GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY
CLINICAL INTERVIEWING AND ASSESSMENT
Fall 2017

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Office Hours: By appointment       Office Hours: By appointment

Course Description:
This course is designed to introduce first year students to the clinical interview and to 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 intakes including the brief semi-structured intake used in the clinic, a more open-ended clinical interview that will be useful in many practicum settings, and structured diagnostic interviews (SCID). Students will also learn about standardized symptom measures that can be completed as part of an initial interview and throughout treatment. Time will be spent in class discussing students’ experiences completing intakes in the GSAPP clinic and in their practicum settings and relating readings and coursework to these experiences.

Course Goal:
Students will demonstrate, in performance and writing, the competencies (knowledge, skills, attitudes, and self-awareness) necessary to conduct effective initial clinical interviews.

Course Objectives:
1. Students will demonstrate competent performance in the following areas:
   A. 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.
   B. Generic 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.

2. Students will develop an awareness of their specific strengths as well as areas in need of improvement as therapeutic interviewers through in class role-plays, feedback, discussions and self-critiques. In addition, students will gain knowledge about different ways to conduct a clinical interview and specific valid and reliable assessment tools that can be used in this process.

Course Text and Materials:
2. Additional readings provided by the instructor
Evaluations will be based on:
1. Class participation
2. Demonstration of effort in dyadic practice and in class role plays
3. Demonstration of effort and skill in out of class role plays
4. Write-ups of out of class role plays

Attendance and in class participation are essential parts of this experiential class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Other absences may also be considered “excused” if permission is sought in advance. If you miss 3 classes for any reason, you will receive an automatic one full grade reduction. Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor, but please discuss these issues as soon as possible.

Notice of Academic Integrity:
Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

For further information regarding Rutgers’ academic integrity policies, please see:
http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/
Notice of Reasonable Accommodations Policy:
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 on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
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<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Assignment</th>
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| 1 (9/6) | Course overview  
Establishing a helping relationship  
Overview of the first interview  
Different types of clinical interviews | ---- |
| 2 (9/13) | Introduction of attending skills  
Dyadic practice of attending skills  
| 3 (9/20) | Semi-structured clinic intake  
Use of the clinic template  
2. Read over clinic intake form and questionnaires  
3. Complete the training module for the Columbia Suicide Scales |
| 4 (9/27) | Open-ended clinical interview (I)  
Dynamic structure of the interview  
Eliciting information  
Role plays – opening and defining the problem | 1. Text: Chapters 1-6  
| 5 (10/4) | Open-ended clinical interview (II)  
Exploring feelings/using affect  
Obtaining a social history  
Interviewing across cultures  
Role plays – obtaining personal and social history | 1. Text: Chapters 7-9  
| 6 (10/11) | Open-ended clinical interview (III)  
Assessing symptoms  
Use of standardized symptom measures – identifying reliable and valid measures  
Demonstration of a clinical | 1. Text: Chapter 13, Appendices B, C (interview part), & D  
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Resources &amp; Instructions</th>
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<tbody>
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<td>7 (10/18)</td>
<td>Conduct an out of class role play of the first 20 minutes of an open-ended clinical interview with one of your classmates. You will need to video the role play and write a 2 page commentary on how you did (due 10/26).</td>
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<td>Dyadic practice – SCID</td>
<td>2. Review SCID interview</td>
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<td>Open-ended first half of clinical interview role play, video and commentary due.</td>
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<td>8 (10/25)</td>
<td>Open-ended clinical interview (IV)</td>
<td>1. Text: Chapters 11-12</td>
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<td>Assessing suicidal and homicidal ideation in an open-ended clinical interview</td>
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<td>Dyadic practice – first half of interview</td>
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<td>9 (11/1)</td>
<td>Open-ended clinical interview (V)</td>
<td>1. Text: Chapters 14, 18-19</td>
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<td>Treatment recommendations</td>
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<td>Setting goals</td>
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<td>Dyadic practice – closing the interview and goal setting</td>
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<td>Prepare a cheat sheet that you can use for your open-ended clinical interviews. Bring your cheat sheet into class on 11/16 for us to review.</td>
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<td>10 (11/8)</td>
<td>Dealing with difficult clients</td>
<td>1. Text: Chapters 16-17</td>
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<td>Role plays – dealing with resistance</td>
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<td>Conduct a 50 minute mock open-ended clinical interview with a more advanced graduate student and videotape it. You need to complete the interview by 11/30. You will need to transcribe the session, write a commentary on it, and write an initial intake report (due 12/7).</td>
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