

therapy related interpersonal behaviors **(trib-g) anchors**

A. clear & positive communication	
1. clarity of expression	
vague expression of ideas, difficult to understand, inconsistent; speech is hesitant, inappropriate pauses, mental leaps are present	extremely clear expression of thoughts, precise, understandable; speaks fluently, short and concise statements
2. ability to present own ideas in a clear and convincing manner	
appears withdrawn, reserved in the presentation of his/her own ideas; hardly any reference to the subject, monosyllabic, speaks quietly, does not develop own ideas; does not participate in discussion; connection to the topic is hard to recognize	presents ideas in a clear, convincing and enthusiastic manner; self-confident, refers to the topic; asks questions to make sure that the others have understood; explains own ideas flexibly
B. empathy & communicative attunement	
3. capacity for careful and active listening	
uninvolved, disinterested, appears distant; not approving, provides no feedback, easily distracted, interrupts others without thematic link	careful and active listening (nodding, leaning forwards); pays attention, open-minded, encouraging, approving, gives positive feedback
4. empathy/ability to accurately perceive the emotions of others	
does not show understanding of others' feelings; not empathic towards others; does not adopt others' point of view; disrespectful	understands others' feelings, concerns and ideas; is empathic towards others; adopts different points of view; appreciative; appears able to discern what others are thinking or feeling
C. respect & warmth	
5. general behavior towards others	
distant, avoids eye-contact, withdrawn, impassive, limited facial expression	friendly, open-minded, appropriate eye-contact, appears warm-hearted
D. managing criticism	
6. response to contrary opinions	
does not accept contrary opinions; only cares about his own point of view; self-centered	high acceptance of contrary opinions and different point of views; tolerant
7. response to feedback about own behavior (1)	
dismissive, narrow-minded, hard to convince, stubborn, no self-reflection	takes others' comments and feedback seriously; reflective; insightful
8. response to feedback about its own behavior (2)	
feels hurt, aggrieved; provides inadequate excuses; assumes no responsibility for own actions (angry, offended)	reacts seriously, objective; adopts a neutral position; does not take things personally rather factual; content-related
E. willingness to cooperate	
9. ability & willingness to engage with & refine the ideas of other group members	
is not able & willing to engage with & build upon others' ideas; behaves competitively & self-centered	is able & willing to engage with & build upon others' ideas; behaves cooperatively, integrates ideas well

Schöttke, H., et al. (2016). "Predicting psychotherapy outcome based on therapist interpersonal skills: A five-year longitudinal study of a therapist assessment protocol." *Psychother Res.* (online 6th January)

Objective: In the past decade, variation in outcomes between therapists (i.e., therapist effects) have become increasingly recognized as an important factor in psychotherapy. Less is known, however, about what accounts for differences between therapists. The present study investigates the possibility that therapists' basic therapy-related interpersonal skills may impact outcomes. Method: To examine this, psychotherapy postgraduate trainees completed both an observer- and an expert-rated behavioral assessment: the Therapy-Related Interpersonal Behaviors (TRIB). TRIB scores were used to predict trainees' outcomes over the course of the subsequent five years. Results: Results indicate that trainees' with more positively rated interpersonal behaviors assessed in the observer-rated group format but not in a single expert-rated format showed superior outcomes over the five-year period. This effect remained controlling for therapist characteristics (therapist gender, theoretical orientation [cognitive behavioral or psychodynamic], amount of supervision, patient's order within therapist's caseload), and patient characteristics (patient age, gender, number of comorbid diagnoses, global severity, and personality disorder diagnosis). Conclusions: These findings underscore the importance of therapists' interpersonal skills as a predictor of outcome and source of therapist effects. The potential utility of assessing therapists' and therapists-in-training interpersonal skills are discussed.

TRIB-G. The contributions of each candidate to a group discussion on a provoking film were rated using the TRIB-G by trained raters. Ratings were based on nine behaviors selected from a larger pool of 17 items linked to aspects of potential group dynamics a prior pilot study of n=82 candidates (Eversmann, 2008). Items were selected based on their relevance to therapist features theoretically linked to building a pantheoretical successful therapeutic relationship (e.g., Ackerman & Hilsenroth, 2001; Hermer & Röhrle, 2008). Hence, the rating scale entailed behavioral patterns from the following domains: (1) "clear and positive communication" (two items); (2) "empathy and communicative attunement" (two items); (3) "respect and warmth" (one item); (4) "managing of criticism" (three items); and (5) "willingness to cooperate" (one item). A high raw score indicates high interpersonal competence. Each item was rated on a five-point Likert-type scale ranging from zero to four. The end-points of the scale were behaviorally anchored to ensure a uniform understanding of the terms. A total score was computed by taking the sum of all nine items. The factor analysis using varimax-rotation indicated that all items loaded on one main factor (78% of explained variance) (Eversmann, Schöttke, Wiedl, & Rogner, 2011). The measure has shown some evidence of interrater reliability (e.g., estimated intraclass correlation [ICC] varied between 0.61 and 0.71 depending on training experience and the group of raters (Eversmann et al., 2011, see Supplemental Materials). In a prior study, that described the construction of the TRIB-G, results of the factor analysis and the ICC's were reported. The sample involved n=82 therapist trainees. In the present sample (n = 42), the average score of the TRIB-G was 27.0 (SD=4.85; Min.=12, Max.= 35) ... The participants ... participated in structured group discussions in groups ranging in size from 6 to 12 participants. The group discussion started with a provocative 15 min film clip. The film clip included a demonstration of an intervention that was not part of the therapeutic training offered at the institute. Previous work has established that this clip incites debate among therapy trainees (Reckwerth, 2006). The participants were asked to monitor their feelings and thoughts during the viewing of the clip and to discuss them afterwards. After watching the video clip, the moderator repeated the standardized instructions and emphasized that the focus of the discussion was the emotional, physiological, and behavioral reactions experienced by the trainees. A scientific debate of therapeutic techniques was not requested. Trained raters observed the behavior of the candidates and evaluated their contributions to the discussion using the TRIB-G ... the analyses of patient symptom change indicated that those therapists who demonstrated strong interpersonal skills, as rated by trained observers within a group assessment format, achieved better outcomes with their patients. Indeed, the relationship between trainees' interpersonal capacities (assessed prior to formal training in the provision of therapy) remained a predictor of patient outcomes when simultaneously controlling for a host of patient and therapist variables (e.g., theoretical orientation, patient personality disorder diagnosis, amount of supervision) ... Future work may do well to examine the training potential implied by our results. For example, based on the current study, TRIB-G scores could be used to develop specialized interpersonal skills training as a compliment to traditional psychotherapy training. Work in this direction could increase our knowledge regarding effective methods for the training of therapists.
