Course Description:
This course is designed to introduce first year graduate students to the therapeutic interview and to basic attending and communication skills that are essential to both the initial visit and the ongoing therapeutic process.

Course Goal:
Students will demonstrate the knowledge, skills, attitudes, and self-awareness necessary to conduct effective initial therapeutic interviews and ongoing therapeutic interventions. Throughout the course, they will improve upon their use of “micro-counseling” skills such as (see below):

Learning Objectives:
1. Through writing and demonstration, students will exhibit competent performance in the following areas:
   A. Therapeutic interviewing, including how/when to engage clients, utilize various types of questions, structure the interview and address a diversity of client needs.
   B. Psychotherapeutic/helping strategies, including the establishment of rapport, successful engagement, identification of central concerns, maintenance of focus, exploration of affect, identification of client strengths and specific goals for treatment.

2. Students will develop an awareness of their specific strengths as well as areas in need of improvement through in-class role plays, feedback, discussions and self-critique.

Assessment of Learning Objectives. Through self-critique, formal evaluation of video-taped role plays and written assignments, students will be assessed on the degree to which they have reached the above learning objectives (more details below).

Course Text and Materials:
Additional readings provided by the instructor on the Sakai site for this class.

Evaluations will be based on:
1. Class participation includes attendance and completion of readings (5 points)
2. Demonstration of effort in dyadic practice and in-class role plays (5 points)
3. Assignment 1: Demonstration of effort and skill in role play and assessment of write up (30 points)
4. Assignment 2: Demonstration of effort and improvement in role play and assessment of write up (50 points)
5. Student Presentations (10 points): Details to be announced later in the course
Basic Helping Model, Establishing a Relationship, Effective Feedback Guidelines, Sample Interview Protocols |
|---|---|---|---|
|  |  | Establishing a helping relationship  
Overview of the first interview  
Cultural competence and diversity  
Discuss integration of clinic intake materials throughout the course | |
3. Read clinic intake materials |
|  |  | Therapeutic strategies  
**Attending skills**  
- Demonstration of the therapist’s concern for an interest in the client by eye contact, body posture, and accurate verbal following.  
**Empathy and focusing on affect**  
- Build the relationship; Stimulate self-exploration by the client; Provide support; Focus attention | |
| Week 3 | Date: 9/21 | Class Topic: Building motivation for change | Assignment 1 description: Conduct an out-of-class role play of the first 20 minutes of an intake with one of your classmates. You will need to videorecord the role play and write a critique. Please turn in your personal interview protocol with your assignment. Also, assigned: Out-of-class role practice for assignment 1 |
2. Morrison chapters 5-7 | |
|  |  | Come prepared to conduct a role play of the first 10 minutes of an intake with one of your classmates. |
|  |  | Therapeutic strategies:  
**OARS**  
- Open-ended questions  
- Affirmation  
- Reflections  
- Summary  
**Fundamental Approach**  
- Collaboration  
- Evocation/Suggestion  
- Autonomy/Self Rule |
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<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Assignment</th>
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<tr>
<td>9/28</td>
<td><strong>Therapeutic strategies:</strong></td>
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<td><em>Use of Gates:</em></td>
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<td>Using natural, implied, referred, and spontaneous gates to allow for a natural flow of dialogue in the session.</td>
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<td><strong>DUE today:</strong> 1 page reflection on practice role play (journal entry style)</td>
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<td>Week 5</td>
<td>Exploring feelings/using affect and areas of clinical interest</td>
<td>1. Naar-King, S. &amp; Suarez, M. text. Chapters 5-8, Chapter 15, 16, 19</td>
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<td>10/5</td>
<td><strong>Therapeutic strategies:</strong></td>
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<td></td>
<td><em>Increasing engagement:</em></td>
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<td></td>
<td>- Express empathy</td>
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<td>- Develop discrepancy</td>
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<td>- Avoid argumentation and direct confrontation</td>
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<td>- Roll with resistance</td>
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<td>- Support self-efficacy and optimism</td>
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<td>- Common problems in conveying empathy</td>
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<td>3. Two articles from the Psychiatric Times (CASE approach)</td>
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<td>4. Complete 40 minute training online: C-SSRS (Columbia-Suicide Severity Rating Scale)</td>
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<td>- Using feeling charts</td>
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<td>- Negotiating parent/teacher/child confidentiality</td>
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<td>- Addressing abuse/neglect</td>
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<td><strong>DUE today: Assignment 1!</strong></td>
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<td>Week 8</td>
<td>Interviewing a Child Part 2, handling confrontation, and cultural competence</td>
<td>1. Morrison Text: Chapters 16-17</td>
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<td>Conduct a 50 minute mock initial interview with a more advanced graduate student and videotape it. You will write an extensive commentary on the interview which includes transcribed sections of the interview. Contact a more advanced graduate student to partner with you for the final assignment. (Set up interview any time after Nov 2 class)</td>
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<td>11/2</td>
<td>Therapeutic strategies:</td>
<td>2. 2nd reading TO BE DECIDED</td>
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<td>- Innovations to engage families early in treatment</td>
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### Week 10
**11/9**

