

**Clinical Laboratory (Clinical Interviewing)**  
**Psychology 6390-001**  
**Spring 2013**  
**Monday 9:00 am to 11:30 am, UH 1840**

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**Course Website:** <https://sites.google.com/site/psych6390>

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**Required Reading:** Hersen, M., & Thomas, J. C. (eds.) (2007). *Handbook of Clinical Interviewing with Adults*. Los Angeles: Sage Publications.

*Clinical Handbook of Psychological Disorders* (4th Edition) (2008), edited by David Barlow, Guilford Press.

Additional articles and chapters as noted below. PDF copies of these can be downloaded from the course website.

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### **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. Contractor 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.

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### **Class Schedule**

1/7 Introduction to course.  
APA Ethical Principles.  
Preparation for internship.

Readings: APA Ethical Principles.

1/14 Clinic Policies & Procedures.  
HIPAA.  
Informed consent.  
Introduction to interview types, structure & techniques.  
Interview skills (e.g., listening, communication, nonverbal skills, behavioral observations, eliciting information).  
Avoiding therapist burnout.

Readings: Psychology Clinic Handbook.

Hersen & Thomas, Chapter 2 – Unstructured Interviewing.

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

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing—Chapter 2: Foundations & Preparations*.

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing—Chapter 3: Basic Attending, Listening, & Action Skills*.

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing—Chapter 6: An Overview of the Interview Process*.

1/21 Martin Luther King Day (No class).

1/28 The MINI.  
The Mental Status Exam.  
Role plays.

Readings: The MINI Interview Schedule

Hersen & Thomas, Chapter 5 – Mental Status Examination.

Sheehan, D. V., et al. (1998). The Mini-International Neuropsychiatric Interview (MINI): The development & validation of a structured diagnostic interview for DSM-IV & ICD-10. *Journal of Clinical Psychiatry*, 59 (suppl. 20), 22-33.

2/4 Role plays.  
DSM-IV review.  
Clinical judgment.  
Diagnosing, treatment planning, case conceptualization.  
Determining who is appropriate for therapy.

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

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing—Chapter 10: Diagnosis & Treatment Planning*.

Arkes, H. R. (2012). Impediments to accurate clinical judgment and possible ways to minimize their impact. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 76-81). Pearson.

Dawes, R. M., Faust, D., & Meehl, P. E. (2012). Clinical versus actuarial judgment. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 89-96). Pearson.

O'Donohue, W., & Henderson, D. (2012). Epistemic and ethical duties in clinical decision-making. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 51-57). Pearson.

2/11 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.

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing—Chapter 7: Intake Interviewing & Report Writing*.

Meehl, P. E. (1973). Why I do not attend case conferences (excerpt). In *Psychodiagnosis: Selected papers*. Minneapolis: University of Minnesota Press.

Ward, R. M. (2008). Assessee and assessor experiences of significant events in psychological assessment feedback. *Journal of Personality Assessment, 90*, 307-322.

2/18 Suicide assessment.  
Go over midterm assignment (due before end of March 1<sup>st</sup>)  
Case Presentations / Group Supervision

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

Hovey, J. D., & King, C. A. (2002). The spectrum of suicidal behavior. In D. T. Marsh, & M. A. Fristad (eds.), *Handbook of serious emotional disturbance in children & adolescents* (pp. 284-303). New York: John Wiley & Sons.

Ribeiro, J. D., & Joiner, T. E. (2009). The interpersonal-psychological theory of suicidal behavior: Current status & future directions. *Journal of Clinical Psychology, 65*, 1291-1299.

Rudd, M. D., Mandrusiak, M., & Joiner, T. E. (2006). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. *Journal of Clinical Psychology: In Session, 62*, 243-251.

AACAP (2001). Practice parameter for the assessment and treatment of children and adolescents with suicidal behavior. *Journal of the American Academy of Child & Adolescent Psychiatry, 40* (Suppl.), 24S-51S.

Stellrecht, N. E., et al. (2006). Clinical applications of the interpersonal-psychological theory of attempted and completed suicide. *Journal of Clinical Psychology: In Session, 62*, 211-222.

