

GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

**Clinical Interviewing and Assessment**

**18:820:531:01**

**Fall 2022**

**Wednesday 1:45pm-4:30pm**

**Room A340**

**Instructor:** Allison K. Ruork, Ph.D.

**Office:** A233 and Virtually

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**Course Assistant:** TBD

**Email:** TBD

**Zoom Link (if/when necessary):**

**Course Description:**

This course is designed to introduce first year students to the clinical interview and to the basic attending and communication skills that are essential to both the initial visit and the ongoing therapeutic process. Students will learn how to conduct different types of intake interviews, including the intake used in the clinic, a more open-ended clinical interview that will be useful in many practicum settings, and semi-structured diagnostic interviews (e.g., SCID). Students will also learn how different theoretical orientations approach clinical interviewing and assessment. Importantly, students will learn how to use cultural humility while interviewing clients from diverse backgrounds. Time will be spent in class discussing students' experiences completing intakes in their practicum settings and relating readings and coursework to these experiences.

**Course Objectives:**

By the end of the course, the successful student will...

- Demonstrate competent performance in clinical interviewing, including use of strategies to establish engagement, how/when to utilize various types of questions, structuring the interview and dealing with different types of clients.
- Demonstrate competent performance in basic psychotherapeutic/helping strategies, including establishing rapport, engagement, identifying central concerns, maintaining focus, exploration of affect, exploration of client strengths, and establishing specific goals for treatment.
- Develop an understanding of the intersectionality of identity and how intersectionality impacts the clinical interview
- Demonstrate cultural humility when interviewing clients from diverse backgrounds
- Develop an awareness of their specific strengths as well as their growth areas as clinical assessors through in-class role-plays, feedback, discussions, and self-critiques.
- Gain knowledge about different ways to conduct a clinical interview

**Textbook and Readings:**Required Texts:

Morrison, J. (2014). *The First Interview (4<sup>th</sup> edition)*. New York: Guilford Press.

Additional Required Readings:

Readings from additional primary sources will also be provided in advance on Canvas. These readings are listed in the weekly course outline. Students will be required to read a series of chapters and articles that address the major principles and techniques of clinical interviewing. There is an expectation that the readings you are assigned will be closely read.

**Office Hours:**

While I don't have scheduled office hours, my office is always open to students. Please don't hesitate to reach out if you'd like to meet with me at any point during the semester. Scheduling a meeting with me would give you an opportunity to connect with me, a chance to ask clarifying questions about course material, explore externship and internship opportunities, and otherwise find support while at GSAPP.

**Mask Requirement:**

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

**Statement on Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:  
<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Statement on Academic Integrity:**

The University's academic integrity policy, to which this class will adhere, can be reviewed at:  
<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### Names and Pronouns:

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### Respect for Diversity:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

### Tentative Weekly Course Outline and Reading List:

*Note:* The following schedule may be subject to change. It is expected that you will have completed the assigned readings **prior** to each class.

Date	Topic	Assignment/Reading due:
9/7	Introduction and Course Overview; How to Listen Like a Psychotherapist Being Anti-Racist in the Therapy Room and Beyond	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). <i>Clinical Interviewing (6th Ed.)</i> . Hoboken, NJ: John Wiley & Sons, Inc. Chapter 4 – Nondirective Listening Skills Chapter 5 – Directive Listening Skills
9/14	Understanding Our Client's Various Identities and the Importance of Intersectionality – Considerations for the Therapy Room and Beyond  Role Play – Getting to Know Each Other and Using Basic Therapeutic Listening Skills	Review the Cultural Formulation Interview (CFI)  Sue et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i> , 62, 271-286.  Roberts, S. O., & Rizzo, M. T. (2020). The Psychology of American Racism. <i>American Psychologist</i> . Advance online publication. <a href="http://dx.doi.org/10.1037/amp0000642">http://dx.doi.org/10.1037/amp0000642</a>  <i>Optional Additional Readings</i> Sue et al. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i> , 74, 128-142.