**Developing and setting goals**

**Report writing**

**Therapeutic strategies:**
- Collaboration
- Achievable goals
- Measurable goals
- Distinguishing goals versus interventions to achieve the goals

**Alliance and treatment outcomes**

**Student presentations**
- Assignment explained and groups formed.

### References

1. Morrison text: Chapters 20-21, Appendix C

### Week 11
**11/16**

**Varying approaches to treatment – introduction to treating trauma**

**AND visit from Dr. Anne Meltzer, forensic assessment**

### References

2. Dr. Shapiro’s blog Eye movement desensitization and reprocessing. *(E.M.D.R.)*: “Evidence of E.M.D.R.” – Word doc on sakai

### Week 12
**11/23**

**Varying approaches to treatment – Introduction to play therapy**

**Student presentations Group 1**

### References


### Week 13
**11/30**

**Varying approaches to treatment – Introduction to interpersonal therapy**

**DUE today: ASSIGNMENT 2**

**Debrief on the role plays**

### References

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<th>Week 14</th>
<th>Varying approaches to treatment – dialectical behavior therapy</th>
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<th>Week 15</th>
<th>Clinic Intake Procedures Part 2</th>
<th>Summary and Review of class topics</th>
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<td>12/14</td>
<td>9:15 to 10:30 (1 hour and 15 min)</td>
<td>Student presentations Group 3</td>
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Mid-term Assignment – The first 20 minutes of the first interview

The 20 minutes must include the following:
   a) Initiating the interview
   b) “Free speech” and exploration of the presenting problem(s)
   c) History of present illness
   d) Ending the interview.
   You may also have some time to gather personal and social history, but this is not required.

You will videorecord the 20 minutes. The history of the present illness should include:
   Present episode, Describe symptoms, Consequence of illness, Onset and sequences of symptoms, Stressors, Previous episodes, Previous treatment

Watch and re-watch your 20 minutes. Take notes as you watch. Take a look at Morrison’s Appendix E- assessing your interview. See what you missed from his appendix. Then, write up the following sections using the headers below:

I. Attending-- Write one paragraph on your eye contact, physical movements, note taking and body language.

II. Questioning
Write about your use of open and closed questions (could, what, how). Include how many open questions and how many closed questions you asked in the five minutes of the “free speech” section. (AFTER YOU HAVE DONE THE INTRODUCTION AND DURING THE FREE SPEECH SECTION) Provide two-three transcribed excerpts of dialogue where you asked open questions:
Example: Client:
Format
Clinician: Open question
Client:
Describe the strengths and weaknesses of your questioning and how it built or impaired rapport.

III. Describe how you showed empathy and helped the client clarify his or her experience/emotions.
Provide examples of your use of the following: verbal and nonverbal encouragements (including reassurance), paraphrases, reflection of feelings, and summarization. Provide specific examples of each.
Also, describe how you elicited feelings and give examples. Include examples of your expression of sympathy and empathy. For example, describe how you reflected feelings, picked up emotional cues, and followed up for details related to the client’s emotional experience.
(3-5 paragraphs)

IV. Describe the “dynamic structure of the interview” when you gathered the history of the present illness. Use Shea’s terminology about ‘gating.’ Provide examples when appropriate (1 paragraph).

V. Conclude with summary of the strengths and weaknesses of your interview.
Describe what you think were strengths of your interviewing and areas you could improve upon. (1 paragraph)

VI. Turn in a) your write up (hard copy- 12 pt font, 1 inch margins), b) the DVD.

I anticipate the write up will be between 6 and 10 pages (please include page numbers). Please double space the paper, but you can single space the sample dialogue sections. Please use headers in the final write up. Write in a formal manner—not a conversational manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Read for all typos and grammar errors. Please staple the paper and use single sided when you print. Please indicate what time marker on the video reflects the actual start of the video.

**Final Assignment**

You will be conducting a mock first interview with a parent and his or her child for a total of 50 minutes. Each of these roles (i.e., parent and child) will be played by an advanced graduate student. Please meet with the parent for the first 30-35 minutes. Spend the last 15 or so minutes with the child. Your role play partner will be provided with detailed case notes. You will receive an initial intake summary of the case.

