

PSYC*6020, Course Outline: Fall 2020

General Information

**DUE to the COVID-19 pandemic, this course is offered in an alternative format.
Alternative Delivery Synchronous – AD-S Virtual**

Course Title: Clinical and Diagnostic Interviewing Skills

Course Description:

This course is intended to provide practical training in clinical and diagnostic interviewing with the goal of preparing students for practical work in clinical settings. Students will develop skill initiating and conducting interviews with children, adolescents, and their parents/guardians, for therapeutic, diagnostic, or consultation purposes.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall, 2020

Class Schedule and Location: Monday, 2:30 – 5:30, Online platform

Instructor Information

Instructor Name: Elissa Newby-Clark & Gregory Simpson

Instructor Email: enewbycl@uoguelph.ca; gsimpson@uoguelph.ca

Office location and office hours: Remote, by appointment

GTA Information

GTA Name: Jessie Heaman

GTA Email: jheaman@uoguelph.ca

Office location and office hours: Remote, by appointment

Course Content

Specific Learning Outcomes

At the end of this course, successful students will be able to:

- 1 Use basic interviewing skills to develop rapport, and facilitate therapeutic interventions.

- 2 Explore and demonstrate self-awareness of their interpersonal styles, biases, and coping strategies.
- 3 Monitor and assess client characteristics during interviews.
- 4 Monitor their own style and modify as necessary during interviews.
- 5 Formulate and express feedback (both positive and constructive).
- 6 Receive and provide positive and constructive feedback about interviewing skills.
- 7 Conduct a general interview, both in-person and via telepsychology.
- 8 Communicate interview findings in a brief written report.
- 9 Develop greater self-awareness and sensitivity around issues of diversity as well as skills for working with diverse populations.
- 10 Administer and score a diagnostic interview based on DSM-5 criteria.
- 11 Demonstrate basic skills in suicide assessment interviewing.

This is an experiential course consisting of role-play, discussion, analysis of taped interviews and practicing skills with the instructor, teaching assistant, senior graduate students, or volunteers. We will review, discuss, observe and practice clinical interviewing skills throughout the course including both in-class (online) activities and assignments completed outside of class. This will require familiarization with online platforms, and training in telehealth services.

Building confidence and consolidating the interviewing skills taught in this course, requires openness and a willingness to take risks and engage in self-awareness and skill development. Given the multicultural context in which we all live and work, this course will also explore multicultural knowledge and sensitivity. To create a safe environment that facilitates the development of personal skill, all students are asked to agree to:

- provide feedback in a constructive and specific manner with the objective of enhancing confidence and skill in others.
- encourage themselves and others in their attempts to challenge themselves.
- respect the privacy of class members and volunteers. Any private information including personal information shared in discussions or role plays, feedback received by or from another student, and anything recorded, is to be considered private and not to be shared with anyone outside this course or small group discussion.

Classes:

Class Topics, Assigned Readings;

Please Note: Readings may be added/adjusted as in-class discussions dictate

Dates	Topics	Readings	Assignments; Due Dates
Mon Sept. 14	Introduction to the course; overview of interviewing skills and the learning process; Diversity	SF & SF, Chapters 1 & 2; Hays (2016) Chapters 1, 2, 3	Self-Reflection #1 - Exploring your cultural being Due: Wednesday Sept. 16 by 5pm
Mon Sept. 21	Interviewing Skills Part I: Non- directive listening skills; Telehealth	SF & SF, Chapter 3 & 4	
Mon Sept. 28	Interviewing Skills Part II: Directive Listening Skills	SF & SF, Chapter 5	Assignment #1: Recording #1 & Reflection Paper: video-record interview with an older adolescent or young adult & reflection. Due: Monday Oct. 05 before class
Mon Oct. 05	Interview Skills Part III: Directing Clients toward Action and Putting it all together	SF & SF, Chapter 6	
Mon Oct. 12	Thanksgiving: NO CLASS		
Mon Oct. 19	Conducting Interviews with Children and Adolescents Part I: Developmental differences, strategies for working with youth at different ages	TBA	Assignment #2 - Recording #2 & Reflection Paper: record an interview with a role- played child or young adolescent & reflection Due: Monday Oct. 26 before class
Mon Oct. 26	Conducting Interviews with Children and Adolescents Part II: Structuring the interview, observations, report writing	SF & SF, Chapter 8 & 13	Self-Reflection #2 Paper Due: Wednesday Oct. 28 by 5pm Assignment #3 - Intake report Due: Monday Nov. 2 before class
Mon Nov. 02	Diagnostic Interviewing Part I	KSADS-PL (DSM-V) TBA	
Mon Nov. 09	Diagnostic Interviewing Part II	KSADS-PL (DSM-V)	Assignment #4: Conduct a structured interview with

