



HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** 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 2025

**Course Credits:** 03

**Class Meeting Days:** Monday

**Class Meeting Hours:** 2:30pm – 5:30pm

**Class Location:** Kieffer 6

**Instructor Name:** Leahna Barton, Psy.D.

**Email:** [leahna.barton@chaminade.edu](mailto:leahna.barton@chaminade.edu)

**Phone:** 808.735.4714

**Office Location:** Behavioral Sciences, Room 104

**Office Hours:** Tuesdays 9:30am-11:30am; Wednesdays 1:00pm-5:00pm (Available by appointment)

**Teaching Assistants:** Tanner Sutphin, [tanner.sutphin@student.chaminade.edu](mailto:tanner.sutphin@student.chaminade.edu) (Monday Morning)

Katrina Thomas, [katrina.thomas@student.chaminade.edu](mailto:katrina.thomas@student.chaminade.edu) (Monday Afternoon)

Kaitlyn Manoogian, [kaitlyn.manoogian@student.chaminade.edu](mailto:kaitlyn.manoogian@student.chaminade.edu) (Tuesday)

### 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.

### 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 (Hawaiian 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 (Āina) '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: 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 roleplays and feedback assignments. (Competency 2)
2. Students will increase their awareness of cultural diversity and conduct clinical interviews that are informed by cultural competence, as measured by roleplays, interview recordings, and transcription critiques. (Competencies 4)
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 roleplays, interview recordings, and transcription critiques. (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 assignments, interview recordings, and transcription critiques. (Competencies 2 & 3)
5. Students will think critically regarding conceptualization, diagnosing, and treatment recommendations, as measured by oral case presentations and transcription critiques. (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 Interviewing Capstone Project 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. (2024). *Clinical interviewing* (7<sup>th</sup> 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

- American Psychological Association (2024). Guidelines for psychological practice with older adults. Retrieved from <https://www.apa.org/practice/guidelines/older-adults.pdf>
- Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-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* (9<sup>th</sup> ed.). Nelson Education.
- McConaughy, S. H., & Whitcomb, S. A. (2022). *Clinical interviews for children and adolescents: Assessment to intervention*. (3<sup>rd</sup> ed.). The Guildford Press.
- 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>
- Truscott, D. (2018). Ethics on the edge: Working with clients who are persistently suicidal. In M. M. Leach & E. R. Welfel (Eds.), *The Cambridge handbook of applied psychological ethics*. (pp.134-153). Cambridge University Press. <https://doi.org/10.1017/9781316417287.008>

## Course Requirements

**Attendance and Participation:** Regular attendance and active participation in class are required.

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. Students are responsible for notifying the instructor when illness or other extenuating circumstances prevent them from attending class. Late or absent students are responsible for missed material and more than two 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 and/or do activities based on the readings.

**Quizzes (10pts).** Students are required to complete weekly quizzes at the start of class. The quiz questions will be based on the assigned readings for that week. The quiz will occur within the first 15 minutes of class. If students arrive after the first 15 minutes of class or are absent, they will receive zero points for the quiz on that day. At the end of the term, the worst two quiz scores received within the semester will be eliminated.

**Informed Consent Video with Self-Assessment (5pts).** Students will record themselves providing an informed consent. The recording shall be no more than 5 minutes in length. The video 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 are expected to dress professionally and use language that can be understood by a lay person. Using the rubric provided, students must complete a self-assessment and upload both the recording and rubric form to Canvas by the start of class on the due date.

**Clinical Interview Reference Sheet.** Students will prepare for their first recorded clinical interview by creating a personalized Clinical Interview Reference Sheet to guide them through gathering essential information from a new client. This reference sheet will serve as a quick outline—not a verbatim script—and should reflect your own language, phrasing, and clinical style. It should be concise enough to reference in-session, yet comprehensive enough to ensure the information needed for initial case formulation and risk assessment is obtained. Students will upload their reference sheet to Canvas by the start of class on the due date. Students are required to complete this assignment as a prerequisite to recording Clinical Interview I.

**Clinical Interview I Video (15pts).** Students are required to record themselves conducting a mock clinical intake interview with a student volunteer enrolled in PP7365 Clinical Interviewing (any section) or a student from another cohort. A signed Consent to Participate & Release Confidential Information form must be submitted via Canvas prior to recording. The interview must be 30-35 minutes in length; any portion beyond 35 minutes will not be graded. Students will present a preselected portion of their interview to the class. Recordings must be uploaded to Canvas at least 24 hours before the due date to ensure availability for viewing at the start of class on the due date. If upload issues occur, they are responsibility for troubleshooting all steps before contacting the professor.

**Clinical Interview I Transcription with Running Critique (20pts).** Students are required to generate a transcription of Clinical Interview I Video and use the provided rubric to analyze their work. The transcription should address all components including but not limited to the following: (1) Introduction-Informed Consent, (2) Opening - Referral Question/Identifying Information/Presenting

Symptoms/Primary Complaint/Mental Status Exam, (3)Body - Relevant History/Clinical and Diagnostic Impressions, (4) Cultural and Diversity Factors/Influences/Considerations (5)Provisional Diagnosis, (9) Summary and Treatment Recommendations, (10)Basic Listening and Reflection Skills, (11) Basic Interviewing Skills, and (12) Acknowledgement of Own Feelings/Attitudes Toward Client. Students will upload their clinical interview transcription with running critique via Canvas by the start of class on the due date.

