



## Clinical Laboratory – Interviewing (Clinical Practicum I)

The University of Toledo, Department of Psychology  
College of Languages, Literature and Social Sciences (LLSS)  
PSY 6390/7390 - 001 (CRN 29407/29408)

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<b>Instructor:</b>	Wesley Bullock, Ph.D.	<b>Class Location:</b>	University Hall (UH), Rm. 1610
<b>Email:</b>	wesley.bullock@utoledo.edu	<b>Class Day/Time:</b>	Wednesday, 9:30 -12:00
<b>Office Hours:</b>	Wednesday 12:00-1:00 (or arranged)	<b>Course Credit Hours:</b>	3
<b>Office Location:</b>	University Hall (UH), Rm. 1420	<b>Teaching Assistant (TA):</b>	Tory Durham
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<b>Term:</b>	Spring, 2016	<b>TA Office:</b>	
		<b>TA Office Hours:</b>	

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### COURSE DESCRIPTION / OVERVIEW

*The purpose of this clinical laboratory (practicum) course is to provide the graduate student with an introduction to clinical intake interviewing, psychological assessment, case conceptualization, professional report writing, and oral presentation of cases for disposition. The diagnostic, therapeutic and professional issues noted below will be addressed via didactic presentations, text readings, practice with peers, and providing supervised clinical services to clients through the University Psychology Clinic. Theoretical and practical aspects of the clinical interviewing process will be covered, including basic and advanced listening skills, diagnostic interviewing, mental status examination, and suicide assessment. The professional, ethical, and multi-cultural issues related to clinical interviewing and intervention will also be discussed.*

### STUDENT LEARNING OUTCOMES

*Following completion of the course, students should be able to communicate understanding and demonstrate competence with:*

- basic skills essential for interviewing as clinical psychologists.*
- a repertoire of skills on which to base their diagnostic and clinical assessment of a presenting client.*
- advanced skills by which to foster engagement, alliance, and the therapeutic process.*
- the legal, ethical, and professional concerns essential for clinical practice.*
- respect to diversity of clients related to ethnicity, religion, gender, sexual orientation and culture.*
- increased capacity for open and accurate self-evaluation and peer evaluation of their clinical interventions.*

### TEACHING STRATEGIES

*1) Readings: The student is responsible for keeping up with the assigned textbook and journal readings. Topics/chapters will be organized according to the outline provided. Supplemental handouts and readings will be provided for the topics on the date indicated. A three-ring notebook to collect these additional handouts is recommended. You will be building your own supplemental "text" as the semester progresses.*

*2. Lectures: Students are expected to be present, punctual, prepared, and attentive during each class. Class discussion of lecture material and course readings is encouraged. The course handouts and PowerPoint presentations that are used for class lectures will be made available on Black Board or in hard*

copy. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.

3. *Experiential exercises:* Most of the professional and clinical topics covered in the course will include peer role playing (e.g., assessment of substance use). Students are expected to bring a willingness to participate positively and constructively in class role-playing exercises and use the experiential learning exercises to develop and strengthen their skills in providing feedback to peers as well as developing and strengthening their own clinical interviewing skills.

4. *Supervised clinical work:* Students will be providing intake and diagnostic assessment services to clients seen through the University Psychology Clinic. The goal is to put into action the didactic material covered in this course, as well as the Psychopathology and clinical Assessment courses. Students seeing clients will meet with the faculty supervisor (and course teaching assistant) for individual as well as group supervision of current cases. Students will be writing intake and diagnostic assessment reports that will become part of the client's record, as well as making data-based oral presentations to the class.

#### **PREREQUISITES**

Students entering this graduate course will have completed a graduate course in Psychopathology, and typically have completed, or concurrently enrolled in, a course in Psychological Assessment (Cognitive or Personality), all of which serve as good foundation for the graduate laboratory course in Clinical Interviewing.

#### **REQUIRED TEXT(S)**

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing – Fifth Edition*. Wiley: Hoboken, NH. [ISBN 978-1-119-08423-5]

American Psychiatric Association (2013). *DSM 5: Diagnostic and statistical manual of mental disorders. (5th ed.)*. Washington, D.C.

#### **TECHNOLOGY REQUIREMENTS**

There are no special technology requirements aside from computer access to BlackBoard.

#### **UNIVERSITY POLICIES**

##### ***Policy Statement on Non-Discrimination on the basis of Disability (ADA)***

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). (Policy Number: 3364-50-03)

##### **Academic Accommodations**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#) (Rocket Hall, Room 1820. Phone: 419.530.4981)

#### **ACADEMIC POLICIES**

*Academic dishonesty:* Consistent with University Policy, academic dishonesty will not be tolerated.

Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of

academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.

