

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology _____

Course No. PD581

Title of Course: Introduction to Clinical Practice _____

Date: August 1, 2015

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): Students will learn practical clinical skills, learn how to conduct clinical interviews and record and analyze them, and how to begin a clinical intervention. (0)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Understand the role of psychologists in clinical settings.
- 2) Understand the fundamental role of interviewing in most psychological activities.
- 3) Apply interview techniques to initiate clinical activities (e.g., intake procedures, determining when a client will benefit from mental health services rather than other interventions, designing basic intervention plans).

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe behaviors that may be detrimental to those interviewed or to the interviewer.
- 2) The student will describe and explain the ethical implications of confidentiality.
- 3) The student will describe the skills involved in taking notes and maintaining an accurate and useful clinical record.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
 Chair

Date: _____

Signature: _____
 Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

COURSE TITLE	Introduction to Clinical Practice
CODING	PSY 581
CREDIT HOURS	0 credits
CONTACT HOURS	50
PREREQUISITE	None
PROFESSOR	Job Description: Intervention - Psychotherapy
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION:

This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises and after watching many hours of videotapes, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

GENERAL OBJECTIVE:

By the end of the semester the student will be able to:

- Understand the role of the Psychologist in clinical settings.
- Recognize the fundamental role of interviewing in most psychological activities.
- Apply the techniques of the interview to initiate clinical activities such as intake procedures, first therapeutic interview, determine when a client will benefit from mental health services versus other interventions (i.e. medical), designing basic intervention plans, etc.

SPECIFIC OBJECTIVES:

- Contrast the different approaches and theories about interviews and interviewing techniques.
- Explain the therapeutic process to clients as a prelude to engaging clients into the interviewing process.
- Perform interviews that demonstrate mastery of the different factors that are related to the process of empathy.
- Recognize the impact of empathy in the process of developing a therapeutic involvement with the patient.
- Recognize the non-verbal language that gives information about the impact that the interview or the intervention is having on those interviewed.
- Conduct an interview with another student in which empathy, support and other non-specific therapeutic factors are seamlessly interwoven with data gathering, clarification and hypothesis formulation.
- Understand basic skills in taking notes and in maintaining a clinical record.
- Organize information obtained from interviews to be able to make a professional presentation of cases during case conference.
- Understand the ethical implications of confidentiality and of clinical practice in general.
- Appreciate the possible impact that a mental health intervention can have on those interviewed.
- Distinguish behavior that may be detrimental to those interviewed or to the interviewer: limits setting, dual relationships, and notification of when information is disclosed to others, issues of dangerousness.

- The unique social and cultural context of Puerto Rico presents challenges and opportunities in the application of psychological theories and methods often developed in social and cultural contexts different from ours. To this effect, two key objectives of this course are (a) to promote careful reflection as to the philosophical convergences and contrasts that the interviewing process may present with our local context and (b) to develop the skillful application of interviewing techniques by demonstrating how it/they can be culturally responsive towards those we serve.

COURSE CONTENT

UNIT 1

Introduction to Clinical Interviewing

1. Course requirements and objectives
2. The practice of Clinical Psychology

Assigned readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapters 1 & 2

Suggested readings:

Cappas, N.M., Andres-Hyman, R. & Davidson, L. (2005). What Psychotherapists Can Begin to Learn from Neuroscience: Seven Principles of a Brain-Based Psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 42(3), 374-383.

Zeddies, T.J. (1999). Becoming a psychotherapist: the personal nature of clinical work, emotional availability and personal allegiances. *Psychotherapy: Theory, Research, Practice, Training*, 36, 229-235.

UNIT 2

Introduction to the Clinical Interview

1. Definition
2. Self awareness
3. Expectations and misconceptions

Assigned Readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapter 2

UNIT 3

Preparation For The Interview

1. The Physical Setting
2. Professional and ethical issues

Assigned Readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapters 3

Suggested readings:

Bedi, R., Davis, M. & Williams, M. (2005). Critical incidents in the formation of the therapeutic alliance from the client's perspective. *Psychotherapy: Theory, Research, Practice, Training*, 42, 311-323.

Horvath, A.O. & Symonds, B.D. (1991). Relation between working alliance and outcome in psychotherapy: a meta-analysis. *Journal of Counseling Psychology*, 38, 139-149.

UNIT 4

Attending Skills and the Therapeutic Alliance

1. Attending behavior
2. Relation between attending and listening
3. Giving constructive feedback
4. Moving beyond attending
5. Non directive and directive listening

Assigned Readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapters 4

UNIT 5

Directives: Using questions and action skills

1. Types of questions
2. Directive action responses

Assigned Readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapters 5

UNIT 6

Relationship Variables and the clinical interview

1. Theoretical perspectives on relationship variables

Assigned Readings:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapter 6

UNIT 7

The Interview Process

1. The interview phases:
 - a. introduction
 - b. opening
 - c. body
 - d. closing
 - e. termination

UNIT 8

“In Vivo” Practice

Assigned Reading:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). Chapter 7

UNIT 9

Intake & Report Writing

1. Definition & Objectives
2. Basic guidelines for note taking and report writing
3. Factors affecting intake
4. Ethical Writing

UNIT 10

“In Vivo” Practice

Assigned Reading:

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2003). Chapter 11, 12, 13 & 14

UNIT 11

Interviewing Special Populations

1. Young Clients
2. Couples and Families
3. Multicultural and diversity issues in interviewing

UNIT 12

Integrating Clinical Practice
Evaluation “In Vivo”

TEACHING STRATEGIES AND ACTIVITIES

Class discussions
Small group discussions
Role playing

RESOURCES

Audiovisual media
Educational Videos

STUDENT’S EVALUATION CRITERIA AND GRADING SYSTEM:

In class participation
Reflections on different topics
Participation of “in vivo” interviews

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Sommers-Flanagan, R. & Sommers-Flanagan, J. (2009). *Clinical Interviewing*. Fourth Edition. New York: John Wiley & Sons.

BIBLIOGRAPHY

Aklin, W. & Turner, S. (2006). Toward understanding ethnic and cultural factor in the interviewing process. *Psychotherapy: Theory, Research, Practice, Training*, 43, 50-64.

American Psychiatric Association. (2003). *Diagnostic & Statistical Manual of Mental Disorders-Text Revision, Fourth Edition*. New York: American Psychiatric Press.

American Psychological Association. (2002). *Ethical Principles of Psychologist and Code of Conduct*. *American Psychologist*, December, Author.

Bedi, R., Davis, M. & Williams, M. (2005). Critical incidents in the formation of the therapeutic alliance from the client's perspective. *Psychotherapy: Theory, Research, Practice, Training*, 42, 311-323.

Hilsenroth, M.J. & Cromer, T.D. (2007). Clinician interventions related to alliance during the initial interview and psychological assessment. *Psychotherapy: Theory, Research, Practice, Training*, 44, 205-218.

Horvath, A.O. & Symonds, B.D. (1991). Relation between working alliance and outcome in psychotherapy: a meta-analysis. *Journal of Counseling Psychology*, 38, 139-149.

Junta Examinadora de Psicólogos de Puerto Rico. (1992). *Código de Ética de Psicólogos de Puerto Rico*.

Zeddies, T.J. (1999). Becoming a psychotherapist: the personal nature of clinical work, emotional availability and personal allegiances. *Psychotherapy: Theory, Research, Practice, Training*, 36, 229-235.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: 1. "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.