

PSYC*6020, Course Outline: Fall 2022

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 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, 2022

Class Schedule and Location: Tuesday 11:30 to 2:20, Maplewoods Centre 2nd Floor (room 215)

NOTE: This course will be taught in person for Fall 2022

Instructor Information

Instructor Name: Elissa Newby-Clark & Gregory Simpson

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

Office location and office hours: Maplewoods Centre 225 and 227 by appointment

GTA Information

GTA Name: Ryan O'Byrne

GTA Email: robyrne@uoguelph.ca

Office location and office hours: Maplewoods 236 or 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 biases, interpersonal styles and coping strategies.
- 3 Develop self-awareness and sensitivity related to issues of diversity as well as skills for working with diverse populations.
- 4 Monitor their own interpersonal style and modify as necessary during interviews based on client characteristics and response.
- 5 Formulate and express feedback (both positive and constructive) to both clients and peers.
- 6 Obtain informed consent for a clinical interview.
- 7 Conduct a general interview, both in-person and via telepsychology, incorporating culturally-sensitive framework.
- 8 Communicate interview findings in a brief written report.
- 9 Administer and score a diagnostic interview based on DSM-5 criteria.
- 10 Demonstrate basic skills in risk/suicide assessment interviewing.

This is an experiential course consisting of role-play, discussion, analysis of recorded interviews, and practicing skills with the instructor or teaching assistant. We will review, discuss, observe and practice clinical interviewing skills throughout the course including both in-class 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:

- 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.
- challenge themselves and others to work outside of their comfort zone.
- provide feedback in a constructive and specific manner with the objective of enhancing confidence and skill in others.

As instructors we recognize the sensitive nature and discomfort in working on new skill development. As such, we will work hard to provide a challenging but safe environment to grow your clinical skills and gain confidence as you develop into clinicians. Our goal is to provide an experience that parallels a clinical supervision model.

Classes:

Class Topics, Assigned Readings;

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

Dates	Topics	Readings	Assignments; Due Dates
Week 1 Tues Sept. 13	-Introduction to the course; overview of interviewing skills and the learning process; Diversity: ADDRESSING Framework; CFI (APA)	SF & SF, Chapters 1 & 2; Hays (2016) Chapters 1, 2, 3; Sanchez et al., 2022)	Self-Reflection #1 - Exploring your cultural being Due: Thursday Sept. 15 by 5pm
Week 2 Tues Sept. 20	-Continued discussion of Cultural-Sensitivity in Interviewing -Interviewing Skills Part I: Non- directive listening skills	SF & SF, Chapter 3 & 4	
Week 3 Tues Sept. 27	-Interviewing Skills Part II: Directive Listening Skills	SF & SF, Chapter 5	Assignment #1: Recording #1 & Reflection Paper: video-record virtual interview with an older adolescent or young adult & reflection. Due: Tuesday Oct. 04 before class
Week 4 Tues Oct. 04	-Interview Skills Part III: Directing Clients toward Action and Putting it all together	SF & SF, Chapter 6	
Tues Oct. 11	Mid Semester Break NO CLASS		
Week 5 Tues Oct. 18	-Conducting Interviews with Children and Adolescents Part I: Developmental differences, strategies for working with youth at different ages and including parents	SF & SF, Chapter 8, 12 & 13	Assignment #2 - Recording #2 & Reflection Paper: record an interview with a “parent and child” & reflection Due: Tuesday Nov. 01 before class
Week 6 Tues Oct. 25	-Conducting Interviews with Children and Adolescents Part II: Structuring the interview, observations, report writing	Aggarwhal & Lewis- Fernandez, 2020; CFI (Interview; Informant	Self-Reflection #2 Paper Due: Thursday Oct. 27 by 5pm

	-Cultural Formulation Interview (CFI) Introduction	Version; Supplementary Modules)	
Week 7 Tues Nov. 01	Diagnostic Interviewing Part I	MINI-Kid (DSM-V) TBA	Assignment #3 - Intake report Due: Tuesday Nov. 8 before class
Week 8 Tues Nov. 08	Diagnostic Interviewing Part II	KSADS-COMP (DSM-V)	Assignment #4: Conduct a structured interview with a volunteer “client” using the MINI-KID (DSM-5); score the interview responses and make diagnostic decision; Video and scoring to be submitted Due: Tuesday Nov. 22 Before class
Week 9 Tues Nov. 15	Issues in Clinical Interviewing: Risk and Suicide	SF & SF, Chapter 10	
Week 10 Tues Nov. 22	Continued discussion and practice: Risk/Suicide/Special Topics	TBA	
Week 11 Tues Nov. 29	Challenging and demanding Situations; Course wrap-up and discussion	SF & SF, Chapter 12	Self-Reflection #3 Due: Thursday Dec. 1 by 5pm
Week 12 TBS (Nov 30 to Dec 6)	Exit Interview		

Course Assignments and Tests:

Assignment or Graded Activity	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Self-Reflection Paper #1	Sept. 15	4%	2, 3, 4

#1 - Video recorded 10-15 minute interview #1 (demonstration of informed consent & basic interviewing skills with older adolescent/young adult) and reflection paper	Oct 4	10% (7% interview; 3% reflection paper)	1, 2, 3, 4, 6, 7
#2 - Video recorded interview #2 (10-15 minute interview of a role-played child and parent); reflection paper	Nov. 01	15% (12% interview; 3% reflection paper)	1, 2, 3, 4, 7
Self-Reflection Paper #2	Oct. 27	3%	2, 3, 4
#3 - Brief Intake Report (the report will be based on the recorded video interview of a child or adolescent submitted)	Nov 8	20%	5, 8
#4 - Structured interview using MINI-Kid (DSM-5); (video recording and scoring submitted)	Nov 22	15%	1, 3, 4, 9
Self-Reflection Paper #3	Dec. 01	3%	2, 3, 4
Participation in class discussions, activities (based on engagement and willingness, not skills)	During each class	20%	1, 2, 3, 4, 5, 6, 7, 9, 10,

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, 3, 5
Exit Interviews with Instructors	Scheduled for after last class		

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).

Alcantara, C. & Gone, J. P. (2014). Multicultural Issues in The Clinical Interview and Diagnostic Process. *APA Handbook of Multicultural Psychology: Vol. 2. Applications and Training*. Chapter 9.

Sanchez, A. L. et al. (2022). Person-Centered Cultural Assessment Can Improve Child Mental Health Service Engagement and Outcomes. *Journal of Clinical Child & Adolescent Psychology*, Vol.51, No. 1, 1-22.

Aggarwal & Lewis-Fernandez (2020). An Introduction to the Cultural Formulation Interview. *Focus: Vol.18, No. 1, Winter*, 77-82.

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, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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:

[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](#):

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

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. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is December 2, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day. For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)