



Chaminade
University
OF HONOLULU

HAWAII 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: PP7365-01-7/ PP7365-02-7

Course Title: Clinical Interviewing

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2022

Course Credits: 03

Class Meeting Days: Mondays or Wednesdays

Class Meeting Hours: 2:30pm – 5:30pm or 1:00pm-4:00pm

Class Location: Keiffer Room 9

Instructor Name: Leahna Barton, Psy.D.

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Phone: 808.735.4714

Office Location: Behavioral Sciences, Room 104

Office Hours: Mondays 10:00AM-12:00PM, Tuesdays 10:00-11:00AM, Wednesdays 10:00AM-12:00PM

Teaching Assistant: Matt Moschella, matthew.moschella@chaminade.edu (Wednesdays)

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, roleplaying, 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'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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will apply empathic and reflective listening skills while conducting clinical interviews and providing peer feedback, as measured by the roleplay and feedback assignment. (Competency 2)
2. Students will increase their awareness of cultural diversity and conduct clinical interviews that are informed by cultural competence, as measured by the roleplay and interview recording. (Competencies 4 & 11)
3. Students will exercise the ability to ask insightful questions, summarize, and paraphrase, to elicit clinical information from the client necessary for diagnosis and treatment planning, as measured by the roleplay, and interview recording. (Competencies 1, 2, & 8)
4. Students will assess themselves through self-reflection and incorporate feedback for self-improvement in clinical interviewing, as measured by the feedback assignment and interview recording. (Competencies 2 & 3)
5. Students will think critically regarding conceptualization, diagnosing, treatment planning, and treatment recommendations, as measured by the intake report (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, as measured by successfully passing the Clinical Competency Evaluation at the end of the course. (Competencies 1, 2, & 8)

Required Learning Materials

Required Textbooks

- Nussbaum, A. M. (2022). *The pocket guide to the DSM-5-TR diagnostic exam*. American Psychiatric Association.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing* (6th ed.). John Wiley & Sons, Inc.
- Zuckerman, Edward, L. (2019). *Clinician's Thesaurus: The guide to conducting interviews and writing psychological reports* (8th ed.). The Guilford Press.

Required Readings (to be provided)

- Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummula-Narra, P. (2019). APA multicultural guidelines executive summary: Ecological approach to context, identity, and intersectionality. *American Psychologist*, 74(2), 232–244.

- Haigh, E., Bogucki, O. E., Sigmon, S. T., & Blazer, D. G. (2018). Depression Among Older Adults: A 20-Year Update on Five Common Myths and Misconceptions. *The American journal of geriatric psychiatry : official journal of the American Association for Geriatric Psychiatry*, 26(1), 107–122. <https://doi.org/10.1016/j.jagp.2017.06.011>
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Nelson Education.
- McConaughy, S. H., & Whitcomb, S. A. (2022). *Clinical interviews for children and adolescents: Assessment to intervention*. (3rd ed.). The Guildford Press.
- Miller, W. R. and Rollnick, S. (2013). *Motivational interviewing* (3rd ed.). Guilford.
- 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.
- Simpson, S. A., Goans, C., Loh, R., Ryall, K., Middleton, M. C. A., Dalton, A., & Chang, B. P. (2021). Suicidal ideation is insensitive to suicide risk after emergency department discharge: Performance characteristics of the Columbia-Suicide Severity Rating Scale Screener. *Academic Emergency Medicine*, 28(6), 621–629. <https://doi.org/10.1111/acem.14198>
- Speight, S. L., & Cadaret, M. C. (2018). Ethical issues when working with people of color. In M. M. Leach & E. R. Welfel (Eds.), *The Cambridge handbook of applied psychological ethics*. (pp. 302–320). Cambridge University Press. <https://doi.org/10.1017/9781316417287.016>

Course Requirements

Attendance and Participation. Regular attendance and active participation in class discussions and roleplays 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.

Quizzes. Students will be required to complete a quiz at the start of class following the required reading assignments. The quiz will occur within the first 15 minutes of class. Any students late or absent will receive no points for the quiz of the day. Students will be able to eliminate the worst score received within the semester.

