

**PSYC\*6020, Course Outline: Summer 2016**  
**Department of Psychology**

**General Information**

**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 interviewing in clinical settings. Students will develop skills for initiating and conducting interviews with diverse populations of children, adolescents, and adults, for therapeutic, diagnostic, or consultation purposes.

**Class Schedule and Location:**

Mondays: 9am-11:50am (MacKinnon 225)

Thursdays: 9am-11:50am (MacKinnon 233)

**Instructor Information:**

Instructor Name: Dr. Carol-Anne Hendry

Instructor Email: [chendry@uoguelph.ca](mailto:chendry@uoguelph.ca)

Office location and office hours: CPS 119A (by appointment only)

TA: Rachel Tomlinson ([rhothenad@uoguelph.ca](mailto:rhothenad@uoguelph.ca))

**Course Content:**

**Specific Learning Outcomes:**

- Students will develop greater self-awareness of their interpersonal styles and biases
- Students will develop greater awareness and sensitivity around issues of diversity as well as skills for working with diverse populations
- Students will be able to perform basic interviewing skills in order to gather information, develop rapport, and facilitate therapeutic interventions.
- Student will conduct an assessment intake interview independently
- Students will conduct a therapy intake interview independently
- Students will demonstrate an ability to structure a diagnostic interview based on DSM-5 criteria
- Students will demonstrate a working knowledge of suicide risk assessments
- Students will be able to formulate and express feedback (both positive and critical)

**Lecture Content:** This course is seminar format. The emphasis will be on experiential learning. It will be assumed that students have completed the readings prior to attending class and will come ready to practice interviewing skills and discuss readings.

In general, each day will consist of new learning, role-plays, reviewing videos, practicing with senior graduate students or participating in interviews. Students will also be expected to observe/participate in interviews outside of class time as we must work around client availability.

**Code of conduct for the class:** Learning to be a good interviewer is an intimate, revealing process. It requires openness and the creation of an environment in which sharing can go on safely. It will mean revealing what we don't know so that we can learn. In academia, we learn to hide our doubts and mistakes so that we can make the best impression possible. In learning to be a clinician, making a good impression is far less important than acknowledging our weak points, looking at our mistakes, putting our own behaviors under the microscope, scrupulously uncovering our biases and working with them, and mastering the parts of ourselves that might have an untoward impact on the clinical work we do. To create an atmosphere that facilitates the development of personal skill, all students must agree to:

- Respect risk by encouraging others in their attempts to challenge themselves, and by challenging yourself.
- Provide feedback with the objective of enhancing confidence and skill in others. Strive to be constructive and *specific* in your feedback.
- Respect privacy. Any private information shared in class (e.g. personal information shared in discussions or role plays, feedback received by or from another student, and anything recorded) is to be considered private and must *not* be shared with anyone outside this course.

#### **Course Assignments and Tests:**

**Participation (10%):** Students will be evaluated on their ability to engage with the role plays and discussion, to reflect on their performance, and integrate feedback in order to improve. This grade is based on engagement and willingness, not skills.

**In-class exercises (20%):** Throughout the course students will engage in exercises to develop skills with each type and aspect of interviewing. After opportunities to practice and get feedback, Students will submit a video to be evaluated and this tape will reviewed in class. Please note that the exact content of these exercises will depend on our progress in the class. More precise expectations will be reviewed during class. Please note that each exercise may be weighted differently (e.g., Exercise 1 = 3%, Exercise 2 = 4%, Exercise 3 = 6 %, Exercise 4 = 7%).

- Exercise 1: Beginning the interview, going over confidentiality and videotaping
- Exercise 2: Demonstration of basic interviewing skills
- Exercise 3: Demonstration of diagnostic interviewing
- Exercise 4: Demonstration of suicide risk assessment.

**Clinical interviews (25 % each):** Students will conduct 2 interviews with a client or volunteer. The goal will be for each student to complete one interview of a diagnostic/assessment nature and one as a therapy intake. Students will be observed during the interview and will be evaluated on their interviewing skills. A marking guide will be provided.

**Brief Intake Reports (5% each):** Students will be required to write up their interviews in the form of an intake report (format will be provided). The report will be due one week after the interview. Students will be evaluated on their clinical judgment and ability to convey the information gathered.

**Providing feedback (10%):** Throughout the course students will be observed and evaluated on their ability to provide classmates with constructive and supportive feedback, a critical component of clinical skill and of supervision. Students will be expected to comment on each other's strengths and weaknesses and to provide specific, constructive suggestions during role plays.

### **Course Resources Required Texts:**

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Clinical Interviewing*, 5th 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. (2008). *Addressing Cultural Complexities in Practice: Diagnosis, Assessment and Treatment*. APA Press.

Macdonald, A. J. (2007). *Solution-focused Therapy: Theory, Research & Practice*. Los Angeles: SAGE. (Chapter 1)

### **Course Policies**

**Time commitment:** This course is skills based and, therefore, requires that you attend all classes and plan for practice opportunities outside class. You are expected to read all assigned readings *before* class and to practice skills between classes. You must be available for final interviews after the end of regular classes, and for an individual meeting with the instructor shortly thereafter.

Students are expected to own and be familiar with using the DSM-5. You must be fully knowledgeable of the diagnostic features of the neurodevelopmental, anxiety, mood, and psychotic disorders, and their diagnostic criteria *before beginning this class*. Please take time to study them in advance.

**Electronic Resources:** Student will be required to record themselves during role plays and interviews, and review the practices at different points throughout the semester.

**Personal commitment:** Because the objective of this course is to foster clinical interviewing skills, emphasis will be placed upon your personal and interpersonal style, interviewing skills, and professional conduct. You must actively engage in the in-class exercises and activities, engage in self-reflection, be open to feedback from others, and undertake new challenges in class. In addition, you are required to provide feedback to classmates and are expected to do so in a critical but constructive manner as it is essential to clinical practice and to the development of supervisory skills.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the [academic calendar for information on regulations and procedures](#) 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, Student Accessibility Services](#) at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the [SAS 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 June 9, 2016.

For [regulations and procedures for Dropping Courses](#), see the Academic Calendar: