



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7365

Course Title: Clinical Interviewing

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Fall 2020

Course Credits: 3

Class Meeting Days: Mondays

Class Meeting Hours: 9:00am to 12:00pm

Class Location: Brogan 101

Instructor Name: Jeffrey D. Stern, Ph.D.

Email: jeffrey.stern@chaminade.edu

Phone: (808) 739-7427

Office Location: Behavioral Sciences, rm. 115

Office Hours: Mon: 7:00am – 9:00am, 2:00pm – 4:00pm; Tues: 7:00am – 11:00am; Wed: 7:00am – 9:00am;
and by appointment

Teaching Assistant: Stephanie Steele – stephanie.steele@student.chaminade.edu

University Course Catalog Description and Overview:

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these and related skills. Passing the Clinical Interviewing Course requires successful completion of the First Year CCE (Clinical Competency Evaluation) and is a prerequisite for practicum training.

Instructional Contact and Credit Hours:

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPB Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.

6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will demonstrate empathic and reflective listening skills in conducting clinical interviews (Competency 2)
2. Students will develop and increase their awareness of cultural diversity and be able to conduct clinical interviews that are informed by cultural competence and responsiveness (Competencies 4 & 11)
3. Students will demonstrate the ability to ask insightful questions, summarize, and paraphrase, to elicit clinical information from the client necessary for diagnosis and treatment planning (Competencies 2, 5 & 8)
4. Students will demonstrate self-reflection and the ability to incorporate feedback for self-improvement in clinical interviewing (Competencies 2 & 3)
5. Students will demonstrate critical thinking regarding conceptualization, diagnosing, treatment planning, and treatment recommendations. (Competencies 1, 2, & 8)
6. Students will demonstrate the ability to cover all content required in a clinical interview within a 45-minute time period (Competencies 1, 2, 5, & 8)

Required Learning Materials

Required Textbooks

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing* (6th ed.). John Wiley & Sons, Inc..

Nussbaum, A. M. (2013). *The pocket guide to the DSM-5™ diagnostic exam*. Washington D.C.:American Psychiatric Association.

Required Readings: Scholarly and Evidenced Based

- Brodey, B. B., First, M., Linthicum, J. Haman, K., Sasiela, J. W. & Ayer, D. (2016). Validation of the NetSCID: An automated web-based adaptive version of the SCID. *Comprehensive Psychiatry*, 66, 67-70.
- LaRoche, M., & Christopher, M. (2009). Changing paradigms from empirically supported treatment to evidence based practice: A cultural perspective. *Professional Psychology: Research & Practice*, 40, 396-402.
- Linehan, M. M., Comtois, K. A., Brown, M. Z., Heard, H. L., & Wagner, A. (2006). Suicide attempt self-injury interview: Development, reliability, and validity of a scale to assess suicide attempts and intentional self-injury. *Psychological Assessment*, 18(3), 303-312.
- Mohlman, J., Sirota, K. G., Papp, L. A., Staples, A. M., King, A., & Gorenstein, E. E. (2012). Clinical interviewing with older adults. *Cognitive and Behavioral Practice*, 19(1), 89-100.
doi:<http://dx.doi.org/10.1016/j.cbpra.2010.10.001>
- Osorio, F. L., Loureiro, S. R., Hallak, J. E., Machado-de-Sousa, J. P., Ushirohira, J. M., Baes, C. V., Apolinario, T. D., Donadson, M. F., Bolsoni, L. M., Guimaraes, T., Fracon, V. S., et al. (2019). Clinical validity and intra-rater and test-retest reliability of the Structured Clinical Interview for DSM-5, Clinical Version (SCID-5-CV), *Psychiatry and Clinical Neurosciences*, 73, 754-760.
- Shea, S. C., & Barney, C. (2015). Teaching clinical interviewing skills using role-playing: Conveying empathy to performing a suicide assessment: A primer for individual role-playing and scripted group role-playing. *Psychiatric Clinics of North America*, 38(1), 147-183. doi:<http://dx.doi.org/10.1016/j.psc.2014.10.001>

Additional Readings: Book Chapters (to be provided)

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (8th ed.)*. Nelson Education.

Groth-Marnat, G. (2009). The assessment interview. *Handbook of Psychological Assessment, 5th ed.*, John Wiley & Sons.

Miller, W. R. and Rollnick, S. (2013). *Motivational interviewing (3rd ed.)*. Guilford.

Course Requirements

Attendance and Participation. Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Interview I – Students will be required to record and present (in class) a 20-minute initial interview – editing is not permitted. Students will select portions of the video of the interview (3 to 5 minutes) to be shared and discussed in class. Students will be graded out of a total of **25 points**, using the following rubric:

Establishing Rapport through informed consent, reason for referral, etc.	3 pts
Questioning – fleshing out presenting complaint using open and closed-ended	7 pts
Breadth – Mood, thought, anxiety, trauma, somatization, sleep, social, Hx, etc.	7 pts
Behavior – Verbal & nonverbal, patience, empathic, elicitive, other-focused, etc.	5 pts
Others – Safety, follow-up, strengths, termination	<u>3 pts</u>

Interview II – Students will be required to record and present highlights and lowlights of a 20-minute diagnostic interview (per Nussbaum, 2013). As with Interview I, editing is not permitted and students will select portions of the video of the interview (3 to 5 minutes) to be shared and discussed in class. The video file will be shared with the professor, along with with a transcript of the interview and 3 to 5 page self-critique (only for instructor's review) worth 5 points, covering:

1. What you think/feel you did well?
2. What could you have done differently/where can you improve?
3. What is your action plan to remediate?