**Roleplay Participation and Feedback (20pts).** Students are 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 course instructor, and/or the teacher's assistant. Thus, classroom roleplays will be a significant part in facilitating the learning process. Students will alternate between roles of therapist, client(s), and observer and will be asked to provide written and/or 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 Interviewing Capstone Project (30pts).** Students are required to record themselves conducting a clinical intake interview, complete a transcription with running critique, and present their case orally to the class. The interview will be conducted with a different student volunteer than in Interview I. A signed Consent to Participate & Release Confidential Information form must be submitted via Canvas prior to recording. The recording shall be between 35- to 45- minutes in length; any additional time will not be graded. Students will present a preselected portion of their interview to the class. Recordings must be uploaded to Canvas at least 24 hours before the start of class on the due date to ensure availability for viewing during the class period. All written materials must be submitted via Canvas by the start of class on the designated due date.

**Late Assignment Policy.** All assignments are due as indicated by the assignment descriptions above and need to be submitted on time, at the designated time the assignment is due. Late assignments will NOT be accepted unless rare circumstances arise and the student communicates with the professor well in advance of the deadline. If late assignments are accepted, they will be penalized with a 10% reduction of total points for each day (24 hours) the assignment is late, or will be penalized with a 1-point deduction for every hour past the designated submission time.

## Grading

Project/Assignment	Point Value (out of 100 pts)
Quizzes	10 points
Informed Consent Video with Self-Critique	5 points
Clinical Interview Reference Sheet	Prerequisite to Interview I
Clinical Interview I Video	15 points
Clinical Interview I Transcription & Running Critique	20 points
Roleplay Participation & Feedback	20 points
Clinical Interviewing Capstone Project (Interview Recording, Transcription with Running Critique, Oral Presentation)	30 points

## 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 (87-89)

B = 3.00 (83-86)

B- = 2.67 (80-82)

C = 2.00 (70-79); Failed - No credit given

F = 0.00 ( $\leq 69$ ); Failed - No credit given

### **Instructional Contact and Credit Hours**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **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.

### ***Student with Disabilities Statement:***

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### ***Kōkua 'Ike: Tutoring & Learning Services***

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.



***Title IX and Nondiscrimination Statement:***

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

***Nondiscrimination Policy & Notice of Nondiscrimination:***

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

***CUH Alert Emergency Notification:***

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

***Assessment for Student Work:***

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

***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 prevent them from attending class, and they should arrange 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 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 an 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 Honesty:***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog 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 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered 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	Dates Mon	Topics	Readings (To be completed <i>before</i> attending class)	Course Tasks and/or Assignments Due
1	8/25	<ul style="list-style-type: none"> <li>➤ Introductions</li> <li>➤ Syllabus Review</li> <li>➤ Ethics &amp; Diversity</li> <li>➤ Class Activities</li> <li>➤ Quiz #1</li> </ul>		
2	9/01	<b>LABOR DAY (NO CLASS)</b>		
3	9/08	<b>Quiz #2</b> <ul style="list-style-type: none"> <li>➤ The Interview Process</li> <li>➤ Ethical Considerations</li> <li>➤ Multicultural Competence</li> <li>➤ Roleplays: The Informed Consent</li> </ul>	<b>SFSF:</b> <u>Chapter 1</u> - An Introduction to the Clinical Interview, <u>Chapter 2</u> – Confidentiality (pp. 54-60), & <u>Chapter 3</u> - An Overview of the Interview Process	
4	9/15	<b>Quiz #3</b> <ul style="list-style-type: none"> <li>➤ Planning the interview</li> <li>➤ Diversity Considerations, ADDRESSING model</li> <li>➤ Roleplays: The Introduction &amp; The Opening</li> </ul>	<b>SFSF:</b> <u>Chapter 2</u> – Preparation (pp.36-54), & <u>Chapter 14</u> - Before You Conduct Online or Distance Interviews (pp.575-582)  <b>Clauss-Ehlers, et al. (2019)</b>	<b><u>INFORMED CONSENT VIDEO WITH SELF-CRITIQUE DUE</u></b>
5	9/22	<b>Quiz #4</b> <ul style="list-style-type: none"> <li>➤ Listening for content and process               <ul style="list-style-type: none"> <li>• Non-directive &amp; directive listening behaviors</li> </ul> </li> <li>➤ Roleplays: The Opening Stage &amp; The Body               <ul style="list-style-type: none"> <li>• Attending</li> <li>• Types of Questions</li> <li>• Symptom Considerations (onset/duration, intensity, frequency, impact on functioning)</li> </ul> </li> </ul>	<b>SFSF:</b> <u>Chapter 4</u> - Nondirective Listening Skills, & <u>Chapter 5</u> – Questions (pp. 181-192)  <b>Nussbaum:</b> <u>Chapter 3 - The 30-Minute Diagnostic Interview</u>	<u>Sign up for:</u> <ul style="list-style-type: none"> <li>• Clinical Interview 1 Video</li> <li>• Interview 1 Transcription with Running Critique</li> <li>• Capstone Case Presentations</li> </ul>
6	9/29	<b>Quiz #5</b> <ul style="list-style-type: none"> <li>➤ Stages: Introduction to Termination</li> <li>➤ Suicide Assessment</li> <li>➤ Roleplay: Safety Assessment - SI/HI/AVH</li> </ul>	<b>SFSF:</b> <u>Chapter 10</u> - Suicide Assessment  <b>Truscott (2018)</b>	<b>Last day to sign up for due dates</b>