		Vaccaro, A. & Koob, R.M. (2019). A critical and intersectional model of LGBTQ microaggressions: Toward a more comprehensive understanding. <i>Journal of Homosexuality</i> , 66, 1317-1344.
9/21	<p>The Importance of Defining the Presenting Problem</p> <p>Role Play – Practice Introducing the GSAPP Adult Intake Protocol and Using the Protocol to Gather Information on Presenting Problem, History, and Treatment Goals</p>	Morrison - Chapters 1-6
9/28	<p>Suicide and Risk Assessment</p> <p>Demonstration of C-SSRS by Instructor &amp; Course Assistant</p> <p>Role Play – Practice Administering the CSSRS and Using the GSAPP Adult Intake Protocol to Gather Information on SelfHarm Behavior, Homicidal Ideation, and Risky Behaviors</p>	<p>Review Columbia-Suicide Severity Rating Scale (CSSRS)</p> <p><i>Optional Reading</i> dickey, I.M. &amp; Budge, S.L. (2020). Suicide and the transgender experience: A public health crisis. <i>American Psychologist</i>, 75, 380-390.</p>

10/5	<p>Understanding Our Client's Various Identities and the Importance of Intersectionality – Considerations for the Therapy Room and Beyond</p> <p>Role Play – Practicing Cultural Humility in Interviewing</p>	<p>Fontes, L.A. (2009). <i>Interviewing clients across cultures: A practitioner's guide</i>. New York: Guilford Press. Chapters 2 and 3</p> <p>Sue et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i>, 62, 271-286.</p> <p>Sue et al. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i>, 74, 128-142.</p> <p>Vaccaro, A. &amp; Koob, R.M. (2019). A critical and intersectional model of LGBTQ microaggressions: Toward a more comprehensive understanding. <i>Journal of Homosexuality</i>, 66, 1317-1344.</p>
10/12	<p>Demonstration of GSAPP Adult Intake by Instructor &amp; Course Assistant</p> <p>Navigating Difficult Clinical Moments</p> <p>Role Play – The GSAPP Adult Intake Protocol</p> <p>Navigating Difficult Clinical Moments</p>	Morrison – Chapters 7-14; Appendices B, C, & D
10/19 Asynchronous Activity	<p><b>Asynchronous Class Activity</b> – Open-Ended Clinical Interviewing</p> <p>Role Play</p>	<p>No reading due</p> <p><b><i>Open-Ended Clinical Interviewing Assignment due on Friday 10/21 by noon</i></b></p>

10/26	Introduction to Semi-Structured Diagnostic Interviewing  Watch SCID-5 Video #1	Morrison – Chapter 18, 19, 20, and 21  Begin reviewing the SCID-5, with a particular emphasis on the Mood Episode module
11/2	Watch SCID-5 Video #2  Role Play – Practice Administering the SCID-5	Review SCID-5, with a particular emphasis on the Psychotic and Associated Symptoms, Substance Use Disorders, Panic Disorder, Agoraphobia, Social Anxiety Disorder, Generalized Anxiety Disorder, and Obsessive-Compulsive Disorder modules
11/9	Assessing Trauma  Different Theoretical Approaches to Clinical Interviewing  Clinical Interview Video (Akhtar)	Review SCID-5, with a particular emphasis on the PTSD module  Briere, J.N. & Scott, C. (2013). Chapter 3: Assessing trauma and posttraumatic outcomes. In <i>Principles of trauma therapy: A guide to symptoms, evaluation and treatment</i> . London: Sage Publications.  Roberson, K. & Carter, R.T. (2021). The relationship between race-based traumatic stress and the Trauma Symptom Checklist: Does racial trauma differ in symptom presentation? <i>Traumatology</i> , advance online publication
11/16	Assessing Personality Pathology  Clinical Interview Video (Kernberg)	Gunderson, J. G., Fruzzetti, A., Unruh, B., & Choi-Kain, L. (2018). Competing theories of borderline personality disorder. <i>Journal of personality disorders</i> , 32(2), 148-167.
11/17	Different Theoretical Approaches to Clinical Interviewing  Clinical Interview Video (Linehan)	No reading due
11/23	<b><i>No class – Happy Thanksgiving!</i></b>	

11/30	Different Theoretical Approaches to Clinical Interviewing  Clinical Interview Videos (Freeman)	No reading due  <b><u>Semi-Structured Interview Assignment due on Friday 12/2 by noon</u></b>
12/7	Different Theoretical Approaches to Clinical Interviewing; Course Wrap-Up  Clinical Interview Video (Benjamin)	TBD
12/14	TBD – reserved for a make-up class as needed	

**Course Requirements and Evaluation of Student Performance:** Student grades will be based on the following activities:

***Participation (20% of final grade)***

I wish to acknowledge that there are individual differences in talkativeness, assertiveness, etc. which can contribute to it being easier or more difficult to participate in discussions.

