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PSYX 530.01: Clinical and Diagnostic Interviewing

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Psychology 530 – Clinical Interviewing

Fall 2022

Course Location and Time

Skaggs 246
Mondays 12:00pm – 1:50pm

Instructor Information

Instructor: Caitlin Martin-Wagar, Ph.D.
Office: Skaggs 366
Phone: 406-243-4986
Email: Caitlin.Martin-Wagar@umontana.edu
Office hours: by appointment

Teaching Assistant

Jenny Rotzal, M.A., M.S.Ed.
Phone: (215)-353-8164
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Course Objectives

The first objective of this class is to provide you with the opportunity to develop and refine basic clinical interviewing skills. This course will offer you the opportunity to actively learn the foundational skills that are crucial to the clinical interviewing process, and represent the essential building blocks to effective psychotherapy and psychological assessment. Interviewing is a goal-oriented process and therefore you will learn to conduct interviews with various goals in mind. A sampling of integral goal-directed interviews utilized in the helping professions will provide you with the opportunity to further refine and apply your skills, and build your knowledge base. Because psychologists and counselors function in a multicultural world, this course will take an intersectional and multicultural approach to clinical interviewing.

Learning Objectives

1. Students will develop basic skills (e.g., attending, reflecting, influencing) that are critical to the development and maintenance of a productive, professional therapeutic relationship.
2. Students will learn how to provide and receive constructive feedback to and from peers and will have the opportunity to incorporate that feedback into their clinical interviews. In the process, they will begin to develop a sense of their own professional identity and approach to psychological assessment and therapy.

Required Texts

Clinical Interviewing, Sixth Edition (2017). Sommers-Flanagan, J. & Sommers-Flanagan, R. John Wiley & Sons: New York.

Additional Readings

Other optional readings will be made available, and will be posted in Moodle.

Course Requirements

1. **Attendance:** Class attendance, participation, and involvement in exercises are expected. Two excused absences are allotted, without penalty. I recommend making every effort to attend class, unless you are sick or in case of emergency. These skills forge the foundation of your clinical work, and the bulk of this course is applied clinical interviewing (i.e., done in class). If you will be absent, you should e-mail me as soon as you know you will be absent. You should also inform your partner (see below).
2. **Interviews:** Students will work in pairs to **complete 8, 30-minute interviews** emphasizing that week's micro-counseling skill or goal-directed interview. Groups will switch supervisors after the 4th interview, in order to allow you to experience different supervision styles.
 - a. **Interviews 1-6** are to be videotaped. Videotapes should be emailed (encrypted) to your supervisor (Jenny or myself). Upon receipt of your videotapes, your supervisor will watch and provide written feedback, via email, on your interview. Interviews 1-6 are conducted with Psyx 100 students.
 - b. **Interviews 7** (suicide assessment) and **8** (diagnostic interview) will be videotaped and emailed (encrypted) to your supervisor. Supervisors will again provide written feedback, via email. Interviews 7 and 8 are acted with your partner.
 - c. A **1-page written self-analysis** of your interview experience should accompany each interview and be emailed to your supervisor along with the recorded interview. In the self-analysis, highlight what you think worked best as well as spots where you had some difficulty or you feel things could have gone better. At the top of your self-analysis, please list at least three specific times (e.g., "4:22") during the interview that you reference in your self-analysis. Recordings and self-analyses should be emailed to your supervisor **within 24 hours of completion of the interview**.
 - d. Your interviews will be conducted in the presence of a **class partner**. You will work in pairs for live observation of and feedback to each other (behind a one-way mirror). **This means that you will be spending one hour total per week on interviews (your own 30-minute interview and your partner's 30-minute interview)**. YOU MUST HAVE AN OBSERVER- there are no exceptions to this. If your partner is unable to attend an interview, the interview needs to be rescheduled.
 - i. In Room 246, two designated side rooms will be available for observation and interviewing. You will need to reserve the room on the schedule posted on the door outside. In order to avoid chaos, we will expect that you and your partner will keep the same interview time for your first five interviews as posted on the room door. If you happen to have a no-show, you will need to check the door and the room reservation book for room 246 which is kept in Skaggs 143 with front desk staff, Adelle, for room availability to re-schedule. Skaggs 143 is open 8-12 and 1-5.
 - ii. Psychology 100 students will be available to you for practicing your interviews (interviews 1-6). **This is a multi-step process:** a) You and your partner decide on

a weekly interview time, b) ensure that the room is available that time each week for interviews, c) put the specific times requesting Psyx 100 students on the SONA system, and d) after a student has completed an interview with you, grant credit to students by clicking *credit granted* in the SONA system. You will need to conduct 6 interviews with Psyx 100 students throughout the semester. *Please give reminder emails/text the day before to increase your attendance rate.*

NOTE: You cannot interview anyone you know, even remotely. Doing so would affect your interview and be observable in the tapes, and potentially raise ethical issues.

