

**PSY 442-001
Clinical Interviewing
Spring 2018**

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Class Time:	MWF 9:10-10:05	Office Hours:	MWThF 8:00-9:00 ThF 1:00-2:00; by appt
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In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Required Text:

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical interviewing* (6th Ed.). Hoboken, NJ: John Wiley & Sons.

Recommended Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (Fifth Edition). Washington, DC: Author.

Objectives of the course: As a result of participating in this class students will:

- 1) gain knowledge of and appreciation for clinical interviewing from multiple perspectives;
- 2) develop critical thinking skills about clinical interviewing and apply them in their lives and careers;
- 3) understand some of the different types of clinical interviews and their purposes;
- 4) acquire skills that will allow them to be able to conduct basic interviews;
- 5) develop articulate writing skills and utilize these skills to express their thoughts, feelings, and emotions related to course material, and to write interview reports;

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 400 possible. The following percentages of total points will be used to determine grades for undergraduate students: >89.49 = A, 89.49 - 79.5 = B, 79.49 - 69.5 = C, 69.49 - 59.5 = D, < 59.5 = F. This means that >268 points = A, 238-267 points = B, 208-237 points = C, 178-207 points = D, <178 points = F.

Required Activities/ Sources of Points:

(1) There will be a number of **Take Home Assignments** administered across the semester. These questions will be worth a total of 120 points (40% of the grade). Students are expected to do their own work on the assignments. Instances of cheating will be handled according to the guidelines laid out in the Student Handbook. Undergraduate students will be given a choice of questions to answer; graduate students will be expected to answer all questions.

(2) Two (2) videotaped **Clinical Interviews** will be completed. Each interview will be worth 30 points, for a total of 60 points (20% of the grade).

(3) Two **Interview Reports** that are at least three pages and no longer than seven pages in length will be worth 30 points, for a total of 60 points (about 20% of the grade).

(4) **Attendance and in-class activities** (usually quizzes) will be worth 60 points and will make up about 20% of the points. For the most part, these activities will involve in-class practice of techniques discussed; however, there will also be quizzes over the assigned readings.

(5) There may be opportunities to earn up to 15 points or 5% **Extra Credit** during the course by participating in research projects or other appropriate activities. These opportunities will be at the discretion of the instructor. These opportunities will be discussed further in class.

Take Home Assignments: Each take home assignment will be worth 20 points. In general, students will be presented with a number of questions that they will have to answer. Many times, students will be given a choice of questions that they can answer. Answering more questions than required will not earn additional points.

Late assignments will be accepted but will be penalized. The penalty is five (5) points if the assignment is turned in on the due date but after the beginning of class. After that, an additional one (1) point per day (not class period) late, including weekends, is added to the penalty. Therefore, a paper that is due on Friday but is not turned in until Monday will have eight (8) points deducted from the total score.

Specific guidelines for how to compose your answers can be found on the class web page, under the link *Writing Guidelines*.

Guidelines for the Interviews

Students will complete two clinical interviews, one with a client who is similar to them in many ways and one with a client who is dissimilar to them in many ways. You may use people you know for these interviews. Informed consent forms will be available that must be used for the interview. Interviews must be videotaped, either via analog or digital media.

The interviews will be worth 30 points and will be graded on the following areas: Professionalism, Body Language, Reflecting, Questions, Notes, and Reflection Paper. Included under the Professionalism category are things such as being dressed appropriately, carrying yourself professionally, and using professional language. Body Language deals with how you move in space in relation to your client. Reflecting is how well you are able to reflect back to the client the content and emotions of the client's statements. Questions will evaluate the types of questions you ask, including open-ended vs. close-ended questions and follow-up questions. Notes will be whether you turn in your notes. And the Reflection Paper will be graded on how well you evaluate yourself in the interview experience.

Guidelines for the Reports

Students will complete two reports based on the interviews completed. These reports will need to follow professional convention and be written professionally. They will be graded on the following areas: Professional Writing, Information Presented, Information Omitted, Summary and Diagnosis, and Grammar. Professional Writing involves crafting the report in such a manner that it conveys the information appropriately to the audience. Information Presented includes whether the information in the report is appropriate and sufficient to support the diagnosis made. Information Omitted includes whether there is missing information that is needed to support the diagnosis or rule out other diagnoses. Summary and Diagnosis involves whether there is appropriate information in the Summary and whether the diagnosis is appropriate, given the presented information. Grammar involves spelling and grammar errors.

Attendance: The attendance policy will be discussed the first day of class.

Class Format: We will cover three different modules in the class. I want you students to take ownership of the class and guide class discussions. To that end, I am going to do limited lecturing during the class. You will be expected to do the readings and come to class with questions. I will also, at various times, plan demonstrations for the class. You are expected to participate in the demonstrations.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

Additional tasks and readings may be required, and will be announced in class.

	Important Dates:
1/22/18	Intro to the Class; Syllabus; Getting to Know Me; Getting to Know You
3/12/18-3/16/18	<i>Spring Break</i>
2/23/18	First Taped Interview Due
3/21/18	Second Taped Interview Due
4/2/18	First Report Due
4/20/18	Second Report Due
Tuesday, May 10, 8:00 am to 10:00 am, Final Exam Time	

Module 1: Building Blocks of Interviewing

Topics:

- Basics of Interviewing: open posturing, rapport building, following, active listening

Readings:

- Book chapters TBA

Tasks:

- Practice the building blocks in class and at home.
- Read assigned readings and participate in class discussion.

Module 2: Clinical Interviewing

Topics:

- Purpose of clinical interviews.
- Types of interviews: structured vs. unstructured
- Areas of inquiry
- How to recognize and follow up on areas of interest

Readings:

- Book Chapters TBA

Tasks:

- Practice interviewing
- Complete two clinical interviews
- Read assigned readings and participate in class discussion.

Module 3: Report Writing

Topics:

- Professional writing skills
- Purpose of reports
- Diagnosis and Recommendations

Readings:

- Book Chapters TBA

Tasks:

- Complete two reports
- Read assigned readings and participate in class discussion.