7	10/06	<b>Quiz #6</b> <ul style="list-style-type: none"> <li>➤ Mental Status Exam (MSE)</li> <li>➤ Roleplay: All Stages of the interview <ul style="list-style-type: none"> <li>• Safety Assessment</li> <li>• Provisional Diagnosis</li> </ul> </li> </ul>	<b>SFSF:</b> <u>Chapter 9</u> - The Mental Status Exam  <b>Zuckerman:</b> <u>Part 1</u> – Conducting a Mental Health Evaluation	
8	10/13	<b>Quiz # 7</b> <ul style="list-style-type: none"> <li>➤ Intake Interview Report Writing</li> <li>➤ Review of Interviews <ul style="list-style-type: none"> <li>• Preselected clips</li> <li>• Case presentation &amp; guided transcription practice</li> </ul> </li> </ul>	<b>SFSF:</b> <u>Chapter 8</u> - Factors Affecting Intake Interview Procedures (pp. 309-312); The Intake Report (pp. 312-328)  <b>Zuckerman:</b> Familiarize yourself with <u>Part II</u> - Standard Terms & Statements for Wording Psychological Reports (pp. 95-332)	<b><u>INTERVIEW 1 VIDEO DUE</u></b> (DAY 1)  ❖ Bring Zuckerman Book to Class
9	10/20	<b>Quiz # 8</b> <ul style="list-style-type: none"> <li>➤ Report Writing: Treatment Planning &amp; Recommendations</li> <li>➤ Review of Interviews <ul style="list-style-type: none"> <li>• Preselected clips</li> <li>• Case presentation &amp; guided transcription practice</li> </ul> </li> </ul>	<b>SFSF:</b> <u>Chapter 11</u> – From Symptoms to Diagnosis and Back Again (pp. 452-472)  <b>Ivey et al (2018):</b> <u>Chapter 14</u> - Treatment Planning (pp.353-355)  <b>Zuckerman:</b> Chapters 20 to 23 - Completing the Report (pp. 279-327)	<b><u>INTERVIEW 1 VIDEO DUE</u></b> (DAY 2)  ❖ Bring Zuckerman Book to Class
10	10/27	<b>Quiz # 9</b> <ul style="list-style-type: none"> <li>➤ Capstone Discussion &amp; Planning</li> <li>➤ Motivational Interviewing - Substance Use &amp; Challenging Clients</li> <li>➤ Roleplays – Let’s Practice</li> </ul>	<b>SFSF:</b> <u>Chapter 12</u> – Challenging Client Behaviors & Demanding Situations	<b><u>INTERVIEW I TRANSCRIPTION WITH RUNNING CRITIQUE DUE</u></b> (DAY 1)
11	11/03	<b>Quiz # 10</b> <ul style="list-style-type: none"> <li>➤ Interviewing Children/ Young Clients</li> <li>➤ Roleplays – Let’s Practice</li> </ul>	<b>McConaughy &amp; Whitcomb (2022):</b> <u>Chapter 2</u> – Strategies for Child Clinical Interviews	<b><u>INTERVIEW I TRANSCRIPTION WITH RUNNING CRITIQUE DUE</u></b> (DAY 2)
12	11/10	<b>Quiz # 11</b> <ul style="list-style-type: none"> <li>➤ Interviewing Older Adults</li> <li>➤ Roleplays – Let’s Practice</li> </ul>	<b>Haigh, et al., (2018)</b>  <b>APA (2024)</b>	

13	11/17	<b>Quiz # 12</b> ➤ Review Roleplays – Let’s Practice (Last Class Before Capstone Interview Recordings are Due)	<b>Speight &amp; Cadaret (2018)</b>	
14	11/24	➤ <b>Capstone Case Presentations</b> with preselected portion of interview <b>(Day 1)</b>		<b><u>CAPSTONE INTERVIEW VIDEO DUE</u></b>
15	12/01	➤ <b>Capstone Case Presentations</b> with preselected portion of interview <b>(Day 2)</b>		<b><u>CAPSTONE TRANSCRIPTION WITH RUNNING CRITIQUE DUE</u></b>
16	12/08	➤ <b>Capstone Case Presentations</b> with preselected portion of interview <b>(Day 3)</b> ➤ Self-Reflection and Review of the Semester		

SFSF= Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). *Clinical interviewing* (7<sup>th</sup> ed.). John Wiley & Sons, Inc.