Participation is evaluated on *quality not* quantity of one's contribution. This means that "floor time" is not the major dimension of the evaluation. Quality of participation includes facilitation of group discussion, thoughtful comments and questions related to course readings and lecture material, discussion of clinical material and experiences, and integrating others' ideas and comments. It is also expected that students will come to class prepared to actively participate in all role-plays. Participation also involves arriving for class on time. Participation will be worth 70 points toward your final grade (5 points per class).

Please note: This course is a required course for graduation, and so attendance and participation are required parts of class. Excused absences include religious and other recognized cultural holidays that fall on the day of class, even if not officially recognized by the University. Under extenuating circumstances, you may seek instructor permission to miss class. **If you miss 3 classes for any reason, you will not pass the class.** Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor and may require additional coursework to take the place of in-class activities, but please discuss these issues as soon as possible.

***Reaction Papers (20% of final grade)***

Students will be asked to complete ten 3-5 sentence “reaction papers” (please no more than 2 paragraphs even when you are enthusiastic). The goal of the reaction paper is not to summarize the readings, but rather to reflect on your thinking about the course material. They can be questions the readings prompted, personal reactions to any part or parts of what you read, clinical experiences (including role-plays, and reviewing feedback from roleplays, see In-Class Role Plays Section) related to the material, questions, comments, and/or criticisms. My goal is to review these with the course assistant, look for themes and commonalities to address and integrate into lectures. No references are required unless you wish to make explicit what you are referring to. Each reaction paper will be worth 2 points (10 x 2 = 20 points). Please upload your papers to Canvas by 11:59 PM on **Tuesdays**.

***In-Class Role Plays (20% of final grade)***

Throughout the semester, you will be asked to participate in a series of in-class role plays designed to allow you to practice your clinical interviewing and assessment skills. These role plays are an important aspect of your professional development as a clinical interviewer. For each role play you and your partner will submit assessments of your performance. The goal of this is to help shape your ability to engage in self-assessment, provide feedback to others, and also receive feedback from somebody who is experiencing you as a therapist. Below are the areas that you will give/receive feedback on. You will receive 1 point for submitting your own self-assessment and 1 point for your feedback to your partner 2 points (10 x 2 = 20 points). **Feedback on other students’ performance will be provided to them, so your feedback should always be professional.** We will not be grading for content, but we will use feedback based on the rubric (below) to periodically provide you with written comments/feedback on the development of your clinical skills throughout the semester. We may also review them for context when grading submitted videos.

***Open-Ended Clinical Interview Assignment (30% of final grade)***

For this assignment, you will conduct an out of class role-play of a 45-minute open-ended clinical interview with a fellow student. Your role-play should be video-recorded on Zoom. You will then submit a self-assessment consistent with in-class role-plays and a brief commentary (1-2 pages, double spaced) on your experience of conducting the role-play, what you learned about yourself as a clinical interviewer, your growth so far, how you think you performed as a clinical interviewer, and what you may want to do differently when interviewing an actual client. At the end of your commentary, please indicate what provisional DSM-5 diagnosis you would assign to your roleplay partner, including any rule-out diagnoses. Please provide a clear rationale for your diagnostic impressions based on the interview you conducted. The video recording will be worth 40 points, your self-assessment and written commentary will be worth 20 points, for a total of 60 points toward your final grade. Please note that the self-assessment will be divided by 4 to give a score of up to 10 points, however points may be “made up” in the written commentary through thoughtful self-reflection and specific description of plans for improving your skill set (e.g., do more assessments is insufficient).



***Semi-Structured Interview Assignment (30% of final grade)***

For this assignment, you will conduct an out of class role-play of a semi-structured clinical interview (e.g., SCID-5) with a fellow student. Your role-play should be video-recorded on Zoom and should be no longer than 45 minutes (please note: you may not finish the entire SCID-5 in 45 minutes, but try to complete as much of the interview as possible with a particular emphasis on Mood Disorders and Psychotic and Associated Symptoms). You will then submit a self-assessment consistent with in-class role-plays and a brief commentary (1-2 pages, double spaced) on your experience of conducting the role-play, what you learned about yourself as a clinical interviewer, your growth so far, how you think you performed as a clinical interviewer, and what you may want to do differently when interviewing an actual client. At the end of your commentary, please indicate what provisional DSM-5 diagnosis you would assign to your roleplay partner, including any rule-out diagnoses. Please provide a clear rationale for your diagnostic impressions based on the interview you conducted. Note that unlike the in-class role-play your self-assessment will also be graded. The video recording will be worth 30 points, your self-assessment and written commentary will be worth 20 points, for a total of 60 points toward your final grade. Please note that the self-assessment will be divided by 4 to give a score of up to 10 points, however points may be “made up” in the written commentary through thoughtful self-reflection and specific description of plans for improving your skill set (e.g., do more assessments is insufficient).

