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### PSYC 530.01: Interviewing and Case History Techniques

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Psychology 530  
Fall 2001  
Interviewing and Case Histories

Christine Fiore, Ph.D.  
Heather Paluso, M.A., TA

Week 1: Sept. 4	Overview	Chapters 1, 2& 3, Clinical Interviewing
Week 2: Sept. 11	Attending Skills	Chapter 4, Clinical Interviewing
Week 3: Sept. 18	Observational Skills: Client & Self	Chapter 4, Clinical Interviewing
Week 4: Sept. 25	Questioning: Open and Closed	Chapter 5, Clinical Interviewing
Week 5: Oct. 2	Reflections: Content & Feeling, Empathy	Chapter 6, Clinical Interviewing
Week 6: Oct. 9	Focusing	Integration of Nondirectives & Questioning Chapter 7, Clinical Interviewing
Week 7/8: Oct. 16/23	Influencing & Confrontation Skills	Chapter 7, Clinical Interviewing, Handouts
Week 9: Oct. 30	Integration and Practice of Basic Interviewing Skills	Handouts  Monday Nov 12-Veteran's Day Holiday
Week 10: Nov. 6	Goal-Directed Interviewing	Interviewing Chapter 8, The Intake Interview

Week 11: Nov. 13	Goal-Directed Interviewing	Interviewing Chapter 10, Suicide Assessment
Week 13: Nov. 20	Multi-cultural Considerations in the Interview Process	Guest Lecturer Chapter 14, Clinical Interviewing Nov. 21-23 THANKSGIVING HOLIDAY
Week 14: Nov. 27	Goal-Directed Interviewing	Chapter 9, Mental Status Exam
Week 15: Dec. 4	Goal-Directed Interviewing	Motivational Interviewing, handouts <b>Papers are DUE</b>
Week 16: Dec. 11	Interviewing Children & Families	Chapters 12 & 13, Clinical Interviewing

### **Course Objectives:**

The first objective of this class is to provide you with the opportunity to develop micro-counseling skills. We will actively pursue those skills believed to be crucial to the interview process. Furthermore, we will briefly explore the importance of multi-cultural knowledge and sensitivity in interviewing. Finally, much of the interviewing in the helping professions is goal-oriented and therefore we will also spend time throughout the semester conducting interviews with various goals in mind. We will explore a sampling of integral goal-directed interviews utilized in the helping professions. We will also touch on the nuances of interviewing with children and families.

### **Course Requirements:**

1. Class attendance, participation, and involvement in exercises is expected. Only two excused absences will be allowed before one's grade will suffer. If you will be absent, you should leave a message on my voice mail prior to class (x2081).
2. Completion of 10 weekly, 30-minute interviews emphasizing that week's microcounseling skill. The interviews are to be **audiotaped, turned in, and reviewed each week in supervision**. You will need to identify sections where you demonstrate: a) use of the skill; and b) difficulty with the skill. A **1-page written analysis** of your

interview experience should accompany each tape which highlights your view of what worked best and what you had the most difficulty performing. Each week you must schedule a **half-hour appointment** for individual feedback with either me or Heather Paluso to review your tape. We will establish set schedules for half the semester and then we will switch mid-semester to allow you to experience alternative supervision styles.

3. Your interviews will be conducted with a class partner. You will work in pairs for live observation of and feedback to each other (I mean live, behind the one-way mirror). **This means that you will be spending one hour per week on interviews (yours and your partner's).** I highly recommend that you switch partners half way (after 5) through your 10 interviews to allow for fresh observational ideas from a new partner. **Observer feedback sheets** are to be turned in each week with your written analysis.

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 all semester 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 for room availability to re-schedule.

4. Psychology 100 students will be available to you for practicing your interviews. The attached sheet is set for you to place on outside of SB 246 on the experiment table. **This is a multi-step process:** a) **You and your partner decide on a weekly interview time.** b) **You ensure that the room is available that time each week for interviews.** c) **You put the specific times requesting Psyc 100 students on your experiment sheet to be placed on the table.** d) **You give credits to students who make their appointments each week by turning credit slips into Erica Shertzer. Students lose 2 credits for missing a scheduled appointment. *Please get all students' phone numbers if possible to allow for rescheduling in case of illness.***

**NOTE:** You **can not** schedule to interview other people (friends of friends, etc.). At **no time** during the semester should you interview anyone you remotely know. This will affect your interview and will be observable in the tapes. Please don't test me on this – I will lower your grade if I discover you to be in violation.

5. During the last five weeks of class you will be expected to videotape role-play interviews (with a partner) of goal-directed interviews we are working on in class (1 problem-oriented interview, 1 suicide assessment). Videotaping will be set up in 246, but may also be performed at either the CPC or G&C facilities.
6. Students desiring an A or B grade as opposed to a C (this class is no longer offered pass/fail) can achieve the goal by writing a research review paper in an aspect of interviewing that is of interest to you. For example, interviewing for substance abuse or child psychopathology, post-traumatic stress, child abuse, etc. A 10-12 page paper critically reviewing the current literature (last 5 years) on interviewing for your specific

area of interest be expected December 4th. Please address the nature of the interview, goals of interviewing, types and limitations or controversies about different approaches, and include examples of the interview format when possible. Because of the need to request materials through inter-library loan, I highly recommend that you begin investigating early. Clinical psychology students are expected to address more intently the area of diagnostic interviews. School and Guidance and Counseling students should focus more on interviewing children and adolescents or populations of interest to your field. Please clear your paper topic with me by October 2<sup>nd</sup>.

**Books:**

**Required:** Clinical Interviewing, Second Edition (1999). Sommers-Flanagan, R. & Sommers-Flanagan, JR. John Wiley & Sons: New York.

**Optional:** Interviewing Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Exam (1994). Zimmerman, M. Psych Products Press: East Greenwich, RI.

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