MOL Feedback Instrument - MOLFIV2023.08.31

This is the latest version (2023.08.31) of what is now named the MOL feedback instrument (MOLFI), currently available to be evaluated by practitioners. Please share your feedback with us through this form: https://forms.gle/CAiYTbfFRt96Wnpw6 or mol@iapct.org. Developed by Eva de Hullu, Warren Mansell, Ana Churchman and Pauline Tieleman, 2023.

Latest version of the materials at: https://www.iapct.org/themes/method-of-levels/molfi

Instruction

For background information, extensive instruction for each aspect and dimension and examples*, view the MOLFI instruction sheet.

*Examples are gathered during the pilot stage of the MOL accreditation procedure. Please share your examples (verbatim texts) from sessions to illustrate the dimensions or aspects with us.

Short instructions:

- Use the MOLFI (next page) as an observer to an MOL session (recording).

- Please note that the use of 'therapist' can be interpreted broadly, as the practitioner (regardless of background) using MOL to help people in distress. The MOLFI uses the abbreviated "T".

- This list helps you rate the practitioner's control of the CENS (Control, Explore, Notice, Sustain) dimensions of MOL (right column) that serve the ultimate goal of facilitating effective reorganisation with this particular client at this particular time (bottom row).

- Each dimension is illustrated by a number of aspects (white rows) that could serve this dimension. For example, a way to keep the client in control is to ask for feedback to adjust your approach (pace, timing etc). A way to help sustain awareness on the problem is to ask detailed, specific questions about the problem. While reviewing the session, rate for each aspect to what extent it was used to serve that particular dimension. The five options should be interpreted from left (not serving this dimension at all) to right (serving this dimension very well).

- The dimension ratings (coloured columns) should be holistic ratings, informed by the aspects and by the overall embodied sense of the observer of how well this dimension is controlled. The aspect ratings do not need to add up to the dimension rating; a dimension level goal can be reached in many ways. You can use written feedback to explain.

- Finally, with that same embodied, holistic approach, take a step back and provide an estimation of the overall quality of the therapist in this MOL session: in this particular session with this particular client, how well does this practitioner balance the dimensions, and how well does the practitioner facilitate effective reorganisation?

- Provide additional verbal or written feedback if necessary.

- Please do not disclose private or sensitive information.

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Session:

		Limiting client control:		**Facilitating client control:**	*Provide an overall score (not a sum of the aspects left):*
CONTROL *Rate for these aspects to what extent T limits or facilitates client control.*	1	T determines the subject of the conversation.	⊙⊙⊙⊙⊙	T allows the client to determine the subject of the conversation.	**T keeps the client in control.**
	2	T talks too much.	⊙⊙⊙⊙⊙	T lets the client talk.	
	3	T leads the client rather than follows.	⊙⊙⊙⊙⊙	T follows rather than leads the client.	⊙⊙⊙⊙⊙
	4	T does not adjust their approach to the client if necessary.	⊙⊙⊙⊙⊙	T adjusts their approach when necessary (e.g., through asking for feedback).	not at all - very well
	5	T shares advice, interpretations, guesses or assumptions.	⊙⊙⊙⊙⊙	T does not share advice, interpretations, guesses or assumptions.	

		Limiting space for exploration:		**Providing open space for exploration:**	*Provide an overall score (not a sum of the aspects left):*
EXPLORE *Rate for these aspects to what extent T limits or provides an open space for exploration.*	6	T lacks curiosity.	⊙⊙⊙⊙⊙	T maintains curiosity.	**T provides an open space for exploration.**
	7	T asks leading questions.	⊙⊙⊙⊙⊙	T asks non-leading questions.	
	8	T does not help the client express the experience that is bothering them.	⊙⊙⊙⊙⊙	T helps the client to express the experience that is bothering them.	⊙⊙⊙⊙⊙
	9	T obstructs the client to talk freely.	⊙⊙⊙⊙⊙	T facilitates the client to talk freely without inhibitions.	not at all - very well
	10	T judges or evaluates the client.	⊙⊙⊙⊙⊙	T does not judge or evaluate the client.	

		Hindering awareness:		**Helping awareness:**	*Provide an overall score (not a sum of the aspects left):*
NOTICE *Rate for these aspects to what extent T hinders or helps to bring all involved perceptions into awareness.*	11	T misses many *verbal* disruptions and background thoughts.	⊙⊙⊙⊙⊙	T sufficiently often asks about *verbal* disruptions and background thoughts.	**T helps to bring all involved perceptions into awareness.**
	12	T misses many *non-verbal* disruptions and background thoughts.	⊙⊙⊙⊙⊙	T sufficiently often asks about *non-verbal* disruptions and background thoughts.	⊙⊙⊙⊙⊙
	13	T's questions do not vary enough across different levels of perception or modalities: images, memories, feelings, urges, thoughts etc.	⊙⊙⊙⊙⊙	T's questions involve different levels of perceptions and modalities: images, memories, feelings, urges, thoughts, etc.	not at all - very well

		Limits sustained awareness on the problem:		**Helps sustain awareness on the problem:**	*Provide an overall score (not a sum of the aspects left):*
SUSTAIN *Rate for these aspects to what extent T hinders or helps the client stay with the problem.*	14	T does not ask detailed, specific, and short questions, one at a time, about the current topic of conversation.	⊙⊙⊙⊙⊙	T often asks detailed, specific, and short questions, one at a time, about the current topic of conversation.	**T helps the client stay with the problem.**
	15	T does not help sustain awareness on what is bothering the client.	⊙⊙⊙⊙⊙	T helps sustain awareness on what is bothering the client.	⊙⊙⊙⊙⊙ not at all - very well

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Overall rating of quality
Provide an overall, holistic score for the balance and facilitating of effective reorganisation with this particular client, at this particular time:

How well did T balance the dimensions of *control, explore, notice,* and *sustain*?
not at all ⊙   ⊙   ⊙   ⊙   ⊙ very well

How well did T use the opportunities to facilitate effective reorganisation?
not at all ⊙   ⊙   ⊙   ⊙   ⊙ very well