Rudd, M. D., Mandrusiak, M., & Joiner, T. E. (2006). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. *Journal of Clinical Psychology: In Session*, 62, 243-251.

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

2/25 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.

3/4 Spring Break (No class).

3/11 Interviewing for Anxiety Disorders, Part 1.  
Panic & Agoraphobia.  
Generalized Anxiety Disorder.  
The ADIS, Adult Version.  
Role plays  
Case Presentations / Group Supervision

Readings: ADIS Interview Schedule for Adults

Grisham, J. R., Brown, T.A., & Campbell, L. A. (2004). The Anxiety Disorders Interview Schedule for DSM-IV. In M. J. Hilsenroth & D. L. Segal (eds.), *Comprehensive handbook of psychological assessment, Vol. 2: Personality assessment* (pp. 163-177). Hoboken, NJ: John Wiley & Sons.

Hersen & Thomas, Chapter 13 – Panic & Agoraphobia.

Hersen & Thomas, Chapter 17 – Generalized Anxiety Disorder.

Barlow, Chapter 1 – Panic & Agoraphobia.

3/18 Interviewing for Anxiety Disorders, Part 2.  
Specific Phobia.  
Social Phobia.  
Posttraumatic Stress Disorder.  
The ADIS, Child Version.  
Role plays.  
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.

3/25 Empirically Supported Treatments.  
Science versus Pseudoscience.  
Therapies that harm.  
Case Presentations / Group Supervision.

Readings: Baker, T. B., McFall, R. M., & Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9 (2), 67-103.

*Newsweek* article (10/12/09 edition) entitled *Ignoring the evidence: Why do psychologists reject science?*

McFall, R. M. (1991). Manifesto for a science of clinical psychology. *Clinical Psychologist*, 44, 75-88.

Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53-70.

Lilienfeld, S. O. (2012). Pseudoscience in contemporary clinical psychology: What it is and what we can do about it. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 66-71). Pearson.

Task Force on Promotion & Dissemination of Psychological Procedures: A report adopted by the Division 12 Board – October 1993.

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

4/1 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 14 – Eating Disorders: A Transdiagnostic Protocol.

Barlow, Chapter 9 – Dialectical Behavior Therapy for Borderline Personality Disorder.

4/8

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.*

Hovey, J. D. (2006). Culture-bound syndromes: Ataque de nervios. In Y. Jackson (ed.), *Encyclopedia of multicultural psychology* (p. 133). Thousand Oaks, CA: Sage.

Stuart, R. B. (2012). Twelve practical suggestions for achieving multicultural competence. In S. O. Lilienfeld, & W. T. O'Donohue (eds.), *Great readings in clinical science: Essential selections for mental health professionals* (pp. 193-200). Pearson.

Lau, A. S. (2006). Making the case for selective and directed cultural adaptations of evidence-based treatments: Examples from parent training. *Clinical Psychology: Science & Practice*, 13, 295-310.

Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting & Clinical Psychology*, 69, 502-510.

Seligman, L. D., Wuyek, L. A., Geers, A. L., Hovey, J. D., & Motley, R. L. (2009). The effects of inaccurate expectations on experiences with psychotherapy. *Cognitive Therapy & Research*, 33, 139-149.

4/15

Working with families & couples.

Working with difficult clients.

How to handle violent clients.

How to give bad news to clients.

Legal considerations.

Case Presentations / Group Supervision.

Readings: Barlow, Chapter 16 – Couple Distress.

Cleary, M., Hunt, G. E., & Horsfall, J. (2009). Delivering difficult news in psychiatric settings. *Harvard Review of Psychiatry, 17*, 315-321.

Medeiros, M. E., & Prochaska, J. O. (1988). Coping strategies that psychotherapists use in working with stressful clients. *Professional Psychology: Research & Practice, 19*, 112-114.

Melby, T. (2006). When clients turn violent. *Contemporary Sexuality, 40*, 1-5.

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing: Chapter 11—Challenging Clients & Demanding Situations.*

Sommers-Flanagan & Sommers-Flanagan (2009). *Clinical Interviewing: Chapter 13—Principles & Tips for Interviewing Couples & Families.*

4/22

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