- e. **Final Interview (Interview 8-Diagnostic Interview):** Clinical interviewing has developed into a science. Current practice requires that you know more specifically the recommendations for interviewing with specific populations or diagnostic groups. For example, depression, substance abuse, psychopathology, post-traumatic stress, eating disorders, etc., are acceptable topics. However, I realize that some of you are expressly not conducting diagnostic interviews, so a developmental interview with a “parent”/and or “teacher will do. All areas expect specific information to be gathered in order to assess the presence of a condition or respond to the needs of a client. You will not conduct an interview with a known structured interview instrument (SCID, etc.). You will be expected to conduct an interview that integrates class material (lecture, text, and Interviewing Guide), and your own research into a diagnostic area or function of the interview of your choice. This may be guided by structured interviews but not merely be following a structured interview. You will need to conduct a role play interview on videotape and turn this in as your final project as reserved in the final two weeks of the semester December 13-17.

Your project will be graded for micro-counseling skill use, appropriate inquiry into background relevant to your diagnostic area, and the queries and management of responses that are essential to the diagnostic area. I will give you an outline to use to evaluate yourself and your partner, but you must do the additional research and include references with your final video on the literature regarding interviewing in the area you choose to role play. For example, if you choose to interview for Schizophrenia, PTSD or Depression, you should investigate what the structured interviews recommend as relevant diagnostic questions, differential diagnoses and likely co-morbidities that you will need to consider in conducting the interviews.

Grading

Grades are based on 1) the quality of interviews, 2) prompt submission of paper work, 3) preparation for and engagement in supervision, 4) openness and willingness to incorporate feedback, and 5) professionalism. If you excel in each of these areas you will receive an A (√+). If you complete all of these with demonstrated effort and no serious limitations or concerns, you will receive a B (√). A “C” will be assigned if you are seriously struggling (i.e., more √-) with the basic skills of interviewing, or have problems with attendance or completion of the interviews and supervision.

Course Schedule

Date	Topic	Assignment
Week 1: Aug. 29	Introduction to Clinical Interviewing & Overview; Cultural Humility; Logistics	Chapters 1 & 2, Sommers-Flanagan
Week 2: No class (Labor Day)		
Week 3: Sept. 12	Interview Process; Relationship Skills (attending, nondirective listening)	Chapter 3 & 4, S-Flanagan
Week 4: Sept. 19	Encouragers, Paraphrases and Summaries	Chapter 4, S-Flanagan; Conduct 1st Interview , send recording
Week 5: Sept. 26	Relationship Skills (directive listening)	Chapter 5, S-Flanagan; Conduct 2nd Interview ; send recording
Week 6: Oct. 3	Questioning: Open and Closed	Chapter 5, S-Flanagan; Conduct 3rd Interview ; send recording
Week 7: Oct. 10	Questioning: Open and Closed (continued)	Chapter 5, S-Flanagan; Conduct 4th Interview ; send recording
Week 8: Oct. 17	Interviewing Youth	Chapter 13, S-Flanagan
Week 9: Oct. 24	Action & Influencing Skills	Chapter 6, S-Flanagan; Conduct 5th Interview ; send recording (switch supervisors)
Week 10: Oct. 31	Evidence-based Relationships	Chapter 7, S-Flanagan; Conduct 6th Interview ; send recording
Week 11: Nov. 7	Goal-Directed Interviewing <i>Mental Status Exam</i>	Chapter 9, S-Flanagan
Week 12: Nov. 14	Goal-Directed Interviewing <i>Suicide Assessment</i>	Chapter 10, S-Flanagan Conduct 7th Interview (suicide assessment) , send recording
Week 13: Nov. 21	Goal-Directed Interviewing <i>Intake Interview</i>	Chapter 8, S-Flanagan
Week 14: Nov. 28	Goal-Directed Interviewing <i>Diagnosis and Treatment Planning</i>	Chapter 11, S-Flanagan
Week 15: Dec. 5	Last Class – Wrap up; Challenging situations	Chapter 12, S-Flanagan; Conduct 8th Interview (diagnostic interview) for Final Project
Week 16 (Finals week): Dec. 12-16	NO CLASS: Finals Week	FINAL VIDEO DUE: send to supervisor no later than 5:00 p.m. on Dec. 12

Course Guidelines and Policies

Academic Conduct:

Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct –including plagiarism- will result in a failing grade for the course and might result in dismissal from the university. Please let me know if you have any questions about what constitutes plagiarism. Please see [the Student Conduct Code](#). In the context of practicum, misrepresentation of your work or activities with clients would be considered academic misconduct.

Accommodations for Students with Disabilities:

I am pleased to make accommodations for any student who has a disability. If you have a disability that necessitates accommodation, please let me know right away so we can make a plan together. Also, I can only make accommodations when your disability is documented by the [Office for Disability Equity](#) (ODE: 406-243-2243).

Classroom and Community Safety: COVID-19 Precautions

- a) The University is not currently requiring masking inside. We are still very much in a pandemic. Because we are in the health care and science fields, and we want to look out for those who are at higher risk of serious complications with covid, I invite you to mask as much as possible.
- b) If you feel sick (at all) and/or are exhibiting COVID-19 symptoms, please do not come into the building. You can contact the Curry Health Center at (406) 243-4330.
- c) If you are required to isolate or quarantine, I will support you to ensure continued academic progress.
- d) UM recommends students get the COVID-19 vaccine and boosters. Please direct your questions about vaccines to Curry Health Center.

Add/Drop Deadline

Please take note of important registration dates listed in the Fall academic calendar. October 31st is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in documentable emergency situations.