

PSYC*6020 - Clinical and Diagnostic Interviewing Skills

Fall 2024 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course provides practical training in clinical and diagnostic interviewing. Through role-play, direct observation, and in-vivo practice, students will learn how to conduct assessment and diagnostic interviews, and clinical dialogues with children and adults. This course is open only to graduate students in the Clinical Child and Adolescent Psychology (CCAP) field.

Restriction(s): Instructor consent required.

Department(s): Department of Psychology

Course Description

This is an experiential course consisting of role-play, discussion, analysis of recorded interviews, and practicing skills with the instructor or teaching assistant. We will review, discuss, observe, and practice clinical interviewing skills throughout the course including both in-class activities and assignments completed outside of class. This will require familiarization with online platforms, and training in telehealth services. The course content is designed for current CCAP students in preparation for their clinical practicum experiences at Maplewoods and in external practicum settings.

Course Fit Within Program/Curriculum

This course is offered to students in the CCAP area MA program. It is designed to orient students to clinical interviewing skills in preparation for practicum experiences.

Lecture Schedule

Tu 8:30am-11:20am in MACS*301 (9/5 to 12/13)

Instructor Information

Elissa Newby-Clark

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Gregory Simpson

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Additional Support

GTA Information

GTA Name: Brianne Gayfer

GTA Email: bgayfer@uoguelph.ca

Office location and office hours: By Appointment

Textbooks

Group	Title	Author	ISBN
Required	Clinical Interviewing, 7th edition	Sommers-Flanagan, J. & Sommers-Flanagan, R.	9781119981985
Optional	Addressing Cultural Complexities in Practice: Assessment, Diagnosis and Therapy, Fourth Edition	Hays, P.A.	9781433835940
Optional	Diagnostic and Statistical Manual: 5th Edition, Text Revision	American Psychiatric Association	9780890425763

Learning Resources

Course Resources

Weekly readings will be posted on CourseLink. Some of these readings include chapters from the texts as well as the following:

American Psychiatric Association (2016). *DSM-5 Handbook on the Cultural Formulation Interview* <https://doi-org.subzero.lib.uoguelph.ca/10.1176/appi.books.9781615373567>

Kaufman, J., Birmaher, B., Axelson, D., Perepletchikova, F., Brent, D., & Ryan, N. (2016). Schedule for Affective Disorders and Schizophrenia for School Aged Children (6-18 Years) (KSADS-PL DSM-5).

Alcantara, C. & Gone, J. P. (2014). Multicultural Issues in The Clinical Interview and Diagnostic Process. *APA Handbook of Multicultural Psychology: Vol. 2. Applications and Training.* Chapter 9.

Sanchez, A. L. et al. (2022). Person-Centered Cultural Assessment Can Improve Child Mental Health Service Engagement and Outcomes. *Journal of Clinical Child & Adolescent Psychology*, Vol. 51, No. 1, 1-22.

Aggarwal & Lewis-Fernandez (2020). An Introduction to the Cultural Formulation Interview. *Focus*: Vol. 18, No. 1, Winter, 77-82.

Other readings TBD based on class discussions.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Course Learning Outcomes

Course Level Learning Outcomes

Specific Learning Outcomes

At the end of this course, successful students will be able to:

- 1. Use basic interviewing skills to develop rapport and facilitate therapeutic interventions.**
- 2. Explore and demonstrate self-awareness of their biases, interpersonal styles and coping strategies.**
- 3. Develop self-awareness and sensitivity related to issues of diversity as well as skills for working with diverse populations.**
- 4. Monitor their own interpersonal style and modify as necessary during interviews based on client characteristics and response.**
- 5. Formulate and express feedback (both positive and constructive) to both clients and peers.**
- 6. Obtain informed consent for a clinical interview.**
- 7. Conduct a general interview, both in-person and via telepsychology, incorporating a culturally-sensitive framework.**
- 8. Communicate interview findings in a brief written report.**

9. Administer and score a diagnostic interview based on DSM-5 criteria.
10. Demonstrate basic skills in risk/suicide assessment interviewing.

Privacy and Self-Awareness

Building confidence and consolidating the interviewing skills taught in this course, requires openness and a willingness to take risks and engage in self-awareness and skill development. Given the multicultural context in which we all live and work, multicultural knowledge and sensitivity will underlie all aspects of the course. To create a safe environment that facilitates the development of personal skill, all students are asked to:

- respect the privacy of class members and volunteers. Any private information including personal information shared in discussions or role plays, feedback received by or from another student, and anything recorded, is to be considered private and not to be shared with anyone outside this course or small group discussion.
- challenge themselves and others to work outside of their comfort zone.
- provide feedback in a constructive and specific manner with the objective of enhancing confidence and skill in others.

