

Course Syllabus

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

3140 Wai'ala'e 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 2019

Course Credits: 3

Class Meeting Days: Mondays

Class Meeting Hours: 9:00am to 12:15pm

Class Location: Hale Hoaloha rm. 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; Tues: 10:00am – 12:00pm; Wed: 7:00am – 9:00am; Or by appointment

Teaching Assistant: Liz Everett, MA, CSAC, CCJP; elizabeth.everett@student.chaminade.edu

University Course Catalog Description:

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 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 paired and group assignments, participation in tutorials, labs, simulations and other 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 as required in 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'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 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'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP 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.

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 (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 Texts

- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing (6th ed.)*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-1-118-27004-2 (ISBN for 5th edition, okay).
- 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.

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.
- Gayes, L. A., & Steele. (2014). A meta-analysis of motivational interviewing interventions for pediatric health behavior change. *Journal of Consulting and Clinical Psychology*, 82(19), 521-535. doi: 10.1037/a0035917
- 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.
- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing (3rd ed.)*. New York: Guilford Press.
- 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>
- 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

Nussbaum, A. M. (2013), *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Press.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements

For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements

Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements

56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Course Requirements/Methods of Evaluation:

Attendance and participation are both graded, given the course's focus on didactic, discussion, participation, and experiential learning. Completion of forms and personal responses worth 1 point per week for completion and submission of required assignments at the end of class.

Interview I – Students will be required to record and present (in class) a 20-minute initial interview – editing is not permitted. Portions of the video of the interview will be reviewed 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. | 2 points |
| Questioning – Present illness, onset, course, duration, open-ended, summarizing, etc. | 8 points |
| Breadth – Mood, thought, anxiety, trauma, somatization, eating, sleep, social, history | 8 points |
| Behavior – Verbal & nonverbal, patience, empathy, tapping emotions, etc. | 5 points |
| Others – Safety, follow-up questions, strengths, termination | <u>2 points</u> |

Interview II – Students will be required to record and present (in class) a 20-minute focused interview (choose from intake, MSE, substance abuse, suicidality, child, couple, family, or by permission of the instructor). As with Interview I, editing is not permitted. Focused Interview: presented in class with transcript and 3-5 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. Action plan to remediate

Grading will be out of a total of 20 points for the interview and 5 for the self-critique (25 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.. | 6 points |
| Breadth – Mood, thought, anxiety, trauma, somatization, eating, sleep, social, history | 6 points |
| Behavior – Verbal & nonverbal, patience, empathy, tapping emotions, etc. | 4 points |
| Others – Safety, follow-up questions, strengths, termination | <u>2 points</u> |

CCE - Clinical Intake Interview: 45-minute video to be presented in class. Submission must include a transcription of the video, a written clinical intake interview report, and a 3-5 page self-critique, covering what you feel you did well, where you can improve, and how you plan to improve in your areas of self-professed weakness. Portions of the interviews will be reviewed in class. A complete CCE rubric will be provided.

- Attendance/Tardy/Participation: Given the course’s focus on didactic, discussion, participation, and experiential learning, students are expected to be on time and to attend all classes. It is also expected that the student will inform the instructor ahead of time if he or she will be late or absent. If the student is late or misses a class, he or she is responsible for finding out what material was covered in addition to making up missed work. Please consult with the instructor to review material missed and for make-up work. Additionally, excessive tardies will impact your grade and may require you to retake the course. A student who misses 3 or more classes will be required to repeat the course.
- Readings: Prior to coming to class, the student will have completed all assigned readings and any related assignments.
- 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 three concepts/terms covered in the readings and in class. Students may be asked to think and critically discuss one of the concepts/terms.
- Recordings: Student will receive written permission to audiotape/videotape 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.

Grading:

| Method | Total points |
|-----------------------------|--------------|
| Attendance | 15 |
| Participation + forms | 15 |
| Interview 1 | 25 |
| Interview 2 | 25 |
| Oral chat on technical info | 20 |
| CCE | 50 |
| Total: | 150 |

Grading Scale (final scores > .5 will be rounded up)

A = 90% – 100%

B = 80% – 89%

C = 70% – 79%

F = 69% and below

Course Policies:

Disclosure

It is anticipated that in the course of students’ graduate education, they will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one’s own internal states and understanding one’s emotional reactions around contacts with clinical material is understood to be an integral part of one’s professional responsibility. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level with which each is

comfortable. It is expected that such self-disclosure should take place in a supportive, non-judgmental, and non-intrusive context. While encouraging appropriate self-disclosure, please regard such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this program.

Throughout this course, self-disclosure will be considered voluntary. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.

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 will take place up to 2 days.

Cell phones, tablets, and laptops

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.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the

course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: 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 "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Schedule:

| Week | Topic | Required Readings | Required Assignments |
|-----------|--|--|--------------------------------|
| 1 8/26 | Syllabus; Introductions; Structured, semi-structured and unstructured interviews; Active listening | Preview syllabus come to class with any questions | Active Listening feedback form |
| 2 9/2 | No Class - HOLIDAY | SFSF – Ch. 1-2 Ivey – Ch 1-2 | |

| | | | |
|-------------|--|---|---|
| 3 9/9 | Ethics in clinical interviewing; Informed consent; Non-directive Engaging; Observing | SFSF – Ch. 3-4 Ivey – Ch. 3-4 | Informed Consent feedback form |
| 4 9/16 | Intake interview; Advanced active listening- encouraging, paraphrasing, summarizing; Reflecting feelings | SFSF – Ch. 6-7 Ivey – Ch. 5-6 | Listening/Empathic attending feedback form |
| 5 9/23 | Interview I reviews; Mental Status Exam | SFSF – Ch. 8 Ivey – Ch 7 | Interview I; Mental Status exam feedback form |
| 6 9/30 | Interview I Reviews; SCID | SSFS – Ch. 9 Ivey – Ch. 9 SCID | SCID Feedback form |
| 7 10/7 | Motivational Interviewing; Substance Abuse Interview | M & R – Ch. 1-3 SSFS – Ch. 10-11 | Substance Abuse Interview feedback form |
| 8 10/14 | Suicide assessment; Focusing | Linehan et al; Shea & Barney | Suicide interview feedback form |
| 9 10/21 | Interviewing considerations – Diversity, challenging clients, situations, older adults; Intake Interview | SFSF – Ch. 11-12; Mohlman et al | Intake interview feedback form - |
| 10 10/28 | Interview II Reviews; Interviewing Children/Developmental | K-SADS PL; SFSF – Ch. 13 | Interview II, Developmental Interview feedback form |
| 11 11/4 | Interview II Reviews Interviewing Couples & Families; | SFSS – Ch. 14 | Couple/family functioning interview feedback form |
| 12 11/11 | No School - HOLIDAY | | Schedule oral chat |
| 13 11/18 | Validity & Reliability of interviews; Intake | Gayes & Steele; LaRoche & Christopher | Schedule oral chat ; intake interview feedback form II |
| 14 11/25 | CCE Prep | | CCE feedback form I |
| 15 12/2 | CCE Reviews | | CCE Due |
| 16 12/9 | CCE Reviews | | |

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.