

: Joseph D. Hovey, Ph.D.
: UH 1880C
: Tuesdays 10 to 3 or by appointment
419-530-2693, joseph.hovey@utoledo.edu

<https://sites.google.com/site/psych6390>

: Meredith Claycomb, M.A.
: By appointment
: meredith.claycomb@rockets.utoledo.edu

: Hersen, M., & Thomas, J. C. (eds.) (2007).
. Los Angeles: Sage Publications.

(4th Edition) (2008), edited by

David Barlow, Guilford Press.

Additional articles and chapters as noted below. PDF copies of these can be downloaded from the course website. Please note that the readings are subject to change.

The first purpose of this graduate level course will be to provide an introduction to diagnostic interviewing. The areas explor

Each of you will be responsible for periodically leading discussions on particular topics. Moreover, each of you will complete at least one clinical interview/assessment and report and will present your case to the class. We will go over these requirements in detail during class. Your interviews and reports will be supervised by Dr. Hovey and Ms. Claycomb as well as in a group format during class.

You will be expected to participate fully in class. For example, you are expected to show up for each class on time, be prepared for that day's topics, participate in discussions, and turn in assignments on time.

As mentioned above, in order to further develop your skills in leading discussions, you will lead class discussions on given readings.

You will be assigned a midterm assignment in which—in response to case material—you diagnose and write a mock case report on the individual.

Finally, you will be graded on your intake performance. This will include your performance on the actual interview, assessment, diagnosing, case conceptualization of the client, case presentation to the class, and intake report.

In sum, your course grade will be based on the following:

- 20% Class participation in general
- 35% Midterm assignment
- 45% Clinical intake performance

Further details about your class presentation will be discussed in class.

Because it is difficult, in a course of this nature, to determine the exact pace of the course, the schedule below is subject to change.

1/6 Introduction to course.
APA Ethical Principles.

Readings: APA Ethical Principles.

1/13 Clinic Policies & Procedures.
HIPAA.
Preparation for internship
Informed consent.
Introduction to interview types, structure & techniques.
Interview skills (e.g., listening, communication, nonverbal skills, behavioral observations, eliciting information).
Avoiding therapist burnout.

Readings: Psychology Clinic Handbook.
Hersen & Thomas, Chapter 2 – Unstructured Interviewing.
Hersen & Thomas, Chapter 3 – Structured & Semistructured Interviews.
Sommers-Flanagan & Sommers-Flanagan (2009).
Sommers-Flanagan & Sommers-Flanagan (2009).
Sommers-Flanagan & Sommers-Flanagan (2009).

1/20 Martin Luther King Day (No class).

1/27 The MINI.
The Mental Status Exam.
Role plays.

Readings: The MINI Interview Schedule
Hersen & Thomas, Chapter 5 – Mental Status Examination.
Sheehan, D. V., et al. (1998). The Mini-
The development & validation of a structured diagnostic interview for DSM-
10.

Hersen & Thomas, Chapter 15 – Social Phobia.

Hersen & Thomas, Chapter 16 – Posttraumatic Stress Disorder.

Barlow, Chapter 2 – Posttraumatic Stress Disorder.

Barlow, Chapter 3 – Social Anxiety Disorder.

Barlow, Chapter 4 – Obsessive-Compulsive Disorder.

3/24 ADIS role plays

3/31 Interviewing for Schizophrenia.
Interviewing for Eating Disorders.
Interviewing for Substance Abuse & Dependence.
Interviewing for Axis II Disorders.

Readings: Hersen & Thomas, Chapter 12 – Schizophrenia.
Hersen & Thomas, Chapter 18 – Eating Disorders.
Hersen & Thomas, Chapter 19 – Borderline Personality Disorder.
Hersen & Thomas, Chapter 20 – Alcohol & Other Drug Disorders.
Barlow, Chapter 11 – Schizophrenia & Other Psychotic Disorders.
Barlow, Chapter 12 –