Dates	Topics	Readings	Assignments; Due Dates
			a volunteer “client” using the KSADS-PL (DSM-5); score the interview responses and make diagnostic decision; Video and scoring to be submitted Due: Monday Nov. 16 Before class
Mon Nov. 16	Issues in Clinical Interviewing: Assessment of Suicide Risk and Safety Planning	SF & SF, Chapter 10	
Mon Nov. 23	Broadening the circle: Parent-child initial interviews, interviewing teachers, parents, and others	TBA	
Mon Nov. 30	Challenging and demanding Situations; Course wrap-up and discussion	SF & SF, Chapter 12	Self-Reflection #3 Due: Wednesday Dec. 2 by 5pm

Course Assignments and Tests:

Assignment or Graded Activity	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
#1 - Video recorded 10-15 minute interview #1 (demonstration of basic interviewing skills with an adult) and reflection paper	Oct 5	10% (7% interview; 3% reflection paper)	1, 2, 3, 4
#2 - Video recorded interview #2 (10-15 minute interview of a role-played child or adolescent); reflection paper	Oct 26	15% (12% interview; 3% reflection paper)	3, 4, 7, 8,

Assignment or Graded Activity	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
#3 - Brief Intake Report (the report will be based on the recorded video interview of a child or adolescent is submitted)	Nov 2nd	20%	3, 8
#4 - Structured interview using K-SADS (DSM-5) with actor/grad student; (video recording and scoring submitted)	Nov 16th	15%	10
Participation in class discussions, activities (based on engagement and willingness, not skills); Self-reflection papers #1-3	During each class	30% (20% in-class; 10% 3 self-reflection papers)	1, 2, 3, 4, 5, 6, 7, 9, 11
Providing feedback (provision of constructive and supportive feedback to classmates including commenting on strengths and provision of specific, constructive suggestions during role-plays)	Throughout course	10%	2,4,5,6

Additional Notes:

Course Resources and Required Texts:

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). Clinical Interviewing, 6th edition. Hoboken NJ: John Wiley and Sons.

Available Online:

American Psychiatric Association (2014). *Diagnostic and Statistical Manual: 5th Edition* (you don't have to own this but should have access to it).

Hays, P.A. (2016). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis and Therapy, Third Edition*. APA Press.

Kaufman, J., Birmaher, B., Axelson, D., Perepletchikova, F., Brent, D., & Ryan, N. (2016). *Schedule for Affective Disorders and Schizophrenia for School Aged Children (6-18 Years) (KSADS-PL DSM-5)*.

Course Policies

Grading criteria:

Pass/Fail grades are assigned to reflection papers. A pass is given if you communicate that you have made a serious effort at self-reflection with a goal of becoming a more self-aware clinical interviewer.

A grading rubric will be provided for interviews, the written assignment, and participation components before the assignment is due.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. . Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Lectures held via Online Platform may be recorded for the purpose of educational and clinical training, as well as material review. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course

activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

turn off their camera

mute their microphone

edit their name (e.g., initials only) upon entry to each session

use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation,

whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is Dec. 04, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar: Current Graduate Calendar](#). Instructors must still provide meaningful and constructive feedback to students prior to the 40th class day.