



College of Education and Human Development

Hawai'i School of Professional Psychology

PP7365: Clinical Interviewing

Kieffer 6, Mondays, 9:00am-12:00pm | Credits: 3 | Section: 01 | Term: Fall 2026

Instructor Information

Instructor	Leahna Barton, PsyD
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Phone	(808) 735-4714 (Office)
Office Location	Behavioral Sciences, Room 104
Office Hours	Tuesdays, 10:30am-11:30am; Wednesdays, 10:00am-1:00pm

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

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, roleplaying, and structured exercises, students practice and develop these and related skills.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer 6
Meeting Days/Times	Mondays, 9:00am-12pm
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and

	2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	Nussbaum, A. M. (2022). <i>The pocket guide to the DSM-5-TR diagnostic exam</i>. American Psychiatric Association. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). <i>Clinical interviewing</i> (7th ed.). John Wiley & Sons, Inc. Zuckerman, Edward, L. & Estes, Bradley, W. (2025). <i>Clinician's Thesaurus: The guide to conducting interviews and writing psychological reports</i> (9th 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., & Tummula-Narra, P. (2019). APA multicultural guidelines executive summary: Ecological approach to context, identity, and intersectionality. <i>American Psychologist</i>, 74(2), 232–244. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). <i>Intentional interviewing and counseling: Facilitating client development in a multicultural society</i> (9th ed.). Nelson Education. Langmann, E. (2023). Vulnerability, ageism, and health: Is it helpful to label older adults as a vulnerable group in healthcare? <i>Medicine, Health Care and Philosophy</i>, 26, 133-142. https://doi.org/10.1007/s11019-022-10129-5 Ly, J. (2019, October 2). The semi-structured intake: How to get everything you need in your first meeting. <i>Liaison time2track</i>. https://blog.time2track.com/the-semi-structured-intake-how-to-get-everything-you-need-in-your-first-meeting/ McConaughy, S. H., & Whitcomb, S. A. (2022). <i>Clinical interviews for children and adolescents: Assessment to intervention</i>. (3rd ed.). The Guilford Press. Speight, S. L., & Cadaret, M. C. (2018). Ethical issues when working with people of color. In M. M. Leach & E. R. Welfel (Eds.), <i>The Cambridge handbook of applied psychological ethics</i>. (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.), <i>The Cambridge handbook of applied psychological ethics</i>. (pp.134-153). Cambridge University Press. https://doi.org/10.1017/9781316417287.008
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

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)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend 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 make arrangements to obtain missed information and complete missed assignments. 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. 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.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

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 (Prerequisite for Interview I)	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 <u>Consent to Participate & Release Confidential Information</u> 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.

Course Policies

Late Work	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.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.

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.
Use of course information, content, and materials	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).
APA writing style	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.
Use of AI in this course	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.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Quizzes	10%
Informed Consent Video with Self-Assessment	5%
Clinical Interview Reference Sheet	Prerequisite to Interview I
Clinical Interview I Video	15%
Clinical Interview I Transcription & Running Critique	20%
Roleplay Participation & Peer Feedback	20%

Project/Assignment	Point Value
Clinical Interviewing Capstone Project (Interview Recording, Transcription with Running Critique, Case Presentation)	30%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ 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); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the

course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and

may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/24	➤ Introductions ➤ Syllabus Review ➤ Ethics & Diversity ➤ Class Activities ➤ Quiz #1		
2	8/31	Quiz #2 ➤ The Interview Process ➤ Ethical Considerations ➤ Multicultural Competence ➤ Roleplays: The Informed Consent	SFSF: <u>Chapter 1</u> - An Introduction to the Clinical Interview, <u>Chapter 2</u> - Preparation (Chapter Orientation - Introducing Confidentiality to Clients; pp. 37-57) Ly (2019)	
3	9/07	LABOR DAY (NO CLASS)		INFORMED CONSENT VIDEO WITH SELF- ASSESSMENT DUE
4	9/14	Quiz #3 ➤ Planning the interview ➤ Diversity Considerations, ADDRESSING model ➤ Roleplays: The Introduction & The Opening	SFSF: <u>Chapter 3</u> - An Overview of the Interview Process, <u>Chapter 14</u> - Before You Conduct Online or Distance Interviews – Summary (pp.575-582) Clauss-Ehlers, et al. (2019)	Sign up for: • Clinical Interview 1 Video • Interview 1 Transcription with Running Critique • Capstone Case Presentations
5	9/21	Quiz #4 ➤ Listening for content and process • Non-directive & directive listening behaviors ➤ Roleplays: The Opening Stage & The Body • Attending • Types of Questions • Symptom Considerations (onset/duration, intensity, frequency, impact on functioning)	SFSF: <u>Chapter 4</u> - Nondirective Listening Skills, & <u>Chapter 5</u> – Questions - Approach Sensitive Areas Cautiously (pp. 181-192) Nussbaum: Chapter 3 - The 30-Minute Diagnostic Interview	Last day to sign up for assignment due dates

