

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2018

PSYX 530.01: Clinical and Diagnostic Interviewing

Craig P. McFarland

University of Montana - Missoula, craig.mcfarland@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

McFarland, Craig P., "PSYX 530.01: Clinical and Diagnostic Interviewing" (2018). *University of Montana Course Syllabi*. 8329.

<https://scholarworks.umt.edu/syllabi/8329>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Psychology 530 – Clinical Interviewing

Fall 2018

Course Location and Time

Skaggs 246
Tuesday 9:30 – 11:50

Instructor Information

Instructor: Craig McFarland, Ph.D.
Office: Skaggs 202
Phone: 406.243.6845
Email: craig.mcfarland@umontana.edu
Office hours: Monday 1:00-2:30; by appointment

Teaching Assistant

Ari Silverman
Office: CPC 106
Phone: 406.243.2367
Email: ari.silverman@umontana.edu

Course Objectives

The first objective of this class is to provide you with the opportunity to develop and refine basic interviewing skills. This course will offer you the opportunity to actively learn those skills that are crucial to the interview 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. Because psychologists and counselors function in a multicultural world, this course will consider and explore the importance of multi-cultural knowledge and sensitivity in interviewing throughout the semester.

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 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.

Course Requirements

Attendance

Class attendance, participation, and involvement in exercises are 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 or e-mail me prior to class. You should also inform your partner (see below). If you know in advance about a scheduling conflict, please let us know.

Interviews

Students will work in pairs to complete **8, 30-minute interviews** emphasizing a particular week's micro counseling skill or goal-directed interview. Interviews 1-6 are to be **audio-recorded, turned in, and reviewed each week in supervision**. Interviews 7 and 8 (Final project) will be **videotaped, turned in and reviewed as well**. Prior to your supervision you should have reviewed your interview and thought critically about the strengths and limitations of your interview. A **1-page written self-analysis** of your interview experience should accompany each interview and be emailed to your supervisor no later than the night before you meet for supervision. In that review, highlight what you think worked best as well as spots where you had some difficulty or you feel things could have gone better. Each week you and your partner must schedule a **half-hour appointment** with your supervisor for individual feedback. Groups will switch supervisors after the 4th interview, in order to allow you to experience different supervision styles. Please call or e-mail to notify us if you will not make your supervision for any reason. You must re-schedule that appointment.

1. Your interviews will be conducted with 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 per week on interviews (yours and your partner's). Observer feedback sheets** are to be turned in each week with your written analysis. **YOU MUST HAVE AN OBSERVER**- there are no exceptions to this.

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 ask that you and your partner try to keep the same interview time from week to week. Skaggs 143 (the main office) is open 8-12 and 1-5 – keep this in mind when planning to pick up and return the recorders.

2. Psychology 100 students will be available to you for practicing your interviews. **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 Psyc 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 Psyc 100 students throughout the semester. Interviews 7 and 8 are acted with your partner. Post times only for the interviews that you need to complete. Do not just pick a time and post that time to SONA for every week of the semester. **You will need to request a SONA account prior to being able to schedule participants.**

NOTE: You cannot interview anyone you know. Doing so would affect your interview and be observable in the tapes.

3. Your 7th interview will be a **videotaped** (with a partner) goal-directed interview (suicide assessment). Videotaping will be set up in 246. Video recorders are also kept in the main office. You will conduct the suicide assessment with your partner. There is also a “green room” in the library that can be reserved for the purpose of this interview.

Final Interview Project (Interview 8)

In this project, you will conduct an interview that integrates class material (lecture, text), and your own research into a diagnostic area of your choice. Your research into a particular topic should focus on the types of information that you would need to acquire to adequately assess for the presence of that particular disorder. You will need to develop an outline of your interview, including specific questions related to diagnostic criteria. These questions should touch on 4 different areas of functioning that may be affected in the context of a particular disorder. Additionally, you will need to ask questions that will help you complete a differential diagnosis. The **outline should be submitted to your supervisor at least 1 week prior** to you completing the role-play for that interview. This will allow your supervisor to provide feedback and suggestions. Finally, based on the interview you have developed for a particular diagnostic question, you will complete a role-play interview with your partner. Your partner will need to work closely with you so that she or he can accurately portray a person that may meet criteria for that diagnosis.