**Conducting the interviews**

You will video-record the 50 minutes in the clinic which needs to include the following:

With the parent, cover the following:
   a) Initiating the interview
   b) “Free speech” and exploration of the presenting problem(s)
   c) History of present illness
   d) Explore a range of symptoms to help direct you toward a diagnosis
   e) Personal and social history
   f) Ending the interview

With the child, cover at least: (the last 15 or so minutes with the child.)
   a) Initiating the interview
   b) “Free speech” and exploration of the presenting problem(s)
   c) History of present illness
   d) Ending the interview

**More detail on conducting the interviews**

I. The history of the present illness should include:
   Present episode, Describe symptoms, Consequence of illness, Onset and sequences of symptoms, Stressors, Previous episodes, Previous treatment.

II. Use the McConaughy’s “semistructured parent interview” as a guide but also draw on the Morrison text, McConaughy’s chapters on child interviewing, Motivational Interviewing techniques, and other tips from our readings. Specifically, the “semistructured parent interview” with your own additions could provide a good
structure for you. Note, you will likely need to add questions/areas, as recommended by Morrison.

III. Please make sure to include 5 minutes for free speech at the start of the parent and child interview.

IV. Make sure to go over terms of confidentiality with both parent and child.

V. Please work on areas which were noted as ‘areas for improvement’ in your last assignment. Make note of these areas in the write up.

Please include the following sections to your write up

Part 1. Initial Intake Summary

Demographic Information: (2-3 sentences)

Reason for Referral (presenting problem)(1 paragraph)

History of Problem (Include duration, severity, previous attempts at intervention)(1 paragraph)

Tentative DSM-V Diagnosis:

Part 2. The interview process

I. Attending
   Write one short paragraph on your improvement in attending behavior from the last role play. If you replicated strengths in this area, you can also mention those.

II. Questioning
   Write about your use of open and closed questions (could, what, how). Include how many open questions and how many closed questions you asked in the five minutes of the “free speech” section. (AFTER YOU HAVE DONE THE INTRODUCTION AND DURING THE FREE SPEECH SECTION) Provide two-three transcribed excerpts of dialogue where you asked open questions:
   Example:      Client:
   Format       Clinician: Open question
   Client:
   Describe the strengths and weaknesses of your questioning and how it built or impaired rapport.

III. Describe how you showed empathy and helped the client clarify his or her experience/emotions.

A. Describe how you elicited feelings and give examples. Specifically, provide examples of your use of the following: 1) verbal and nonverbal encouragements (including reassurance), 2) paraphrases, 3) reflection of feelings, and 4) summarization.
You may also include examples of your expression of sympathy and empathy, how you reflected feelings, picked up emotional cues, and followed up for details related to the client’s emotional experience.

Provide 2-3 specific examples of how you elicited and followed up on emotions. (3-5 paragraphs).
Use this format:
Example:  
Client:  
Clinician:  
Client:

B. Describe the strengths and weaknesses of how you showed empathy and elicited emotions and how it built or impaired rapport.

IV. Describe the “dynamic structure of the interview”. Use Shea’s terminology about ‘gating.’ Provide examples of at least two types of Shea’s gates (2-3 paragraphs). Use this format:
Example:  
Client:  
Clinician:  
Client:

V. Draw on the readings and provide citations (APA style) using at least 2 other concepts discussed in the class. Consider concepts discussed in the readings on: Motivational Interviewing, Confrontation, Resistance, Sensitive Topics, Assessing Suicidal/Homicidal Ideation, Setting Goals. Provide illustrative examples when possible (2 paragraphs)

VI. Considerations of culture/diversity. In a paragraph, please describe how you think about issues of culture and diversity in the interview with the parent and with the child. You may want to consider any range of issues: race/ethnicity, culture, immigration status, sexuality, religion, social class, stigma related to mental health, racism/structural inequality, ability or disability status, language, social justice etc. This may include reflections on how you might be perceived in terms of your own identity markers or issues around match/mismatch with aspects of your identity and aspects of the client’s identity.

Part 3. Summary

Conclude with a summary of the strengths and weaknesses of your interview. Describe what you think were strengths of your interviewing and areas of improvement in your future work. (2 paragraphs). Please provide the recording time of 5 minutes or so when you believe you did your best and the recording time of 5 minutes during a moment when you feel you might have done better. (example: 12:05-17:00). Please indicate what time on the DVD your interview actually started.
Expectations for your writing

Please use headers in the final write up. Write in a formal manner—not a conversational manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Read for all typos and grammar errors.

Turn in a) your write up (hard copy- 12 pt font, 1 inch margins, double spaced), and b) the DVD. I anticipate the write up will be between 15 and 20 pages (please include page numbers). Please **double space** the paper, but you can single space the sample dialogue sections. Please staple the paper and use single sided when you print.

Best wishes on the assignment!