## Rubric for In-Class Role Plays

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Domain to be Evaluated	Comments
<p><b>Familiarity with the Role Play Activity</b></p> <ul style="list-style-type: none"> <li>• Familiar with the aspects of the clinical interview that are being conducted during the in-class role-play?</li> <li>• Seemed uncertain of how to proceed through the interview, seemingly lost, and not attentive to their “client?”</li> </ul>	
<p><b>Demonstrates Basic Therapy Skills</b></p> <ul style="list-style-type: none"> <li>• Genuine and non-judgmental stance during the role-play?</li> <li>• Used reflective listening?</li> <li>• Active and collaborative with the “client?”</li> <li>• Demonstrated understanding and empathy for the “client?”</li> <li>• Used appropriate eye contact during the role-play?</li> <li>• Appeared comfortable interrupting when needed</li> </ul>	
<p><b>Demonstrates Ability to Offer Constructive Feedback to Peers and/or Accepts Constructive Feedback from Peers</b></p> <ul style="list-style-type: none"> <li>• Is the student non-defensive in response to constructive feedback from peers?</li> <li>• Can the student reflect on their performance during and after the role-play?</li> <li>• Does the student offer non-judgmental, constructive feedback to peers?</li> </ul>	
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Is the student clear and concise during the role-play?</li> <li>• Does the student appear take the role-play seriously?</li> <li>• Does the student appear to appreciate that the in-class role-play is an important aspect of clinical development?</li> </ul>	

Additional Comments:

## Rubric & Grading Criteria for Open Ended Clinical Interview VideoRecording Assignment

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For this assignment, you will conduct an out of class role-play of a 25-minute open-ended clinical interview using the GSAPP Adult Intake Protocol. Your role-play should be video-recorded.

Below are the areas that I will use to evaluate your performance on this assignment. Be sure to review this as you prepare your assignment. The video-recorded role-play is worth 40 points. When using this rubric for self-assessment the point total will contribute to the over-all grade by will be divided by 4 to give a score out of 10. Please note: you must also turn in your brief commentary about your experience with this assignment, which will be graded separately from the video recording.

Domain to be Evaluated	Possible Points/Your Score
<p><b>Provides the “Client” with a Clear Introduction and Orientation to the Interview</b></p> <ul style="list-style-type: none"> <li>• Therapist demonstrates familiarity with the introduction provided in the GSAPP Adult Intake Protocol</li> </ul>	5/_____
<p><b>Therapist Clearly Identifies the Presenting Problem in Collaboration with the “Client”</b></p> <ul style="list-style-type: none"> <li>• Therapist collaborates with the “client” to identify the presenting problem</li> <li>• Therapist collects adequate history about the “client’s” presenting problem</li> <li>• Therapist collaborates with the “client” to clearly identify why the “client” is seeking treatment at this time</li> </ul>	5/_____
<p><b>Therapist Thoroughly Assesses Risk During the Interview</b></p> <ul style="list-style-type: none"> <li>• Therapist demonstrates familiarity with the C-SSRS</li> <li>• Therapist thoroughly assesses self-injurious behavior and suicidal behavior</li> <li>• Therapist assesses for homicidal ideation and homicidal intent</li> <li>• Therapist assesses for other risky behaviors (e.g., drinking and driving, reckless sex, etc.)</li> </ul>	5/_____
<p><b>Therapist Thoroughly Assesses Substance Use During the Interview</b></p> <ul style="list-style-type: none"> <li>• Therapist thoroughly assesses alcohol use</li> <li>• Therapist thoroughly assesses substance use (including abuse of prescription medications)</li> <li>• Therapist thoroughly assesses legal history related to alcohol and substance use</li> </ul>	5/_____
<p><b>Therapist Thoroughly Explores the “Client’s” Psychosocial History</b></p> <ul style="list-style-type: none"> <li>• Therapist asks about significant relationships in the “client’s” life (including family, romantic, and peer relationships)</li> <li>• Therapist asks about education and work/occupational history</li> </ul>	5/_____