As instructors we recognize the sensitive nature and discomfort in working on new skill development. As such, we will work hard to provide a challenging but safe environment to grow your clinical skills and gain confidence as you develop into clinicians. Our goal is to provide an experience that parallels a clinical supervision model.

Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Tue	9/10	Introduction to the course; overview of SF & SF, Ch 1, 2 interviewing skills and the learning process; SF & SF Ch 7 Diversity: ADDRESSING Framework; CFI Hays, Ch 1, 2, 3 (APA) Sanchez et al (2022) Informed Consent Workshop on Informed Consent		
Tue	9/17	Continued discussion of Cultural-Sensitivity in Interviewing Interviewing Skills Part I: Non-directive listening skills Virtual Clinical Interviewing	SF & SF, Ch 3, 4 SF & SF, Ch 14 CPA (2023) Telepsychology OPA (2015) Telepsychology YouTube Webinars (see telepsychology training plan)	
Tue	9/24	-Interviewing Skills Part II: Directive Listening Skills	SF & SF, Ch 5	
Tue	10/1	-Interview Skills Part III: Directing Clients toward Action and Putting it all together Stages of Change Workshop on Interviewing Skills	SF & SF, Ch 6	
Tue	10/8	Conducting Interviews with Children and Adolescents Part I: Developmental issues and Conducting the Interview	SF & SF, Ch 8, 13 See Course link for additional	
Tue	10/15	Fall Study Break		
Tue	10/22	Conducting Interviews with Children and Adolescents Part II: Intake report Workshop with PhD1s: Cultural Formulation Interview (CFI)	Aggarwal & Lewis-Fernandez (2020) La Roche and Bloom (2020) Clinical Illustration of CFI with Young Children Alcantara and Gone (2014) Multicultural Issues in the Clinical Interview and Diagnostic Process CFI (Interview; Informant Version; Supplementary Modules)	
Tue	10/29	Diagnostic Interviewing Part I: Structured and Semi-Structured Interviewing	SF & SF, Ch 11 MINI-Kid (DSM-V) KSADS-COMP (DSM-V) See course link for review chapters	

Tue	11/5	Diagnostic Interviewing Part II: Presentations Workshop on Diagnostic Interviewing	
Tue	11/12	Issues in Clinical Interviewing: Risk and Suicide Workshop on Risk and Suicide Assessment Interviewing	SF & SF, Ch 10
Tue	11/19	Continued discussion and practice: Risk/Suicide/Special Topics Use of Projectives with Children	See Course link
Tue	11/26	Challenging and demanding Situations Course wrap-up and discussion	SF & SF, Ch 12
Tue	12/3	Exit Interview (schedule TBD)	One on One meetings with instructors
Tue	12/10	No Class	

Lab / Seminar Schedule

Schedule of TA-led workshops TBD

Teaching and Learning Activities

Weekly Activities

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Instructors may add additional content if necessary. This content block can be removed by clicking the 'eye' icon.

Assessment Breakdown

Description	Weighting (%)	Due Date
Self Reflection Papers (4)	10 (2.5 each)	Weeks 1, 6, 9, 12
Interview - Virtual (Adolescent)	15	October 1
Interview - In Person (Parent/Child)	15	October 22
Intake Report	10	October 29
Presentation - Diagnostic Interviews	15	November 5
Interview - Suicide Risk	15	November 26
Participation	10	
Providing Feedback to Others	10	

Grading Schemes

Rubrics for each assignment will be provided on Course link.

Last Day to Drop Course

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: November 29

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Submission of Assignments/ Late Assignments

All assignments are due at 11:59 pm on the date listed. If there are extenuating circumstances, please discuss with Instructors. Failing this, late assignments will be penalized 5% per 24 hours. After 48 hours assignments will receive a grade of 0.

Assignment #1 is to be recorded via MSTeams and shared with Instructors/TA

Other video recordings are done through VALT. These should also be shared with Instructors/TA following the procedures outlined.

CSAHS Graduate Academic Misconduct Policy

The Academic Misconduct Policy is detailed in the Graduate Calendar. The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community - faculty, staff, and students - to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Standard Statements for Graduate Courses

Academic Integrity

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Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly; e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>).