapist collaboratively tracked and reinforced the young person’s attempts to achieve interpersonal change and explored difficulties in making progress, providing social skills training where appropriate  The therapist actively and consistently supported the young person to focus on making realistic and specific interpersonal change by helping him/her to understand the symptomatic and interpersonal implications, identify and engage resources to assist with this change and constructively address obstacles. The therapist provided targeted social skill straining, including work on perspective taking, where appropriate. The therapist skilfully balanced the drive towards change with an awareness of and sensitivity to the young person’s readiness for change |
| Comments | |

## 5. Maintain the IPT therapeutic stance

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not maintain a supportive or empathic stance  The therapist offered occasional support but did not maintain a consistent, active and collaborative presence in the session  The therapist maintained an active, supportive and empathic stance and collaborated with the young person to identify specific interpersonal problems, discuss material relevant to the agreed focus, and work towards interpersonal change  The therapist maintained an active, supportive, empathic and validating stance, praising the young person’s achievements, communicating directly, inviting feedback and responding non-defensively to the young person’s negative experience of the therapist. The therapist helped the young person to identify specific interpersonal and communication problems, focus on relevant material and work towards interpersonal change. The therapist maintained a balance between taking an informed expert stance and instilling confidence in the young person in his/her ability to resolve his/her interpersonal problem(s) |
| Comments | |

## 6. Directive techniques (Psychoeducation and advice)

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use directive techniques  The therapist provided only limited, basic information without adequate explanation.  The therapist provided information and advice sparingly but appropriately to engage the young person and foster the young person’s confidence in the therapist’s ability to help  The therapist constructively informed and guided the young person’s behaviour and thinking by using techniques such as psycho-education and providing relevant factual information and recommendations. This information was used to foster a sense of confidence in the therapist’s knowledge, expertise and ability to help but did not override the young person’s independent choices |
| Comments | |

## 7. Role Playing

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use role play  The therapist used superficial or incomplete role play to generate alternatives to problematic exchanges  The therapist used role play appropriately to explore and practice alternative communication relevant to the focus area  The therapist skilfully selected appropriate opportunities, guided the young person through detailed preparation and scripting and used role-play to explore and practice alternative communication strategies and promote the young person’s experience of competence in communicating and interacting more effectively |
| Comments | |

## 8. Decision analysis

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use decision analysis  The therapist demonstrated superficial or overly directive problem solving techniques  The therapist worked with the young person to identify decisions relevant to the focus area and discussed the range of alternative options and potential consequences to aid decision-making  The therapist skilfully supported the young person to clarify significant decisions related to the focus area, review the full range of options available, giving consideration to anticipated positive and negative consequences for the focal area and depression and develop a balanced plan of action. The young person was supported to integrate this strategy as an independent competence |
| Comments | |

## 9. Clarification

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use clarification  The therapist infrequently used clarification to help his/her own or the young person's understanding  The therapist regularly and appropriately used clarification, such as asking the young person to repeat what s/he said or emphasizing the interpersonal context to help the young person to become more aware of what s/he thought and felt.  The therapist skilfully and flexibly used clarification to deepen his/her own and the young person's understanding, to attend more clearly and specifically to the young person's communication, feelings and thoughts and to explore contradictions and connections in what the young person said |
| Comments | |

## 10. Exploratory techniques

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| --- | --- |
| 0  2  4  6 | The therapist did not use exploratory techniques  The therapist infrequently encouraged the young person to expand on what they said and used proportionately more closed than open questions  The therapist supported and encouraged the young person to expand on relevant and productive topics by demonstrating curiosity and interest and inviting more information through open questioning  The therapist actively fostered the young person's sense of competence and autonomy by routinely demonstrating an open and curious interest, explicitly acknowledging constructive contributions by the young person and encouraging the young person to expand on productive topics without interrupting or imposing unnecessary structure |
| Comments | |

## 11. Communication analysis

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use communication analysis  The therapist made generic or superficial enquiries about communication but did not explore examples in detail  The therapist engaged the young person in reporting and reflecting on a recent, difficult exchange/conflict with another person through detailed reconstruction of the incident, associated feelings and link to depression  The therapist helped the young person to explore specific examples of problematic communication in detail, including the verbal and non verbal content, associated affect, the objective of, effectiveness of and satisfaction with the communication, the associated expectations and evaluation of reciprocity, empathic appreciation of the other's experience and considering and practicing alternative ways of communicating in detail |
| Comments | |

