**PSYC-595 – Fall 2014**

**Practicum in Clinical Psychology: Clinical Interviewing and Professional Issues**

SGM 1030L

Fridays 9:00am-12:50pm

**Professor**: Gerald C. Davison, Ph.D.

Email: gdaviso@usc.edu

Office: SGM 902

Office Hours: Friday 2:00-3:00 and by appointment

**Teaching Assistant:** Marie Gillespie, M.A.

Email: Marie.Gillespie@usc.edu

Office: SGM 920

Office Hour: After class or by appointment

**Course Description**

The purpose of this course is to introduce you to what is called “clinical interviewing” as well as to more general professional topics in the field such as legal and ethical issues. Though called a practicum, our collaborative study will include philosophical and theoretical considerations since interactions between a patient and a clinician do not occur in a conceptual, ethical, or political vacuum. There will be considerable attention to and practice in interviewing but the abstractions that inhere in complex clinical interactions will be examined continually. Put another way, the discipline I will place on you as well as on myself will be to ask constantly *why* we are doing a certain thing at a given time and place with a given patient. Self-consciousness may sometimes get in the way of the good life but it is essential to the responsible functioning of clinicians.

I conceive of clinical interviewing as the beginning and perhaps the core of the assessment (diagnosis?) process, and in this sense the essence of the enterprise is finding out about the patient (family, group etc). What do we have to know and how can we best go about it within the conversational context of an interview? Clinical interviewing does not end with what is generally viewed as intake. Assessment based on interviewing as well as other methods like tests or observations are a knowledge-gathering/knowledge-generating enterprise. And like all knowledge-gathering, assessment takes place within a paradigm, a theory, a perspective, and political, ethical, and personal biases.

Another characteristic of the course will be the inclusion of intervention considerations in our study of clinical interviewing. While PSYC 619 next semester is your core intervention course, my approach to interviewing and more generally to assessment requires some sense of therapy options.

**Required Text**

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2014). *Clinical Interviewing, Fifth Edition*. Hoboken, NJ: John Wiley & Sons.

Journal articles and other readings will also be assigned for the course and posted on Blackboard.

**Attendance and Participation**

 A word on involvement and participation. This is not a lecture course. While I shall freely and frequently offer opinions, tell stories, and pontificate, the success of the course will depend in large measure on the willingness of students to pitch in, take a chance, and otherwise actively engage the subject matter through spirited discussion and debate. My evaluations are bound to be influenced by my experiences with each student in class. You are expected to attend all class meetings. If unavoidable circumstances prevent you from attending a particular class, please send me an email to Marie and to me prior to class to explain your absence.

**Chair Assignments**

 Most classes will be structured as follows. Each of you will be assigned the role of chair for two sessions during the semester. The chair’s responsibility will be to facilitate critical discussion of the assigned readings. You should first of all read and reflect on the week's readings with uncommon care. You may also draw on material with which you are already familiar that can be brought to bear in a useful fashion on your topic. It is helpful to have formulated a set of interesting questions and observations about the material that the rest of the class will also have read that week.

 You can spend perhaps half an hour in a monologue on the topic, beginning with a summary of the week’s readings. Handouts of your presentation can be useful. Now and then a classmate or the instructor will interject a question or comment during your monologue, but you should not be unduly deterred from making a coherent statement. I will basically be your co-chair for this part of every class and will help guide the discussion.

**Submitted Comments**

 A critical observation on the week's reading will be due by 7:00 p.m. every Thursday before class. Please post your comments in the designated Discussion section of Blackboard. As you do the assigned reading, consider at least one issue or interpretation of the readings that you believe is important enough to merit discussion. No doubt more than one thought will occur to you as you do the reading. Marie and I shall make every effort to respond to each of your weekly comments on Blackboard before class and may make use of some of them in guiding discussion. In this fashion everyone can benefit from everyone else’s ruminations and from our reactions to them. Please restrict your weekly comment to no more than about 200 words. The person chairing a particular session does not need to submit comments in this manner.

**Statement for students with disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 am-5:00 pm, Monday through Friday. The phone number for DSP is 213-740-0776.

**Statement on academic integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Because of the clinical nature of this course, special responsibility attaches to our verbal behavior. The personal content of any interviewee or any discussions of a clinical nature must not be part of your conversations outside of the PSC. And since our clinic is on the top floor of an academic building, it is especially important to monitor your conversations in the elevator, stairwells, or elsewhere. To paraphrase the TV ad, what happens in the PSC stays in the PSC.