The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

### **COURSE EXPECTATIONS**

*Be prepared. Come to class on time and stay for the entire period. Make sure cell phones are turned off (or set to vibrate) during class. Do not engage in texting or online activity during class. Students need to attend class and participate in class discussions in order to do well in this class.*

*More than anything, this laboratory course is a participatory learning experience. Students are expected to participate constructively in role-playing exercises as an observer providing feedback, as the clinical provider, or in the pseudo-client role. Students will be providing supervised clinical intake and diagnostic assessment services to clients being seen through the University Psychology Clinic. In addition, students are expected to spend additional time beyond the formal weekly meeting times observing peers conducting intake interviews. This is generally done as a practicum group, observing through the one-way mirrors or closed circuit A/V system, with the faculty supervisor present. Often, it is through this real-time live group and individual supervision that the most important student learning experiences occur.*

*Students are expected to perform all of their clinical activities at the highest level of professionalism and adhere to all APA Ethical Principles. Core principle will be reviewed in class. A copy of the APA Ethical Principles of Psychologists and Code of Conduct (2002/2010) is in the appendix of the Clinical Psychology Doctoral Program Student Handbook and is available on-line <http://www.apa.org/ethics/code/>*

### **Weekly Reflection Papers**

*Each week, students will be requested to write a short reflection paper on the material from the reading(s) assigned for the week, with prompts in the form of reflection questions. The reflection papers should be no more than two pages (double-spaced) (~ 600 words) in length. A longer description of the expectations for the weekly reflection papers and the rubric used to evaluate reflection papers is appended to this syllabus following the course schedule outline section.*

### **GRADING**

Course performance will be evaluated using the "Clinical Competencies for Practicum" evaluation form used by the doctoral program in clinical psychology. See "Appendix P" of the University of Toledo Clinical Psychology Program Student Handbook available on-line at [http://psychology.utoledo.edu/images/Clinical%20Program%20Handbook%202015\\_2016\\_R1.pdf](http://psychology.utoledo.edu/images/Clinical%20Program%20Handbook%202015_2016_R1.pdf)

At mid-semester and at the end of the semester, students will meet individually with the faculty supervisor to receive feedback and complete an evaluation of the 17 technical skill areas and professional competencies outlined on the evaluation. By the end of the course, students are expected to have completed at least one full intake interview and a written intake assessment report with a focus on diagnostic conclusions and assessment or treatment recommendations. Through both the clinical interviewing and report writing process the student is expected to demonstrate professional writing skills and mastery of the readings and relevant research literature. Student's cases will be unique based on the presenting problems and particular issues or special circumstances that are present with any given case, but there are three general areas covered by the Practicum Evaluation form: (1) Supervision behavior and knowledge demonstration, (2) Clinical and relationship skills, and (3) Professional presentation and behavior, with 17 specific competency areas under these three general areas.

The final end-of-semester Clinical Competencies Evaluation for Practicum feedback becomes the basis for the final course grade, and also becomes part of the student's permanent Departmental record. As indicated on the Practicum Evaluation feedback form, a rating of "2" (out of 3) for a specific competency area is typical, and indicates that "Competence is at least at the minimal level necessary for functioning" given the student's level of training. Average competence demonstrated at this level across the three general (17 specific) competency areas that are reviewed in the evaluation is a minimum expectation for the course and would be consistent with a final course letter grade of "B."

A course grade of "A" requires outstanding participation, knowledge demonstration, and skills that are demonstrated in the experiential class exercises, as well as outstanding clinical and professional competency across the intake, assessment, report writing, and oral presentation skills exhibited. Typically, this would correspond to receiving a score of "3" on at least 4-5 of the 17 individual competency areas assessed, indicating that the student's "Competence is assessed to be above average; student can function more independently." Since each clinical case seen by the students is individualized and may require unique challenges or present unique opportunities for demonstration of exceptional levels of professional practice or competence, there is not a fixed ruled regarding the number (or specific areas) that would need to be assessed at a level of "3" to merit a final course grade of A.

As indicated on the Clinical Competencies Evaluation form, a score of "1" on any given competency area indicates "Competence is considered to be in need of further training and/or to require additional growth, maturation, and change on the part of the trainee in order for them to be effective in the skill area." A final course grade of "C+" would indicate that the student is deficient in one or more of the clinical skills or professional areas documented on the evaluation form. This would suggest that the student is not prepared to continue to the next level of practicum training until the deficiency is corrected and as a required core course for the clinical doctoral program; grades of C+ or below are not considered passing.

At the end of the semester, any student who has a case file that is not up-to-date regarding required notes or reports will receive an "Incomplete" (I) for the course until the case file material is complete and up-to-date. Seriously deficient case files (e.g., missing required information or material or multiple oversights or errors) will have a negative impact on the Clinical Competencies Evaluation in the area of professional behavior and will be reflected in the final course grade.

