



Foundations of Clinical Practice II

The University of Toledo



STUDENT LEARNING OUTCOMES

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

- 1) Discuss basic tenets involved in conducting intake assessments and structured diagnostic interviews and managing therapy interfering behaviors
- 2) Describe the core components of suicide risk and substance use assessments
- 3) Apply basic clinical and interviewing skills in the context of intake assessments and structured diagnostic interviewing
- 4) Use therapeutic communication and validation strategies in response to client verbalizations/statements
- 5) Generate professional written intake assessment and diagnostic assessment reports

PREREQUISITES AND COREQUISITES

Foundations of Clinical Practice I is a prerequisite

Students entering this graduate course will be concurrently enrolled in graduate courses in Assessment II and Foundations of Psychotherapy II

REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS)





Principles of Psychologists and Code of Conduct (2002/2010) is in the appendix of the Clinical Psychology Doctoral Program Student Handbook and is available on-line at <http://www.apa.org/ethics/code/>.

Late assignments will not be accepted unless approved in advance by the instructor, and at the discretion of the instructor.

OVERVIEW OF COURSE GRADE ASSIGNMENT

Class Participation (including leading a class discussion and in session exercise): 25%

Active participation in all in-class discussions and exercises is expected. The expectation is that all students will participate actively and fully. Thus, students start with an A for this assignment and have reductions in the grade if they do not participate actively and/or do not contribute to class discussions.

- Class discussion facilitator and exercise leader: To obtain teaching and public speaking experience, each student will lead one weekly discussion of course readings and one mock in session exercise (relaxation, mindfulness) each semester.

Weekly reflection papers: 25%

These papers are intended to promote engagement with the weekly readings and thoughtful reflection about how these readings apply to anticipated assessment and treatment experiences, as well as how the perspectives and topics represented in these readings align or conflict with students' initial views and expectations when beginning this course. These papers are expected to be 1-2 pages (no more than 3 pages and no less than 1 page), double-spaced, 12-pt font, 1-inch margins.

Intake and diagnostic assessment: 25%

An intake assessment will be conducted through the UT Psychology Clinic. Students are expected to use all of the skills they have learned to complete this intake effectively and collect the information needed to determine presenting problems and psychiatric diagnoses, as well as a recommended treatment plan.

Intake report: 25%

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Sheehan, D. V., et al. (1998). The Mini-International Neuropsychiatric Interview (MINI): The development & validation of a structured diagnostic interview for DSM-IV & ICD-10. *Journal of Clinical Psychiatry*, 59 (suppl. 20), 22-33.

Week 2: Couples and families

Sommers-Flanagan & Sommers-Flanagan (2015). Clinical Interviewing—Chapter13: Principles and Tips for Interviewing Couples and Families.

Weeks 3-4: Suicide risk assessment and treatment of suicidal patients

Bryan, C. J., & Rudd, M. D. (2006). Advances in the assessment of suicide risk. *Journal of clinical psychology*, 62(2), 185-200.

Wingate, L. R., Jr-s.,aD R. LRM(k)-2.6 (.)3 D(f)-2.6 (.)3 (,)8-3 ()10.7& 4o.56 5b0.511 0[9D(f)-0.5 (.)3 A(..2.9 (.)3 [(8.1)30 1



Week 8: Substance use assessment

Hasin, D. S., Trautman, K. D., Miele, G. M., Samet, S., Smith, M., & Endicott, J. (1996). Psychiatric Research Interview for Substance and Mental Disorders (PRISM): reliability for substance abusers. *American Journal of Psychiatry*, 153(9), 1195-1201.

Carey, K. B., Purnine, D. M., Maisto, S. A., & Carey, M. P. (1999). Assessing readiness to change substance abuse: A critical review of instruments. *Clinical Psychology: Science and Practice*, 6(3), 245-266.

The SBIRT model: <https://www.integration.samhsa.gov/clinical-practice/sbirt>

The VA guidelines for screening, assessing, and treating substance use disorders: https://www.healthquality.va.gov/guidelines/MH/sud/sud_full_601f.pdf

Weeks 10 & 12: Child therapy and assessment

Duncan, R.E., Hall, A.C., & Knowles, A. (2015). Ethical dilemmas of confidentiality with adolescent clients: Case studies from psychologists.



Farmer, R. F., & Chapman, A. L. (2016). Navigating therapeutic challenges. In Behavioral interventions in