**Overview of course requirements (subject to change)**

4 in-class interviews with undergraduates, 2 at 20 minutes, 1 at 40 minutes

Participate in practice role plays during class

Complete 3 role plays (15 min each) outside of class with a colleague

Complete 1 practice assessment interview with a colleague

Complete 1 practice suicide assessment with a colleague

Complete HIPAA training (by 10/1/14) at https://ais-troy.usc.edu/cechippa-index-ssl.html

Complete course readings before each class, submit comments on Blackboard, chair two sessions, and participate in class discussions

Write progress note and intake summary based on the 40-minute undergrad interview

Attend all clinical brown bags

Complete ethics test

Write final take-home exam and submit it on time

**In-class and homework role plays**

All of us are responsible for providing feedback on role plays. While watching others conduct role plays, live or on recording, it is expected that you attend to the skills we are working on and make notes (both praise and constructive criticism) to give to your colleagues. We will be conducting in-class role plays together, and you will also be assigned to conduct and record role plays between classes.

**Course Schedule and Assigned readings**

Week 1

August 29 **INTRODUCTION AND ORIENTATION TO THE COURSE**

Readings for 8/29[[1]](#footnote-1):

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2014). *Clinical interviewing.* Fifth edition. Preface and Chapter 1. Introduction: Philosophy and Organization [22]

Peterson, D. R. (1968). *The clinical study of social behavior.* New York: Appleton-Century-Crofts. Pp. 115-129. [15]

View and critique in class Gerald Davison’s interview from Everett Shostrom’s (1989) ***Integrative Psychotherapy, A Six-Part Series*. Corona Del Mar, CA: Psychological and Educational Films.**

Week 2

September 5 **PARADIGMS OF INTERVENTION I; COGNITIVE-BEHAVIORAL ASSESSMENT**

Readings for 9/5:

Goldfried, M. R., and Davison, G. C. (1976; expanded edition 1991). *Clinical behavior therapy*. New York: Holt, Rinehart & Winston; New York: Wiley). Chapters 1 (The Essence of Behavior Therapy), 2 (Conceptual Issues in Behavioral Assessment), 3 (Methods of Behavioral Assessment). [55]

Morganstern, K. P. (1988). Behavioral interviewing. In A. S. Bellack, & M. hersen (Eds)., *Behavioral assessment: A practical handbook.*  Third edition. New York: Pergamon Press. (Pp. 86-118) [30]

Week 3

September 12 **PARADIGMS OF INTERVENTION II**

Readings for 9/12:

Davison, G. C., Neale, J. M., & Kring, A.M. (2004). *Abnormal psychology*. 9th edition New York: Wiley. Chapter 2. Current Paradigms in Psychopathology and Therapy [42]

Wachtel, P.L. (2014). An integrative relational point of view. *Psychotherapy,52*, 342-349. [8]

Wachtel, P. L. (1977). *Psychoanalysis and Behavior Therapy: Toward a Rapprochement.* New York: Basic Books. Section on “Normative and Non-Normative Assumptions about Patients’ Motives and Feelings”. Pp. 125-131. [7]

View and critique in class Wachtel’s video from Everett Shostrom’s (1989) **Integrative Psychotherapy, A Six-Part Series. Corona Del Mar, CA: Psychological and Educational Films.**

Week 4

September 19 **SOME BASIC ISSUES AND CONSIDERATIONS; ETHICS AND VALUES**

Readings for 9/19:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 2. Foundations and Preparations. [35]

Lazarus, A. A. (1994). How certain boundaries and ethics diminish therapeutic effectiveness. *Ethics and Behavior, 4*, 255-261. [5]

Davison, G. C., & Feng, M.C. (in press). Values in behavioral medicine. In E. Fisher, L.D. Cameron, A. J. Christensen, U. Ehlert, Y. Guo, B. Oldenburg, & F. Snoek (Eds.), *Principles and concepts of behavioral medicine: A global handbook.* New York: Springer. [ca. 35]

Bankcroft, J. (1981). Ethical aspects of sexuality and sex therapy. In S. Bloch, & P. Chodoff (Eds.), *Psychiatric ethics*. New York: Oxford University Press. (Pp. 160-172) [12]

The Julea Ward case: <http://www.ca6.uscourts.gov/opinions.pdf/12a0024p-06.pdf> [22]

APA’s 2010 ethics code can be read at <http://www.apa.org/ethics/code/index.aspx> (read by end of semester).

Professional Therapy Never Includes Sex: <http://www.dca.ca.gov/publications/proftherapy.shtml> (read by end of semester).

