Clinical Laboratory (Clinical Interviewing)  
Psychology 6390-001  
Spring 2014  
Monday 9:00 am to 12:00 pm, UH 1840

Professor: Joseph D. Hovey, Ph.D.  
Office: UH 1880C  
Office Hours: Tuesdays 10 to 3 or by appointment  
Phone & Email: 419-530-2693, joseph.hovey@utoledo.edu

Course Website: https://sites.google.com/site/psych6390

Teaching Assistant: Meredith Claycomb, M.A.  
Office Hours: By appointment  
Email: meredith.claycomb@rockets.utoledo.edu


Additional articles and chapters as noted below. PDF copies of these can be downloaded from the course website. Please note that the readings are subject to change.

Course Description and Objectives  
The first purpose of this graduate level course will be to provide an introduction to diagnostic interviewing. The areas explored will include interview schedules, interview techniques, case conceptualization, assessment, diagnosing, report writing, case presentations, ethical and legal issues, and specialized topics pertinent to clinical interviewing and psychotherapy such as suicide risk, professional burnout, how to handle difficult clients, and empirically supported treatments. These areas will be covered through lectures, discussion, journal articles and book chapters, role plays, video segments, and clinical interviews with clients from the Psychology Clinic.

Second, this course will provide knowledge and experience to enhance your early professional development as a clinician. It will provide a segue to your more advanced practica. The course objectives will be met through readings, discussion, and case material (including videos).

Readings  
Please be sure to read each of the articles before the class for which they are assigned and be prepared to discuss the articles during class. Please bring copies of the articles to class (either hard copies or PDFs on your laptop or tablet).

For each reading assigned for a particular week, please write one discussion question that you would like to discuss in class and email these to me before class. Not turning in these questions will negatively affect your discussion grade for the course.

Course Website  
You can download PDF copies of assigned non-text readings at https://sites.google.com/site/psych6390. I will also upload copies of the course syllabus and class assignments to the website.
Each of you will be responsible for periodically leading discussions on particular topics. Moreover, each of you will complete at least one clinical interview/assessment and report and will present your case to the class. We will go over these requirements in detail during class. Your interviews and reports will be supervised by Dr. Hovey and Ms. Claycomb as well as in a group format during class.

**Course Requirements, Grades**

You will be expected to participate fully in class. For example, you are expected to show up for each class on time, be prepared for that day's topics, participate in discussions, and turn in assignments on time.

As mentioned above, in order to further develop your skills in leading discussions, you will lead class discussions on given readings.

You will be assigned a midterm assignment in which—in response to case material—you diagnose and write a mock case report on the individual.

Finally, you will be graded on your intake performance. This will include your performance on the actual interview, assessment, diagnosing, case conceptualization of the client, case presentation to the class, and intake report.

In sum, your course grade will be based on the following:

- 20%  Class participation in general
- 35%  Midterm assignment
- 45%  Clinical intake performance

Further details about your class presentation will be discussed in class.

Because it is difficult, in a course of this nature, to determine the exact pace of the course, the schedule below is subject to change.

---

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6</td>
<td>Introduction to course. APA Ethical Principles.</td>
<td>APA Ethical Principles.</td>
</tr>
<tr>
<td>1/13</td>
<td>Clinic Policies &amp; Procedures. HIPAA. Preparation for internship Informed consent. Introduction to interview types, structure &amp; techniques. Interview skills (e.g., listening, communication, nonverbal skills, behavioral observations, eliciting information). Avoiding therapist burnout.</td>
<td></td>
</tr>
</tbody>
</table>
Readings: Psychology Clinic Handbook.

Hersen & Thomas, Chapter 2 – Unstructured Interviewing.

Hersen & Thomas, Chapter 3 – Structured & Semistructured Interviews.


1/20 Martin Luther King Day (No class).

1/27 The MINI.
The Mental Status Exam.
Role plays.

Readings: The MINI Interview Schedule

Hersen & Thomas, Chapter 5 – Mental Status Examination.


2/3 Role plays.
Clinical judgment.
Diagnosing, treatment planning, case conceptualization.
Determining who is appropriate for therapy.

Readings: Hersen & Thomas, Chapter 7 – Selecting Treatment Targets & Referral.


2/10  
Case conceptualization (continued)  
Writing intake reports.  
Giving assessment and diagnostic feedback to clients.  
Presenting intake material & case presentations.  
Record-keeping.  
Money matters.  

Readings: Hersen & Thomas, Chapter 9 – Writing Up The Intake Interview.  

2/17  
Suicide assessment.  
Go over midterm assignment (due before end of March 1st)  
Case Presentations / Group Supervision  

Readings: Hersen & Thomas, Chapter 8 – Suicide Risk Assessment.  

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing: Chapter 9—Suicide Assessment*.

2/24  
Interviewing for Mood Disorders.  
Major Depression.  
Bipolar Disorder.  
Case Presentations / Group Supervision.  

Readings:  
Hersen & Thomas, Chapter 10 – Major Depressive Disorder.  
Hersen & Thomas, Chapter 11 – Bipolar Disorder.

3/3  
Spring Break (No class).

3/10  
Interviewing for Anxiety Disorders, Part 1.  
Panic & Agoraphobia.  
Generalized Anxiety Disorder.  
The ADIS, Adult Version.  
Case Presentations / Group Supervision

Readings:  
ADIS Interview Schedule for Adults  
Hersen & Thomas, Chapter 13 – Panic & Agoraphobia.  
Hersen & Thomas, Chapter 17 – Generalized Anxiety Disorder.  
Barlow, Chapter 1 – Panic & Agoraphobia.

3/17  
Interviewing for Anxiety Disorders, Part 2.  
Specific Phobia.  
Social Phobia.  
Posttraumatic Stress Disorder.  
The ADIS, Child Version.  
Case Presentations / Group Supervision.

Readings:  
ADIS Interview Schedule for Children  
Hersen & Thomas Chapter 14 – Specific Phobia.
Hersen & Thomas, Chapter 15 – Social Phobia.
Hersen & Thomas, Chapter 16 – Posttraumatic Stress Disorder.
Barlow, Chapter 2 – Posttraumatic Stress Disorder.
Barlow, Chapter 3 – Social Anxiety Disorder.
Barlow, Chapter 4 – Obsessive-Compulsive Disorder.

3/24  ADIS role plays

3/31  Interviewing for Schizophrenia.
      Interviewing for Eating Disorders.
      Interviewing for Substance Abuse & Dependence.
      Interviewing for Axis II Disorders.

Readings:  Hersen & Thomas, Chapter 12 – Schizophrenia.
Hersen & Thomas, Chapter 18 – Eating Disorders.
Hersen & Thomas, Chapter 19 – Borderline Personality Disorder.
Hersen & Thomas, Chapter 20 – Alcohol & Other Drug Disorders.
Barlow, Chapter 11 – Schizophrenia & Other Psychotic Disorders.
Barlow, Chapter 12 – Alcohol Use Disorders.
Barlow, Chapter 9 – Dialectical Behavior Therapy for Borderline Personality Disorder.

4/7  Cultural Influences on diagnoses, treatment, & treatment expectations.
      Working with children.
      Case Presentations / Group Supervision.

Readings:  Sommers-Flanagan & Sommers-Flanagan (2009). Clinical Interviewing: 
      Chapter 12—Interviewing young clients.
Sommers-Flanagan & Sommers-Flanagan (2009). Clinical Interviewing:
      Chapter 14—Interviewing in a Diverse & Multicultural World.


Readings: Barlow, Chapter 16 – Couple Distress.


Overflow material. Course wrap-up Case Presentations / Group Supervision.