Acceptable topics include depression, substance abuse, post-traumatic stress, eating disorders, and many others. You will videotape the role-play interview and turn it in during finals week (**December 14-20**). Your outline may be guided (loosely) by structured interviews, but you will **not** conduct an interview with a known structured interview instrument (SCID, etc.). We will schedule a due date during finals week (or the week before if you prefer) where you will review your interview with the TA or me for 30 minutes.

Your project will be graded for quality of the outline, micro-counseling skill use, appropriate inquiry into background relevant to the diagnostic area, and the queries and management of responses that are essential to the diagnostic area. I will give you an outline for evaluating yourself and your partner. You **MUST** do the additional research and include references related to 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.

To ensure that not everyone selects the same topic, please clear your diagnostic topic with me no later than November 7.

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.

Grading scheme:

- + exceeds expectations - A
- meets expectations - B
- needs work - C

Course Schedule

| Date | Lecture Topic | Assignment |
|-------------------------------|---|--|
| Week 1: Aug. 28 | Overview | Chapter 11, Sommers-Flanagan |
| Week 2: Sept. 4 | Multi-Cultural Considerations in the Interview Process/Brief overview of Suicide Assessment | Chapters 1, 2, 3, S-Flanagan Listening and attending exercise |
| Week 3: Sept. 11 | Attending Skills Observational Skills: Client & Self | Chapters 3, S-Flanagan Conduct 1st Interview , get supervision after interview is conducted |
| Week 4: Sept. 18 | Encouragers, Paraphrases and Summaries | Chapter 5, S-Flanagan Practice with partner |
| Week 5: Sept. 25 | Reflection of Feeling and Empathy: Relationship Skills | Chapter 4, S-Flanagan Conduct 2nd Interview ; supervision |
| Week 6: Oct. 2 | Questioning: Open and Closed | Chapter 4, S-Flanagan Conduct 3rd Interview ; supervision |
| Week 7: Oct. 9 | Questioning: Open and Closed (continued) | Chapter 10, Ivey Conduct 5th Interview ; NEW supervisor |
| Week 8: Oct. 16 | Structuring and Focus Skills | Chapter 12, Ivey Conduct 6th Interview ; |
| Week 9: Oct. 23 | Influencing Skills | Chapters 6, 7, 8, S-Flanagan Practice with partner |
| Week 10: Oct. 30 | Goal-Directed Interviewing <i>Mental Status Exam</i> Goal-Directed Interviewing Intake Interview | Chapter 10 S-Flanagan CATCH UP ON INTERVIEWS/Practice with partner (Problem-oriented Interview- POI) |
| Week 11: Nov. 6 | No Class – Election Day | |
| Week 12: Nov. 13 | Goal-Directed Interviewing Diagnosis and Treatment Planning | Chapter 9, S-Flanagan Practice with partner, supervision |
| Week 13: Nov. 20 | Goal-Directed Interviewing Suicide Assessment | Chapter 15, Ivey Conduct 7th Interview complete with partner suicide assessment, videotaped |
| Week 14: Dec. 4 | Last Class – Wrap up | CATCH UP ON INTERVIEWS/ Record 8th video for Final Project |
| Week 15: Finals Dec. 10-14 | NO CLASS: Finals Week <i>Supervision throughout the week</i> | FINAL VIDEO SUPERVISION (30 minutes) due Dec. 10-12 (Schedule due date) |

Required Texts

Clinical Interviewing, Fifth Edition. Sommers-Flanagan, J. & Sommers-Flanagan, R. John Wiley & Sons: New York.

Additional Readings

Intentional Interviewing and Counseling: Facilitating Development in a Multicultural Society (2010). Ivey, A. E., Bradford Ivey, M., Zalaquet, C. P. Brooks Cole: Belmont, CA

Course Guidelines and Policies

Academic Integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

Add/Drop Deadline

Please take note of important registration dates listed in the Fall academic calendar. November 2nd 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.