## 12. Explicit reference to the therapeutic relationship (used infrequently)

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| --- | --- |
| 0  2  4  6 | The therapist did not explicitly refer to the therapeutic relationship  The therapist made reference to the therapeutic relationship but did not link to similar experiences in relationships outside of therapy  The therapist constructively identified recurring patterns and communication difficulties when these arise in the therapeutic relationship and linked to those that occur with others and maintain the depression to help the young person to develop a better understanding and consider alternatives  The therapist used the therapeutic relationship as a vehicle to identify and provide constructive feedback on recurring interpersonal patterns and communication difficulties as they occurred, linking these to patterns with significant others and clarifying potential to trigger depression, and supported the young person to try out and explore alternative ways of communicating by first attempting these in therapy |
| Comments | |

## 13. Involve the young person’s family/carer in therapy

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| --- | --- |
| 0  2  4  6 | The therapist did not involve the young person’s family/carer’s or other relevant networks in therapy  The therapist provided minimal information for family/carer’s and/or relevant networks but did not assess for the appropriateness of or conduct joint sessions to facilitate constructive exchanges between the young person and his/her family/carers and/or other relevant networks  The therapist assessed the appropriateness of joint family/carer sessions with the young person and, where appropriate, negotiated the limits of those discussions with the young person to protect confidentiality and during joint sessions worked to facilitate constructive exchanges about emotionally charged topics relevant to the agreed interpersonal focal area  The therapist assessed the appropriateness of joint family/carer sessions with the young person and, where appropriate, encouraged teamwork and negotiated the limits of those discussions with the young person to protect confidentiality. Joint sessions were used to explore multiple perspectives, facilitate constructive exchanges, help the family to manage expression of strong emotions, support the young person’s progress and maintain focus on the agreed problem area. |
| Comments: | |

## 14. Identify at tasks to complete between sessions to pursue goals and generalize therapeutic gains

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| --- | --- |
| 0  2  4  6 | The therapist did not identify tasks to be completed between sessions  The therapist set generic goals or was overly prescriptive and did not involve the young person or his/her parents/carers in identifying and reviewing appropriate tasks to supporting skills development  The therapist worked collaboratively with the young person to identify and review between session tasks relevant to the focal area, considered possible obstacles and engaged family support  The therapist actively involved the young person in identifying and reviewing tasks to be completed between sessions that were consonant with their identified goals and appropriate to the young person’s current emotional state and interpersonal skills to ensure success. The young person was actively involved in thinking about anxieties and potential obstacles to completing the task and, where appropriate, family/carers were recruited to support skills development. |
| Comments: | |

## 15. Assess and respond to risk

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| --- | --- |
| 0  2  4  6 | The therapist did not assess or respond to risk  The therapist conducted an incomplete or superficial risk assessment and responded slowly or inappropriately to indicators of risk  The therapist identified current and chronic stressors that may place the young person at risk of harm to self or others and responded promptly to minimise potential harm  The therapist identified current and chronic stressors that may place the young person at risk of harm to self or others, including parental mental health problems, and responded promptly and with reference to the interpersonal formulation to minimise potential harm, including initiating appropriate referrals to other services to support the young person’s family/carer(s) and/or the young person. The therapist identified when IPT-A is not indicated due to the risk factors. |
| Comments | |

## 16. Adapt therapeutic style to meet the needs and capacities of a young person

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| --- | --- |
| 0  2  4  6 | The therapist did not adapt his/her style to meet the needs of a young person  The therapist offered superficial collaboration and did not consistently demonstrate respect and understanding of the young person’s need to feel in control and independent while also needing some direction and structure  The therapist adopted a collaborative and supportive stance, sensitively holding the boundaries of the therapeutic relationship and demonstrated a respectful understanding of the young person’s need to feel in control and independent while also needing some direction and structure.  The therapist adopted a consistently collaborative, supportive, playful and flexible stance, sensitively holding the boundaries of the therapeutic relationship and demonstrated a respectful understanding of the young person’s need to feel in control and independent while also needing some direction and structure. The therapist adapted his/her language and explanations to ensure the young person could understand and provide informed consent. The therapist demonstrated an appreciation of practical constraints on the young person and helped the young person to develop his or her own coping resources outside of therapy to minimise unhelpful dependence on the therapist. |
| Comment | |

## Average score for rated items (i.e. > 0):

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| --- |
| Number of items rated 1 or 2: |
| Part one: Pass/Fail |

