# Reflective Therapy Record

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name: |  | | | |
| Young person’s initials: |  | | | |
| Young person’s age: |  | | | |
| Total number of sessions at discharge: |  | | | |
| Focal Area: |  | | | |
| Total number of parent/carer sessions – indicate if joint or separate |  | | | |
| Supervision dates when young person was discussed: |  | | | |
| Supervision dates when clips were reviewed: |  | | | |
| Rated sessions – specify session number | Pass/ Fail | Pass/ Fail | Pass/ Fail | Resubmission |

## IPT-A Casework Recordings Submission Timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Deadlines for submissions and returning ratings should be agreed in writing by the trainee and supervisor at the start of each case and added to the table below. Ratings must be returned to trainees no later than two weeks after the submission.  A one week extension on submission dates may be agreed by the supervisor on receipt of a written request from the trainee, submitted in advance.  Any further extension on submissions dates must be approved by the supervisor and external rater on receipt of a written request from the trainee, submitted in advance.  If a submission date is missed without prior agreement the submission is deemed a fail. A resubmission from the same phase of therapy can be made once per case if a first submission fails. A resubmission date will be agreed and should be no more than two weeks after the original submission date. | | | | |
| Submission Timetable | Submission 1  Cases 1&2  (before #5) & ratings returned | Submission 2  Cases 1&2  (before #8) & ratings returned | Submission 3  Cases 1&2  (before #11) & ratings returned | Resubmission & ratings returned |
| Case 1 |  |  |  |  |
| Case 2 |  |  |  |  |
| Trainees should notify the external rater when cases 3 & 4 are due to start. Trainees should send a copy of Form 4 and submission deadlines agreed by the supervisor and trainee at the start of each case. An updated copy of Form 4 should be sent to the external rater with each new submission. | | | | |
| Case 3 |  |  |  |  |
| Case 4 |  |  |  |  |
| Case 5 |  |  |  |  |
| Case 6 |  |  |  |  |
| Case 7 |  |  |  |  |
| Case 8  (if required) |  |  |  |  |

## Assessment – Session Zero

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s training goals (rate progress out of 10 regularly):  1.  2.  3. | | | | | | | | | | | |
| Young person’s  Initials | |  | | Session Date |  | | | Session Number | |  | |
| **Session zero summary**  Referral source e.g. GP, self:  Current reason for referral:  Presenting problems:  Why you anticipate IPT-A being a suitable treatment: | | | | | | | | | | | |
| Pre -therapy T-scores | SA | | GA | P | SP | OCD | Dep | | ANX | | DEP/ANX |
| RCADS (YP) |  | |  |  |  |  |  | |  | |  |
| RCADS  (Parent) |  | |  |  |  |  |  | |  | |  |
| PHQ9/Low mood tracker (if used):  Additional measures (if used, please specify):  SRS/SFQ: | | | | | | | | | | | |
| Outcome of supervision and actions: | | | | | | | | | | | |
| Learning points: | | | | | | | | | | | |

## Assessment Summary

|  |
| --- |
| **Briefly outline the young person’s mental health history including:**  Timeline of most recent episode of depression (provide a copy of timeline diagram):  Previous episodes of depression or other disorders:  Previous treatments and response:  Young person’s response to diagnosis:  Parent(s)’/Carer(s)’ response to diagnosis:  Sick role plan: |
| **Briefly describe the young person’s interpersonal network and how this informs your developing formulation (provide a copy of IPI diagram):** |
| **Provide a copy of the formulation and goals:** |

## Assessment Sessions: 1-4

### Session 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | |
| **Management of Identified risks:** | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | |
| Which IPT-A assessment strategies did you use in this session? | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | |
| How did this session inform your developing formulation? | | | | | |
| Parent/carer present?: | | | | | |
| Main question to be addressed in supervision? | | | | | |
| Has this session been submitted for informal review and feedback? | | | | | |
| Outcome and actions: | | | | | |
| Learning points: | | | | | |

