## FORM 3: IPT RECORDING RATING SCALE

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

|  |  |  |
| --- | --- | --- |
| 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 | | |

|  |
| --- |
| 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

|  |
| --- |
| 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 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 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 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 person’s emotional state as a core strategy. The therapist supported the 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 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 person’s experience or attend to the therapeutic relationship  The therapist was inconsistent in demonstrating empathic awareness of the person’s experience and responsiveness to the therapeutic relationship  The therapist demonstrated empathic understanding of the person’s experience and fostered active collaboration with the 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 person’s experience. The therapist identified opportunities for both empathizing with and clarify the 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 person’s progress in addressing interpersonal problems  The therapist infrequently acknowledged or supported the person’s progress in addressing interpersonal problems  Therapist helped the person to maintain focus on the goals of and rationale for interpersonal change. The therapist collaboratively tracked and reinforced the 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 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 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 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 person’s achievements, communicating directly, inviting feedback and responding non-defensively to the person’s negative experience of the therapist. The therapist helped the 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 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 person and foster the person’s confidence in the therapist’s ability to help  The therapist constructively informed and guided the 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 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 person through detailed preparation and scripting and used role-play to explore and practice alternative communication strategies and promote the 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 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 person to clarify significant decisions related to the focus area, review the full range of options available, give consideration to anticipated positive and negative consequences for the focal area and depression and develop a balanced plan of action. The 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 person's understanding  The therapist regularly and appropriately used clarification, such as asking the person to repeat what s/he said or emphasizing the interpersonal context to help the 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 person's understanding, to attend more clearly and specifically to the person's communication, feelings and thoughts and to explore contradictions and connections in what the person said |
| Comments | |

### 10. Exploratory techniques

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not use exploratory techniques  The therapist infrequently encouraged the person to expand on what they said and used proportionately more closed than open questions  The therapist supported and encouraged the 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 person's sense of competence and autonomy by routinely demonstrating an open and curious interest, explicitly acknowledging constructive contributions by the person and encouraging the 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 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 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)

|  |  |
| --- | --- |
| 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 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 person to try out and explore alternative ways of communicating by first attempting these in therapy |
| Comments | |

### 13. Assess and respond to risk

|  |  |
| --- | --- |
| 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 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 person at risk of harm to self or others, including mental health problems in family members, and responded promptly and with reference to the interpersonal formulation to minimise potential harm, including initiating appropriate referrals to other services to support the person’s family/carer(s) and/or the person.  The therapist identified when IPT is not indicated due to the risk factors. |
| Comments | |

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

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

## PART THREE: Middle Phase - Role Transitions

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

|  |  |
| --- | --- |
| 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 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 person in using standardized symptoms measures as an initial summary communication to be expanded upon and reinforced the person’s role as expert in his/her own depression |
| Comments | |

### 2. Relate depressive symptoms to difficulty in coping with the transition from one social role to another (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 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 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 person’s successes and explore relevant difficulties |
| Comments | |

### 3. Review the positive and negative aspects of the old role and possible new one, and realistic evaluation

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not review the old or new roles  The therapist made a brief summary review of the old and/or new roles but did not engage the person is reflection or evaluation  The therapist helped the person to explore the feelings and meanings associated with the role to be relinquished, in order to facilitate a realistic appraisal of what has been lost, and about the role s/he has to adjust to and the opportunities it may provide  The therapist collaborated with the person to create a balanced reflection on the old role, empathically examined and addressed the aspects of the transition which have been most problematic for the person and supported and engaged the person in identifying the skills, motivation and supports necessary to adjust to the new role and take up the opportunities it affords |
| Comments | |

### 4. Explore nature of and feelings about what was lost

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not explore feelings about what has been lost  The therapist made a superficial acknowledgement of the past role but did not engage with the associated feelings of loss  The therapist supported the person in examining what has been lost in detail and in acknowledging and expressing the range of emotions associated with the change  The therapist demonstrated non judgmental curiosity in examining the different dimensions of what has been lost and the mix of positive and negative feelings associated with relinquishing what must be given up while clarifying those aspects of the old role which may be carried forward. The therapist helped the person to mourn the loss of the old role and to relinquish it |
| Comments | |

### 5. Explore feelings about the change itself

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not examine feelings about the change  The therapist made limited and superficial enquiry about how the change happened  The therapist supported the person to evaluate his/her feelings about how the change came about and the factors that contributed to it, and how this links to the person’s current depressive symptoms  The therapist empathically supported the person to examine the context and process of the transition in detail, the contribution made by the person and others to the change occurring, the range of feelings experienced at the time and now and links to current depression symptoms |
| Comments | |

### 6. Explore opportunities in the new role

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not examine the opportunities in the new role  The therapist made limited reference to opportunities in the new role but did not engage the person in exploring or pursuing them  The therapist encouraged the person in identifying and pursuing anticipated and unexpected opportunities in the new role  The therapist engaged the person in a systematic review of the new role to identify and/or create new opportunities that are anticipated to have a positive impact on depressive symptoms and adjustment to the new role |
| Comments | |

### 7. Encourage development and effective use of social support system and skills called for in the new role

|  |  |
| --- | --- |
| 0  2  4  6 | The therapist did not encourage use of social support in relation to the new role  The therapist offered general encouragement to use support, without identifying from whom or how this might be related to the person in the new role specifically  The therapist helped the person to identify and develop the skills and support systems necessary for him/her to effectively manage the demands and take up the opportunities in the new role  The therapist actively explored how existing skills and supports could be employed effectively in the new role and worked creatively with the person to encourage taking risks and using novel strategies to equip the person practically and interpersonally to fully engage with the new role and counteract the pessimism and poor motivation characteristic of depression |
| Comments | |

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

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