Grading will be out of a total of 25 points for the interview (below) and 5 for the self-critique (30 points total), again, the latter using the same rubric as above:

Establishing rapport through informed consent, reason for referral, etc.	2 points
Questioning – Present illness, onset, course, duration, open-ended, summarizing, etc..	7 points
Breadth – Mood, thought, anxiety, trauma, somatization, eating, sleep, social, history	7 points
Behavior – Verbal & nonverbal, patience, empathy, tapping emotions, etc.	7 points
Others – Safety, follow-up questions, strengths, termination	<u>2 points</u>

Student will receive written permission to videorecord interviews with a peer in the class who is willing to role play a client experiencing a psychological disorder. A copy of the informed consent will be made available to the student and the student will retain all consents. The recordings are for training/supervision purposes only and will be used to help facilitate the student in refining his/her services to a client.

CCE - Clinical Intake Interview: a **35- to 45-minute video**, portions of which to be presented in class, highlighting strengths and areas to develop (same as before).

- This is an intake interview - students will be provided with a referral form, only. From that form, students will generate an interview plan or checklist to be covered within 45 minutes.
- In addition to the 1) video mp4 file, submissions must include 2) a transcription of the video, 3) a written clinical intake interview report, and 4) a 3 to 5-page self-critique, covering what you feel you did well, where you can improve, and how you plan to continue to improve in your areas of self-professed underdevelopment.
- Again, students will be expected to preview and pre-select portions of their interviews to present to the class, both where you've grown and challenges you still feel you have to address as you progress.
- A complete CCE rubric will be provided and used to evaluate Interview II. The CCE is worth 60 points.

Oral Chat - Students will be invited to chat with the instructor covering technical and other aspects of clinical interviewing in which they will be asked to talk about two concepts/terms covered in the readings and in class. Students may be asked to think and speak critically about one or both of the concepts/terms. A list of concepts/terms will be provided for review on week 11. This oral quiz is worth **20 points**; 10 points for each response.

Grading

Project/Assignment	Point Value
Attendance and Participation	15 points
Interview 1	25 points
Interview 2	30 points
Oral Chat	20 points
CCE	60 points
Total	150 points

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final score percentages > .5 will be rounded up to the nearest hundredth and are based upon a denominator of 150 points (total).

A = 4.00 (93-100) A- = 3.67 (90-92)
B+ = 3.33 (88-89) B = 3.00 (83-87) B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given F = 0.00 (\geq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Course Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Use of Technology: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Personal Protective Equipment (PPE): Students in this class (if live) will be required to wear face shields (that will be provided to you) in addition to face masks, to allow for < 6 feet of separation between interviewers and interviewees during weekly role plays.

Disability Access: Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the

institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat Reader; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Late Work: Late work will be accepted but will be docked 1 point for every day it is late, up to 1 week, at which point it will not receive credit.

Schedule

Week	Topic	Required Readings	Required Assignments
1 8/24	Syllabus; Introductions; Structured, semi-structured and unstructured interviews; Intro. Overview 1	Preview syllabus come to class with any questions.	Watch the "Welcome" video
2 8/31	Ethics in clinical interviewing; Informed consent; Non-directives; COVID-19 considerations; Overview 2	SFSF – Ch. 1, 3	Feedback Form I – informed consent
3 9/7	No Class – LABOR DAY		
4 9/14	Planning the interview (including online); Observing during the interview	SFSS – Ch. 2, 15 Ivey & Ivey – Ch. 4	
5 9/21	Listening for content and process; Semi-structured interviewing; the Intake interview	SFSF – Ch. 4 & 5, 8	Feedback form II – Questioning

6 9/28	Interview I reviews; Interviewing for action; Mental Status exam; practice	SFSF – Ch. 6, 9 Nussbaum	Interview I due
7 10/5	Interview I Reviews; Diagnostic Interviewing; primary and branching questions; practice	SSFS – Ch. 11 Nussbaum Osorio, et al.	FF III - Intake CCE skills
8 10/12	Motivational Interviewing; Substance Abuse Interview; practice	M & R – Ch. 1-3 SSFS – Ch 12	FF III
9 10/19	Focusing (tag team exercise), Suicide assessment; practice	Linehan et al; Shea & Barney	FF III
10 10/26	Interviewing considerations – Diversity, challenging clients, situations, older adults; deliberate practice identification	SFSF – Ch. 12; Mohlman et al	FF III
11 11/2	Interview II Reviews; Interviewing Children/K-SADS; practice	K-SADS PL; SFSF – Ch. 13	Interview II (+transcription & reflection) due
12 11/9	Interview II Reviews; Interviewing Couples & Families; practice	SFSS – Ch. 14	FF III
13 11/16	Validity & Reliability of interviews; Intake practice	LaRoche & Christophe; Groth-Marnat	Schedule oral chat ; intake interview feedback form III
14 11/23	No Class – Thanksgiving week		Oral Chats
15 11/30	CCE Presentations, Oral chats		CCE (+ intake report, transcript, and reflection) due Oral Chats
16 12/7	CCE Presentations,		Oral Chats

Note: Additional and/or alternate readings/chapters may be assigned and will be provided online prior to the date the material is covered. Additionally, this course schedule is subject to change based upon the needs of students, progress, and availability of resources.