### Session 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | |
| **Management of Identified risks:** | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | |
| Which IPT-A assessment strategies did you use in this session? | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | |
| How did this session inform your developing formulation? | | | | | |
| Parent/carer present: | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | |
| Outcome and actions: | | | | | |
| Learning points: | | | | | |

### Session 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | |
| **Management of Identified risks:** | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | |
| Which IPT-A assessment strategies did you use in this session? | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | |
| How did this session inform your developing formulation? | | | | | |
| Parent/carer present: | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | |
| Outcome and actions: | | | | | |
| Learning points: | | | | | |

### Session 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | |
| **Management of Identified risks:** | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | |
| Which IPT-A assessment strategies did you use in this session? | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | |
| How did this session inform your treatment plan? | | | | | |
| Parent/carer present: | | | | | |
| Main question to be addressed supervision?  Clip provided? Has an assessment session been submitted for formal review? | | | | | |
| Outcome and actions: | | | | | |
| Learning points: | | | | | |

## Middle Phase Sessions: 5-9

### Session 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 7

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? Has a middle phase session been submitted for formal review? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 8

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 9

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

## Ending Phase Sessions: 10-12

### Session 10

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 11

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Has an ended phase session been submitted for formal review? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Session 12

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

## Additional Sessions for Extended Casework

### Additional Session 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Additional Session 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

### Additional Session 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Young person’s initials |  | Session Date |  | Session Number |  | Focal Area |  |
| Student’s training goals (rate progress out of 10 regularly): | | | | | | | |
| Young person’s goals (rate progress out of 10 regularly): | | | | | | | |
| **Add scores each week to track symptom change over the course of therapy**PHQ-9/LMT (please specify):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Additional measures (other, please specify)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   SRS/SFQ:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Risk Assessment, including** risk to self; risk to others; neglect; exploitation; bullying: | | | | | | | |
| **Management of Identified risks:** | | | | | | | |
| How did you apply what was discussed in you last supervision to the session with the young person this week? | | | | | | | |
| Which IPT-A strategies did you use in this session? | | | | | | | |
| What role did depression play in interpersonal/focal area difficulties this week? | | | | | | | |
| How did you work on developing the young person’s interpersonal skills and or engaging the young person’s network? | | | | | | | |
| How did this session inform or develop your shared formulation of the interpersonal and symptomatic difficulties the young person experiences? | | | | | | | |
| What was your experience of the therapeutic relationship in this session? | | | | | | | |
| Parent/carer present: | | | | | | | |
| Main question to be addressed in supervision?  Clip provided? | | | | | | | |
| Outcome and actions: | | | | | | | |
| Learning points: | | | | | | | |

## Reflection on Casework

This section should be filled in following completion of the casework

|  |
| --- |
| What were the main strengths in your IPT-A practice with this young person? *(Word limit: 300)* |
| Which areas of IPT-A practice do you need to focus on improving in future casework? *(Word limit: 300)* |
| What problems or complexity factors did you encounter during this casework? How did you manage these factors? Would you do anything differently if faced with similar factors in the future? *(Word limit: 300)* |
| How did the IPT-A evidence base and related literature inform your practice? *(Word limit: 300)* |
| What are the main learning points arising from this casework? *(Word limit: 300)* |

## Summary of Outcomes

**RCADS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Post -therapy T scores | SA | GA | P | SP | OCD | Dep | ANX | DEP/ANX |
| RCADS (YP) |  |  |  |  |  |  |  |  |
| RCADS  (Parent) |  |  |  |  |  |  |  |  |

At the end of casework in each case add a summary graph of session by session symptoms tracker scores. Please state whether you have used the PHS-9 or Low mood symptom Tracker e.g.

**Goal tracking**

At the end of casework in each case add a summary graph of repeated ratings on GBOs e.g.

## Student’s Signature

|  |  |
| --- | --- |
| Student’s signature | Date |

## Supervisor’s Comments and Signature

|  |  |
| --- | --- |
| Training supervisor’s comments/ reflections | |
| Supervisor’s signature | Date |