<p><b>Therapist Concludes Interview By Focusing on “Client’s” Treatment Goals and Questions</b></p> <ul style="list-style-type: none"> <li>• Therapist engages in a discussion with the “client” about their treatment goals</li> <li>• Therapist asks if the “client” has any questions at the end of the interview</li> <li>• Therapist ends interview in an empathic and non-judgmental manner</li> </ul>	5/ _____
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Is the therapist clear and concise?</li> <li>• Does the therapist show familiarity with the GSAPP Adult Intake Protocol?</li> <li>• Is the therapist direct, but non-judgmental in their stance toward the “client”?</li> <li>• Does the therapist use reflective listening skills during the interview?</li> <li>• Does the therapist appropriately take notes during the session?</li> <li>• Is the therapist active and collaborative with the “client”?</li> <li>• Therapist uses “what” and “when” questions rather than “why” questions</li> </ul>	10/ _____
<p><b>TOTAL SCORE</b></p>	<p><b>40/ _____</b></p>

Instructor Comments:

## Rubric & Grading Criteria for Semi-Structured Interview Video-Recording Assignment

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For this assignment, you will conduct an out of class role-play of a semi-structured clinical interview (e.g., SCID-5) with a more advanced graduate student. Your role-play should be video-recorded and should be no longer than 45 minutes (please note: you may not finish the entire SCID-5 in 45 minutes, but try to complete as much of the interview as possible with a particular emphasis on Mood Disorders and Psychotic and Associated Symptoms).

Below are the areas that I will use to evaluate your performance on this assignment. Be sure to review this as you prepare your assignment. The video-recorded role-play is worth 80 points. Please note: you must also turn in your brief commentary about your experience with this assignment, which will be graded separately from the video recording.

Domain to be Evaluated	Possible Points/Your Score
<p><b>Therapist Provides the “Client” with a Clear Introduction and Orientation to the Interview</b></p> <ul style="list-style-type: none"> <li>• Therapist introduces the SCID-5 interview to the “client” and asks the “client” if they have any questions prior to beginning the interview</li> </ul>	5/ _____
<p><b>Therapist Thoroughly Assesses for Current and Past Mood Disorders</b></p> <ul style="list-style-type: none"> <li>• Therapist demonstrates familiarity with the criteria for a major depressive episode</li> <li>• Therapist demonstrates familiarity with the criteria for a manic and a hypomanic episode</li> <li>• Therapist demonstrates familiarity with the criteria for persistent depressive disorder</li> </ul>	10/ _____
<p><b>Therapist Thoroughly Assesses Psychotic and Associated Symptoms</b></p> <ul style="list-style-type: none"> <li>• Therapist demonstrates familiarity with the criteria for psychotic and associated symptoms</li> <li>• For any psychotic symptom reported, the therapist assesses if alcohol or substance use (including the mis-use of prescription medication) may be a factor in the symptom</li> </ul>	10/ _____
<p><b>Therapist Demonstrates Overall Familiarity with the SCID-5 Interview</b></p> <ul style="list-style-type: none"> <li>• For the remainder of the sections of the SCID-5, the therapist demonstrates familiarity with the criteria for each disorder (e.g., substance use, anxiety, OCD, PTSD, etc.)</li> </ul>	10/ _____

<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Is the therapist clear and concise?</li> <li>• Is the therapist direct, but non-judgmental in their stance toward the “client”?</li> <li>• Does the therapist use reflective listening skills during the interview?</li> <li>• Does the therapist appropriately take notes during the session?</li> <li>• Is the therapist active and collaborative with the “client”?</li> </ul>	<p>5/ _____</p>
<p><b>TOTAL SCORE</b></p>	<p><b>40/ _____</b></p>

Instructor Comments:

**Rubric for Reaction Papers**

Grade: \_\_\_\_/2 =

Reaction papers are graded on a 2-point scale. If you would like more explanation about your grade and how to improve your writing, please see Dr. Ruork.

Area	0	1	2	Your Score
<p><b>A. Adequacy of the Reaction Paper</b></p>	<p>Under minimum page count AND is so brief that it does not provide adequate commentary on the readings for the topic.</p>	<p>Under minimum length OR is too brief and cursory to adequately provide commentary on the readings for the topic despite meeting length requirement.</p>	<p>Meets minimum length, indicates thoughtful reflection, critical thinking, and/or commentary on the readings for the topic</p>	