# 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)

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| --- | --- |
| 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 - Role Disputes

## 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 symptoms onset to overt or covert dispute with significant other with whom the young person is currently involved (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. Determine the stage of the dispute

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not stage the dispute  The therapist named the stage of the dispute without engaging or discussing this with the young person  The therapist summarized exchanges between the parties in the dispute to characterize the predominant character of the dispute and invited the young person to comment on the accuracy of the description  The therapist actively involved the young person in examining the form and frequency of communication in the dispute to collaboratively determine and agree the predominant character. The stage of the dispute was used as a basis from which to explain and plan how to address the dispute e.g. increase communication, contain unhelpful communication. The therapist did not propose dissolution as an initial response and made it clear that the decision to maintain or end the relationship remained with the young person |
| Comments | |

## 4. Identify issues in the dispute

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not identify issues in the dispute  The therapist noted areas of disagreement but did not engage the young person in identifying the key recurring themes fuelling the dispute  The therapist involved the young person in reviewing a range of exchanges to identify the key recurring issues that are unresolved in the dispute and that contribute to it continuing  The therapist sensitively and skilfully supported the young person in identifying and acknowledging the central spoken and unspoken issues for both parties that fuel the dispute and the depressive symptoms and are repeatedly evident in problematic exchanges |
| Comments | |

## 5. Explanation of how non-reciprocal role expectations relate to the dispute

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not explain non reciprocal role expectations  The therapist referred to non-reciprocal expectations but did not explain the concept or link to the young person’s depression  The therapist explained how spoken and unspoken differences in what each party wants from the relationship could fuel disagreements, if the differences are not identified and an agreement is not negotiated  The therapist identified non-reciprocal expectations as a normal part of healthy relationships and skilfully used the young person’s own material to illustrate how unspoken or unresolved differences in the give and take of the relationship can trigger conflict and worked with the young person to understand how differences in expectations have played this role in the young person’s experience and fuelled his/her depression |
| Comments | |

## 6. Exploration and discussion of differences in expectations and values

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not explore differences in expectations  The therapist identified differences in expectations in a general way but did not engage the young person in more than superficial acknowledgment  The therapist actively worked with the young person to clarify important areas of difference in what s/he and the other person in the dispute expects and values and discussed how these differences contribute to the dispute  The therapist skilfully supported the young person to identify the spoken and unspoken differences in expectations and values between him/her and the other person in the dispute. The young person was supported in acknowledging when expectations and values are unknown and to consider the possibility for change on both sides, including relinquishing expectations or negotiating a compromise |
| Comments | |

## 7. Exploration of parallels and differences between currently disputed and other past or present relationships

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not explore parallel difficulties across relationships  The therapist made limited reference to similarities and differences across relationships but did not invite further discussion  The therapist explicitly identified problematic patterns in the disputed relationship and worked with the young person to identify when the same patterns were repeated or avoided in other contemporary or historical relationships  The therapist skilfully reviews a broad range of relationships with the young person to more fully understand how and when problematic patterns are repeated and how and when they are successfully avoided. This was used to clarify and promote the use of more adaptive interpersonal strategies that avoid or prevent conflict and so do not trigger depressive symptoms |
| Comments | |

## 8. Exploration and discussion of options available to the young person to further resolution of the dispute and/or bring about desired change

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not discuss options for change  The therapist made generic suggestions for change without clear reference to the young person’s situation or relied on overly directive problem solving  The therapist helped the young person to use their shared understanding of the nature and process of the dispute to collaboratively identify and evaluate relevant and realistic options to bring about change and/or resolution  The therapist collaboratively and creatively worked with the young person to help him/her to identify and evaluate the range of options available, or which could be developed, to bring about change in the dispute. These options involved direct action by the young person, including engaging others in the network who could act as a resource to furthering resolution of the dispute |
| Comments | |

## 9. Discussion of communication patterns

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not discuss communication patterns  The therapist discussed communication in a superficial manner  The therapist worked with the young person to review multiple examples of communication to understand the repeating patterns and ways in which verbal and non verbal patterns contributed to the dispute being maintained  The therapist supported the young person to develop a sense of curiosity about the nature and quality of his/her communication and to examine in detail the subtle and overt factors that determine and change the course of communication and to evaluate how these communication patterns relate to the current dispute and symptom pattern |
| Comments | |

## 10. Exploration and discussion of how the dispute is perpetuated

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not explore maintaining factors in the dispute  The therapist made generic suggestions about how the dispute is perpetuated without directly linking to the young person’s experience  The therapist worked collaboratively with the young person to identify and understand the range of factors that sustain the dispute including communication style, circumstances, the role of others and depression  The therapist worked collaboratively with the young person to develop a full understanding of the process around the dispute, the contribution the young person and others make, the conflicting expectations that create an obstacle to resolution and the way in which depression interferes with communication and reasoning to maintain the conflict |
| Comments | |

## 11. Explore use of wider network to understand or ameliorate the dispute

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| --- | --- |
| 0  2  4  6 | The therapist did not make reference to the wider network in order to understand or ameliorate the dispute  The therapist made only passing reference to others and did not examine how they might contribute to resolution of the dispute  The therapist supported the young person to identify the interpersonal resources s/he has available and to engage those resources appropriately to bring about change in the dispute  The therapist systematically considered the range of support that is available or could be developed with the young person. The therapist creatively mapped those resources onto their shared understanding of the dispute and clarified how the network might contribute to change. The therapist actively supported the young person to mobilize those interpersonal resources |
| Comments | |

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

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