#### **COMMUNICATION GUIDELINES**

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*The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.*

**STUDENT SUPPORT SERVICES**

*Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services <http://www.utoledo.edu/success/index.html>*

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**COURSE SCHEDULE (Version dated: 1-11-2016)**

<b>Week</b>	<b>Day (Wed.) &amp; Date</b>	<b>Lecture Topics / Activity</b>	<b>Reading: Sommers-Flanagan (2015) [S-F]</b>
<i>Week 1</i>	Jan. 13	Clinic policies and procedures / Go over Clinic Handbook APA Ethical principles, HIPAA, and professional conduct issues	Ch. 1 Philosophy & Organization APA Ethical Principles of Psychologists and Code of Conduct (appendix to student handbook)
<i>Week 2</i>	Jan. 20	General considerations in clinical interviewing / Basic Communication Skills (Attending; Clarifying; Supporting; Informing/Describing roles) Empathy, Reflection, Paraphrasing IPR practice	Ch 2: Foundations and Preparations Ch 3: Basic Attending, Listening, and Action Skills Ch 5: Evidence-Based Relationships pp. 135-149
<i>Week 3</i>	Jan. 27	Overview of the Diagnostic Interview Process / The Mental Status Exam - IPR	Ch. 7 An Overview of the Interview Process Ch. 8 The Mental Status Exam Appendix: pp 527-535
<i>Week 4</i>	Feb. 3	Affective disorders: Depression and suicide evaluation - I.P.R.	Ch. 9: Suicide Assessment
<i>Week 5</i>	Feb. 10	Self-report psychometric instruments: PAI; CORE Intermediate Communication Skills (Inquiring/Probing role; Use of silence; Motivating/Prescribing role)	S-F Ch. 4: Directives: Questions & Action
<i>Week 6</i>	Feb. 17	Strategies for Rapport - I.P.R. Overview DSM-5 / Intake report writing and oral presentation Common Psychotropic Medications	Ch. 7 – Intake Interviewing and Report Writing
<i>Week 7</i>	Feb. 24	Multicultural and Diversity Issues	Ch. 2 pp. 30-36

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			Ch. 11: Interviewing in a Diverse and Multicultural World
Week 8	Mar. 2	Interviewing for Substance Use/Abuse – I.P.R.	S-F: Ch. 12 Challenging clients and dangerous situations – substance use (pp. 399-419)
Week 9	Mar. 9	<b>SPRING BREAK week – no classes</b>	
Week 10	Mar. 16	Crisis Intervention: The Demanding / Hostile client – I.P.R.	S-F: Ch 12 Challenging Clients and Demanding Situations (esp. pp. 419-431) Ch. 5: Evidence-based Relationships (pp. 149-167)
Week 11	Mar. 23	Transference & Counter-transference issues – I.P.R.	Ch. 9 Suicide Assessment + Handout
Week 12	Mar. 30	Interviewing for Schizophrenia Spectrum and Psychotic Disorders	DSM – Schizophrenia Spectrum and Other Psychotic Disorders (pp 87-122) Revisit S-F Ch 8: Mental Status Exam
Week 13	April 6	Intellectual & Achievement test / History of the ADA, IEP & 504: Learning Disability Evaluations Overview Assessment Report	DSM – Personality Disorders (pp 645-684)
Week 14	April 13	ADHD Overview / ADHD Assessment	TBD
Week 15	April 20	Clinical Interview with children Intake and Assessment considerations (ADHD / LD / ODD/ Sexual abuse)	Ch. 13 – Interviewing and working with young clients.
Week 16	April 27	Personality Disorders: Disorders of Emotional Regulation	DSM – Personality Disorders (pp 645-684) S-F Ch. 7: pp. 219-224 Linehan in S-F, p.321-326 & Ch 12 – Challenging clients
<b>FINALS Week</b>	May 4	<b>FINALS WEEK - Individual Supervision as needed. Complete Final Reports. Audit files.</b>	<b>Final reports turned in. Meet with clinical supervisor to complete Clinical Competency Evaluation form for end-of-semester.</b>

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Rubric for Weekly Reflection Question(s).

Each week, students will be requested to write a short reflection paper on the material from the reading(s) assigned for the week, with prompts in the form of reflection questions. The reflection papers should be no more than two pages (double-spaced) ( $\approx$  600 words) in length.

The reflection prompts are not intended to be individually and specifically answered, but rather, the prompts are designed promote engagement with the reading assignments and promote thoughtful synthesis of readings with “real life.” The students’ responses to reflection prompts are *not* graded and need *not* be viewed as responding to a “take home essay exam” question. Nonetheless, a seriousness of purpose and genuine reflection on the material should be demonstrated through the written response.

Areas to consider for reflections. Individual differences between students and between any two reflections for a given student are expected; however, as a general rubric, high quality reflections would demonstrate attention to the following five areas: 1) Self-Awareness, 2) Connections to experiences, 3) Connection to assigned readings, 4) Connection to class discussion and course objectives, and 5) Style.

- **Self-Awareness** (see pp. 30-36): Demonstrates understanding of concepts by examining openly your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise, discussing both *growth* and *frustrations* as they relate to learning in class and class objectives. Risks asking probing questions about self and seeks to answer these.
- **Connection to outside experiences**: Synthesis of thoughtfully selected aspects of experiences related to the topic. Makes clear connections between what is learned from outside experiences and the topic.
- **Connection to assigned reading(s)**: Synthesis of thoughtfully selected aspects of readings related to the topic. Makes clear connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading(s) assigned.
- **Connection to class discussion**: Demonstrates the ability to synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to the topic.
- **Style**: Since these are short personal reflections (i.e., not a research paper, literature review, nor an exam response), individual approaches to the reflection and stylistic variations between students are expected and acceptable; nonetheless, clarity of written expression and attention to grammar are still important.