Week 5

September 26  **LISTENING AND ASKING**

Readings for 9/26:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 3. Basic Attending, Listening, and Action Skills; and Chapter 4 (Directives: Questions and Action Skills) [75]

Week 6

October 3 **THE THERAPEUTIC RELATIONSHIP**

Readings for 10/3:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 5. Evidence-Based Relationships. [33]

Goldfried, M. R., and Davison, G. C. (1976; expanded edition 1991). *Clinical behavior therapy*. New York: Holt, Rinehart & Winston; New York: Wiley). Chapter 4. The Therapeutic Relationship [23]

Rule, N. (2014). Snap-judgment science: Intuitive decisions about other people. *Observer*, *27*, 18-19, 50. [3]

Yeater, E.A., & Miller, G. F. (2014). “Sensitive” topics research: Is it really harmful to participants? *Observer, 27,* 38-40. [3]

Week 7

October 10 **STRUCTURING INTERVIEWS AND WRITING UP INTAKES**

Readings for 10/10:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 6. An Overview of the Interview Process; and Chapter 7. Intake Interviewing and Report Writing [76][[2]](#footnote-2)

Review pages 47-53 in Goldfried-Davison on “An Intake Report Outline”.

Personal Data Form (PDQ) from Davison

Week 8

October 17 **SUICIDE ASSESSMENT; TRADITIONAL DIAGNOSIS**

Readings for 10/17:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 9 (Suicide Assessment) and Chapter 10 (Diagnosis and Treatment Planning) [72]

Week 9

October 24 **MULTICULTURAL AND DIVERSITY ISSUES**

Readings for 10/24:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 11. Interviewing in a Diverse and Multicultural World [33]

Rosmarin, D. H. (2014). *How to integrate spirituality into cognitive behavioral therapy: A brief intervention.* ABCT Convention Workshop, Nashville.

Rosmarin, D. H. (2012). Spirituality and mental health: A case against ignorance. *Harvard Health Policy Review, 13,* 36.

Silverstein, C. (2011). Introduction. In C. Silverstein (Ed.), *The Initial Psychotherapy Interview: A Gay Man Seeks Treatment.* Boston: Elsevier. (Pp. 3-17) [12]

Week 10

October 31 **PARTICULARLY DIFFICULT CLINICAL SITUATIONS**

Readings for 10/31:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 12 (Challenging Clients and Demanding Situations) [33]

Wolf, A.W., Goldfried, M.R., & Muran, J. C. (2013). Introduction. In A. W. Wolf, M. R. Goldfried, & J. C. Muran (Eds.), *Transforming negative reactions to clients: From frustration to compassion.* Washington, DC: American Psychological Association. (Pp. 3-18) [15]

Week 11

November 7 **CHILDREN AND YOUNG ADULTS**

Readings for 11/7:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 13 (Interviewing and Working with Young Clients). [33]

Lyons, T. D. (2014). Interviewing children. *Annual Review of Law and Social Science*, page proofs [12]

November 14 **NON-FACE-TO-FACE SETTINGS**

Readings for 11/14:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 15. (Interviewing in Online and Other Non-Face-to-Fave (Non-FtF) Environments. [20]

APA Practice Organization (2014). The changing landscape of telepsychology.

Zur, O. (2008). I love those emails…. or do I? The use of emails in psychotherapy and counseling. *The New Therapist, Sept-Oct,* 23-25. [2]

Brenes, G. A., Ingram, C. W., & Danhauer, S. C. (2011). Benefits and challenges of conducting psychotherapy by telephone. *Professional Psychology, 42,* 543-549. [5]

Week 13

November 21 **COUPLES AND FAMILIES**

Readings for 11/21:

Sommers-Flanagan and Sommers-Flanagan (2014). Chapter 14. (Principles and Tips for Interviewing Couples and Families). [35]

Duman, S., Grodin, J., Cespedes, Y., Otingam, P., Fine, E., & Margolin, G. (2007).  Couple interviewing. In M. Hersen & J. C. Thomas (Eds)., *Handbook of clinical interviewing with adults.*  Los Angeles:  Sage (pp. 340-357).  [15]

Week 14

December 5 **LEGAL AND ETHICAL ISSUES**

Readings for 12/5:

Davison, G. C., Neale, J. M., & Kring, A.M. (2004). *Abnormal psychology*. 9th edition New York: Wiley. Chapter 18 (Legal and Ethical Issues). [40]

**Final Exam:** Due by 5:00 pm December 10 will be a five-page essay exam.

**\**syllabus 595 Fall 2014

1. The numbers in brackets are the approximate numbers of pages for each reading. They are included for your convenience. Feel free to view the DVD demonstrations as indicated in the textbook. [↑](#footnote-ref-1)
2. Chapter 8, The Mental Status Exam, will be covered in Dr. Nation’s 515 class. [↑](#footnote-ref-2)