Informed Consent. Students will be required to record themselves providing an informed consent. The recording shall be no more than 10 minutes in length. It will include all components including but not limited to (a) introduction, (b) acknowledgement of consent, (c) limits of confidentiality, (d) role induction and purpose of interview, (e) identification of time limits/ structure of interview. Students will dress in professional attire and engage with the camera as though they are speaking to a client for the first time. Students will upload their recordings via google drive and share them with the course instructor. The upload must occur at least 24 hours prior to the day it is due to ensure upload is complete and available for viewing at the start of class on the due date.

Interview I. Students will be required to record themselves conducting a clinical interview through a mock clinical intake with a student volunteer enrolled in PP7365 Clinical Interviewing. Students must complete the Consent to Participate & Release Confidential Information form and submit it to course instructor prior to the recording. The recording shall be no more than 30- to 35- minutes in length. Should students record beyond 35 minutes, the remainder of the video will not be graded. Students will present to class, a pre-selected 5 minute portion of their interview. Students will upload their recordings via google drive and share them with the course instructor. The upload must occur at least 24 hours prior to the day it is due to ensure upload is complete and available for viewing at the start of class on the due date.

Intake Report. Students will be required to generate a written intake report of Interview I. Students will utilize the Outline of Written Intake Report and Report Template provided and include all seven areas: (1) Referral Question or Identifying Information, (2) Presenting Symptoms or Primary Complaint, (3) Relevant History, (4) Mental Status Exam, (5) Assessment Instruments, (6) Clinical and Diagnostic Impression, and (7) Summary and Recommendations. Students will be required to submit their printed intake report before or at the start of class on the due date.

Roleplay Participation and Feedback. Students will be required to actively engage in all classroom roleplays throughout the semester. Roleplays are a particularly powerful way of putting the assigned readings into action, applying new skills in real time, exploring one's personal style, seeking support when stuck, and receiving feedback from peers, the teacher's assistant, and/or the course instructor. Thus, classroom roleplays will be a significant part in facilitating the learning process. Students will alternate between roles of therapist and client(s) and will be asked to reflect on each experience and provide written and oral feedback to their peers at the end of each roleplay. Students will submit their feedback forms by the end of each class in order to receive credit for that day's roleplay.

Clinical Competency Evaluation (CCE) Requirement. Students will be required to record themselves conducting a clinical intake interview, generate a written intake report, complete a transcription of the interview with running critique, and orally present their case to the class. The interview will be conducted with a different student volunteer from Interview I. The Consent to Participate & Release Confidential Information form will be submitted to the course instructor prior to the recording. The recording shall be between 35- to 45- minutes; additional minutes will not be graded. Students will preview and pre-select a 10- to 15- minute portion of their interview to present to the class. Students will upload their recordings via google drive and share them with the course instructor. The upload must occur at least 24 hours prior to the due date to ensure upload is complete and available for viewing at the start of class. All printed materials will be handed in to the course instructor the day of the class presentation, prior to start of class.

All portions listed in the above paragraph will be considered in determining students' grades. The CCE rubric will be used to establish one of the following grades:

- PASS – *Student receives no scores below a "4."* This grade reflects satisfactory performance.
- CONDITIONAL PASS – *Student receives 1-3 scores below a "4."* This grade reflects satisfactory performance in most areas covered, but specific deficits need to be addressed before the grade of PASS is given. Completion of certain additional requirements will be necessary to pass. The CCE will not need to be retaken if the student satisfactorily completes the additional requirements.
- FAIL – *Student receives 4 or more scores below a "4."* This grade reflects generally unsatisfactory performance. Any student receiving a failing grade will not be able to pass this course.

Grading

Project/Assignment	Point Value
Attendance and Participation	10
Quizzes	10
Informed Consent	5
Interview	25
Intake Report	25
Roleplay Participation and Feedback	25
CCE	Pass/Fail
Total	100

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

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 (\leq 69); Failed - No credit given

Minimum Competencies

This course requires satisfactory completion of the CCE. Students must receive a *Pass* or *Conditional Pass* on their CCE to successfully pass this course (i.e., students will not pass this course if they receive a *failing* grade).

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.