# PART THREE: Middle Phase - Interpersonal Sensitivity/Deficits

## Review depressive symptoms over the past week (Compulsory)

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| --- | --- |
| 0  2  4  6 | The therapist did not review depressive symptoms  The therapist made a cursory review e.g. mood only, without exploring changes or triggers across the week  The therapist succinctly reviewed a sufficient range of symptoms to confirm current diagnostic status i.e. minimum of 5 current symptoms, and discussed the course of symptoms over the last week  The therapist engaged the young person in a succinct, detailed and collaborative review of the range of depressive symptoms over the past week, tracking better and worse periods and identifying associated interpersonal triggers. The therapist engaged the young person in using standardized symptoms measures as an initial summary communication to be expanded upon and reinforced the young person’s role as expert in his/her own depression |
| Comments | |

## 2. Relate depressive symptoms to the problems of social dissatisfaction or isolation (Compulsory)

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not relate the depressive symptoms to the focus area  The therapist discussed depression and/or the focus area but did not relate the two  The therapist collaborated with the young person to explore the reciprocal relationship between depressive symptoms and events or relationships associated with the focus area throughout the session  The therapist actively engaged the young person in tracking and evaluating the relationship between his/her depressive symptoms and the interpersonal focus throughout the session. Links were identified across the episode of depression and with particular reference to the reciprocal relationship in the last week. This was used to reinforce the young person’s successes and explore relevant difficulties |
| Comments | |

## 3. Review past significant relationships

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not review past relationships  The therapist looked at past relationships in a superficial and general way  The therapist engaged the young person in a detailed review of past relationships to clarify the young person’s interpersonal style  The therapist actively engaged the young person in a systematic review of the nature, course, strengths and difficulties in past relationships and worked with the young person to draw parallels with current relationships |
| Comments | |

## 4. Explore repetitive dysfunctional patterns and expectations in past or present relationships

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not examine patterns or expectations in past relationships  The therapist offered superficial comment on past relationships without detailed assessment  The therapist collaboratively worked with the young person to identify and clarify repeating patterns in past and present relationships  The therapist worked collaboratively with the young person to examine past and present relationships in detail and to clarify the processes and expectations that trigger and sustain problematic patterns. The therapist and young person used this as the basis for specifying the specific sensitivity/deficit that will be the focus of therapy |
| Comments | |

## 5. Discuss young person’s + and - feelings re the therapist and explore parallels in other relationships

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not invite or discuss the young person’s feelings about the therapist  The therapist was inattentive or defensive in discussing the young person’s feelings about the therapist and made few or no links to relationships outside of therapy room  The therapist was supportive in inviting and discussing the young person’s feelings about the therapist and used this as a basis from which to examine parallels with other relationships  The therapist encouraged and supported the young person in expressing his/her feelings about the therapist, including experimenting in new ways of communicating. The therapist worked collaboratively with the young person to understand how the feelings in the therapeutic relationship could be used to more fully and constructively understand parallel feelings and reactions in relationships outside of therapy |
| Comments | |

## 6.The therapist conveys his/her own feelings and uses the therapeutic relationship to facilitate young person’s awareness of his/her impact on and role in interactions and as model for satisfying relationships outside therapy

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not discuss his/her feelings about the therapeutic relationship  The therapist made vague, ill-timed or critical comments about his/her experience of the therapeutic relationship and did not engage the young person in considering his or her role in the interaction  The therapist made use of his/her own feelings and responses to the therapeutic relationship to draw the young person's attention to and facilitate understanding of the problematic interpersonal pattern/sensitivity that is the focus of therapy and as a basis for illustrating similar patterns in other relationships  The therapist sensitively and selectively used his/her experience of the therapeutic relationship to provide constructive feedback to the young person and to support the young person in considering parallels with relationships outside of therapy and how similar constructive and clear communication might improve satisfaction with relationships outside of therapy |
| Comments | |

## 7. Encourage formation of new relationships and development of existing relationships

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not encourage the young person to develop new relationships  The therapist encouraged the young person to pursue new relationships but did not offer specific support or guidance  The therapist encouraged the young person to develop and expand his/her existing networks and worked with the young person to develop realistic plans to do so  The therapist actively and repeatedly encouraged the young person to identify and pursue opportunities to develop existing relationships and to engage in new relationships in a manner that would reduce the isolation and dissatisfaction resulting from the focal sensitivity. The therapist offered specific and constructive support and direction to assist the young person in experimenting with new ways of communicating and behaving which would facilitate this change |
| Comments | |

## Average score for rated items (i.e. > 0):

|  |
| --- |
| Number of items rated 1 or 2: |
| Part one: Pass/Fail |