Course Description: Clinical interviewing represents the most common activity of the practising Psychologist. The purpose of this course is to acquaint first-year graduate learners with the role of the interview in Clinical Psychology. Learners will practise skills and build a repertoire of intentional and diagnostic interviewing responses. Learners will also begin to familiarize themselves with several critical practice issues that impact on the interviewing process. Upon successful completion of the course, learners will be able to:
1. competently conduct a mock intake and diagnostic interview,
2. integrate findings of the latter into a psychological report,
3. understand one’s own interviewing style, including strengths and areas of difficulty,
4. appreciate the impact of critical practice issues on the interviewing process.

Required Texts and Materials:
3. Journal articles available through the electronic holdings of the university library. Readings will be assigned a minimum of 1 week in advance of required dates.

Measurement and Evaluation of Learner Achievement:
1. Class participation. Because this is a graduate seminar, expression of your thoughts and conceptualizations is important and necessary. You are expected to attend each class and to be prepared to participate and contribute to class discussion by having read and critically thought about assigned readings. Such participation will include both (a) discussion and verbal participation in class and (b) generation of class discussion based upon discussion questions that you submit pertaining to assigned readings as indicated below. You will independently prepare 2 discussion questions on your assigned readings for a particular week. You should prepare your written questions with a view toward fostering classroom discussion and debate. Each question will be one paragraph, maximum 175 words, typed in email text or Word, and conform to the following format:
   i. Integrative question (labeled as such): Pose this question in your effort to integrate the content of the collection of readings pertaining to the particular topic under discussion for the
class. For example, “Is there a consensus on the meaning of countertransference?” Then give your answer, rationale, and supporting evidence by citing relevant articles in the collection of readings.

ii. Research question (labeled as such): This question reflects your desire to research a particular idea that springs from the readings. For example, “Are clients aware of clinician’s countertransference”. Succinctly state why this is an important question and how you would set about to study it (i.e., define independent and dependent variables, methodology, expected outcomes).

You must submit both questions to the Professor as an attachment via email not later than Monday 1:00pm on the day before the class under discussion. Make sure you include you name, class topic, and your questions appropriately labeled. You must also submit via email the question only (without rationale, answer, method, etc) to your class colleagues by 1:00pm Monday. Failure to do so will result a 2-point deduction from your overall attained final grade. Come to class prepared to pose your questions and to participate in the discussion of questions posed by your colleagues. Failure to attend a class without “due cause” communicated to the Professor within 48 hours will result in a 2-point deduction from your overall attained final grade.

2. Intake interview. You will conduct an intake interview along the lines described in chapter 6 and 7 (Table 7.2 on p. 196 in particular) of Sommers-Flanagan and Sommers-Flanagan (2013). You will demonstrate your professionalism (chapters 2), basic attending skills (chapter 3) and influencing skills (chapter 4) that you will have practised in class. You will interview a mock client who will be guided by a scripted scenario. You will be evaluated by the Professor for your competency in the conduct of the interview. The interview will be videotaped and followed by a debriefing session with the Professor. You will also document the interview in a written psychological report. The interview and report contribute 20% and 5%, respectively, towards your final grade.

3. Diagnostic interview. Similar to the above, you will conduct a diagnostic interview along the lines of the SCID-CV manual and chapter 10 of Sommers-Flanagan and Sommers-Flanagan (2013). You will also document the interview in a written psychological report. The interview and report contribute 20% and 5%, respectively, towards your final grade.

4. Final exam. You will be given a final exam on the seven topics reviewed over the course. Questions will emanate from the discussion questions posed during each class. The exam contributes 50% towards your final grade.

COURSE OUTLINE

9/10 Topic: Introductions and orientation to the course.
9/17  Topic: Evidence-Based Practice (EBP) and the scientist practitioner.[Discussion questions led by participants 1, 2, 3]

**Skill: Hooray the role-play.** Read chapter 1 (Introduction: Philosophy and Organization) and chapter 2 (Foundations) by Sommers-Flanagan & Sommers-Flanagan (2012).


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1 Suggested order in which the collection of articles is to be read.
**Skill: Basic attending skills.** Read chapter 3 (Basic Attending, Listening, and Action Skills) by Sommers-Flanagan & Sommers-Flanagan (2012).


10/8 **Topic: Countertransference** [2, 3, 4].


10/15 **Skill putting it all together: The intake interview.** Read chapter 7 (Intake Interview and Report Writing) from Sommers-Flanagan & Sommers-Flanagan (2012). Pay particular attention to Tables 7.2 on p. 196 and Putting It in Practice 7.3 on p. 200.

10/22 **Mock intake interview.** To be videotaped and debriefed on this day.

10/29 **Topic: Emotional experiencing [1, 2, 3].**

**Skill: Overview of the diagnostic interview.** This class is devoted to the first part of the SCID interview which involves completion of the Overview section. Read chapter 10, pp. 279-295 (Diagnosis and Treatment Planning) by Sommers-Flanagan & Sommers-Flanagan (2012), and pp. 1-15 of the SCID User’s Guide.

11/5 **Topic: Therapeutic dose-response and course [4, 1, 2].**

**Skill: Mood disorders.** Read pp.15-27 of the SCID User’s Guide and familiarize yourself with module A (Mood Episodes), and D (Mood Disorders) of the SCID Administration Booklet.


**Skill:** Substance-use disorders. Read pp. 27-39 of the SCID User’s Guide and familiarize yourself with modules B (Psychotic Screen), C (Differential Diagnosis of Psychotic Disorders), and E (Alcohol and Other Substance Use Disorders) of the SCID Administration Booklet.

11/19  Putting it all together for the mock diagnostic interview.  Read chapter 10, pp. 295-307 (Diagnosis and Treatment Planning) by Sommers-Flanagan & Sommers-Flanagan (2012). Also read pp. 39-45 of the SCID User’s Guide and familiarize yourself with module F (Anxiety and Other Disorders) of the SCID Administration Booklet.

11/26  Mock diagnostic interview. To be videotaped and debriefed on this day.

12/3  Final examination, 2:30-5:30pm, location to be determined.