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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

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; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	<u>Dates</u> Mon or Wed	<u>Topics</u>	<u>Readings Due</u> (to be completed <i>before</i> attending class)	<u>Assignments Due</u> (to be turned in before or at the start of class)
1	8/22 or 8/24	<ul style="list-style-type: none"> ➤ Introductions ➤ Syllabus Review ➤ Class Activities 		
2	8/29 or 8/31	<ul style="list-style-type: none"> ➤ The Interview Process ➤ Ethical Considerations ➤ Multicultural Competence ➤ Roleplays: The Informed Consent 	SFSF: Ch 1, 2 (pp.47-52), & 3	
3	9/5 or 9/7	Holiday – No Class **ASSIGNMENT DUE**		Informed Consent Video Due
4	9/12 or 9/14	<ul style="list-style-type: none"> ➤ Planning the interview ➤ Diversity Considerations, RESPECTFUL model ➤ Roleplays: The Introduction & 	SFSF: Ch 2 (pp.31-46), & Ch 15 (pp. 573-577) Clauss-Ehlers, et al.(2019)	Sign up for Interview 1, Intake Report, &

		The Opening		CCE Due Dates
5	9/19 or 9/21	<ul style="list-style-type: none"> ➤ Listening for content and process <ul style="list-style-type: none"> • Non-directive listening behaviors ➤ Article Discussion ➤ Roleplays: The Opening Stage <ul style="list-style-type: none"> • Attending • Types of Questions 	SFSF: Ch 4, & 5 (pp.163-174) Speight & Cadaret (2018)	
6	9/26 or 9/28	<ul style="list-style-type: none"> ➤ Stages: Body, Closing, & Termination ➤ Suicide Assessment ➤ Substance Use ➤ Roleplay: Direct Questioning <ul style="list-style-type: none"> • Safety Assessment • Diagnostic considerations 	SFSF: Ch 10 Simpson, etl. (2021)	Last day to sign up for due dates
7	10/3 or 10/5	<ul style="list-style-type: none"> ➤ Mental Status Exam ➤ Beginning and Ending the Interview ➤ Roleplay: All Stages of the interview <ul style="list-style-type: none"> • Provisional Diagnosis 	SFSF: Ch 3 Nussbaum: Ch 3 Zuckerman: Ch 1	
8	10/10 or 10/12	<ul style="list-style-type: none"> ➤ Intake Interview Report Writing ➤ Review of Interviews <ul style="list-style-type: none"> • 5 min clip with MSE write ups 	SFSF: Ch 8 (pp.279-280, 282-298) Zuckerman: Familiarize yourself with Part II (pp. 95-331)	❖ Interview 1 Due – DAY 1 ❖ Bring Zuckerman Book to Class
9	10/17 or 10/19	<ul style="list-style-type: none"> ➤ Review of Interviews <ul style="list-style-type: none"> • 5 min clips ➤ Report Writing: Treatment Planning & Recommendations 	SFSF: Ch 11 (p.415-429) I,I & Z: (pp.353-355) Zuckerman: Ch 25	❖ Interview 1 Due – DAY 2
10	10/24 or 10/26	<ul style="list-style-type: none"> ➤ Motivational Interviewing ➤ Roleplays: Challenging Clients 	Miller & Rollnick (2013): Ch 1-3	❖ Intake Report Due – DAY 1
11	10/31 or 11/2	<ul style="list-style-type: none"> ➤ Interviewing Children/Young Clients ➤ Assessing safety ➤ Roleplays 	McConaughy: Ch 2	❖ Intake Report Due – DAY 2

12	11/7 or 11/9	<ul style="list-style-type: none"> ➤ Interviewing Couples and Families ➤ Roleplays – Let’s Practice 	SFSF: Ch 14	
13	11/14 or 11/16	<ul style="list-style-type: none"> ➤ Interviewing Older Adults ➤ Roleplays-Let’s Practice 	Haigh, et al., (2018) Mohlman, et al., (2012)	
14	11/21 or 11/23	Oral CCE Presentations		CCE – DAY 1
15	11/28 or 11/30	Oral CCE Presentations		CCE – DAY 2
16	12/5 or 12/7	Oral CCE Presentations & Reflection of the Semester		CCE – DAY 3

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

I, I & Z = Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (9th ed.)*. Nelson Education.