Week#	Date	Topics	Readings Due	Assignments Due
6	9/28	Quiz #5 ➤ Suicide Assessment ➤ Guest Speaker: Dr. Darren Iwamoto (10:30am-11:30am)	SFSF: <u>Chapter 10</u> - Suicide Assessment Truscott (2018)	Clinical Interview Reference Sheet Due
7	10/05	Quiz #6 ➤ Mental Status Exam (MSE) ➤ Roleplay: All Stages of the interview • Safety Assessment • Provisional Diagnosis	SFSF: <u>Chapter 9</u> - The Mental Status Exam Zuckerman: <u>Part 1</u> – Conducting a Mental Health Evaluation	
8	10/12	Quiz # 7 ➤ Intake Interview Report Writing ➤ Review of Interviews • Preselected clips • Case presentation & guided transcription practice	SFSF: <u>Chapter 8</u> - Factors Affecting Intake Interview Procedures - Writing Clearly and Concisely (pp. 309-328) Zuckerman: Familiarize yourself with <u>Part II</u> - Standard Terms & Statements for Wording Psychological Reports (pp. 95-332)	INTERVIEW 1 VIDEO DUE (DAY 1)
9	10/19	Quiz # 8 ➤ Report Writing: Treatment Planning & Recommendations ➤ Review of Interviews • Preselected clips • Case presentation & guided transcription practice	SFSF: <u>Chapter 11</u> – From Symptoms to Diagnosis and Back Again - Chapter Summary (pp. 452-472) Ivey et al (2018): <u>Chapter 14</u> - Treatment Planning (pp.353-355) Zuckerman: Chapters 20 to 23 - Completing the Report (pp. 279-327)	INTERVIEW 1 VIDEO DUE (DAY 2)
10	10/26	Quiz # 9 ➤ Capstone Discussion & Planning ➤ Motivational Interviewing - Substance Use & Challenging Clients ➤ Roleplays – Let's Practice	SFSF: <u>Chapter 12</u> – Challenging Client Behaviors & Demanding Situations	INTERVIEW I TRANSCRIPTION WITH RUNNING CRITIQUE DUE (DAY 1)
11	11/02	Quiz # 10 ➤ Interviewing Children/ Young Clients ➤ Roleplays – Let's Practice	McConaughy & Whitcomb (2022): <u>Chapter 2</u> – Strategies for Child Clinical Interviews	INTERVIEW I TRANSCRIPTION WITH RUNNING CRITIQUE DUE (DAY 2)
12	11/09	Quiz # 11	APA (2024)	

Week#	Date	Topics	Readings Due	Assignments Due
		➤ Interviewing Older Adults ➤ Roleplays – Let's Practice	Langmann (2023) Resources: https://hawaiiadrc.org/ https://elderlyaffairs.com/	
13	11/16	Quiz # 12 ➤ Review ➤ Roleplays – Let's Practice (Last Class Before Capstone Interview Recordings are Due)	Speight & Cadaret (2018)	
14	11/23	➤ Capstone Case Presentations with preselected portion of interview (Day 1)		CAPSTONE INTERVIEW VIDEO DUE
15	11/30	➤ Capstone Case Presentations with preselected portion of interview (Day 2)		CAPSTONE TRANSCRIPTION WITH RUNNING CRITIQUE DUE
16	12/07	➤ Capstone Case Presentations with preselected portion of interview (Day 3) ➤ Self-Reflection and Review of the Semester		

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