

**PSYCHOLOGY 381 – PSYCHOLOGY OF INTERVIEWING**  
**Spring 2015 – 3 Credit Hours – CRN 27267; 33643**

**Instructor:** Steve N. Du Bois, Ph.D.

**Class:** Tuesdays and Thursdays, 12:30—1:45pm, BSB 211; 2—3:15pm, BSB 311

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**Instructor Office Hours\*:** Tuesday & Thursday, 10-11am

**Teaching Assistants:** Natania Crane ([ncrane3@uic.edu](mailto:ncrane3@uic.edu)); Jakub Owca ([jowca1@uic.edu](mailto:jowca1@uic.edu));  
Brittany Myers ([bmyers6@uic.edu](mailto:bmyers6@uic.edu))

**Teaching Assistant Office Hours\*:** Natania: Wednesday, 10-11am, 3022A BSB  
Jakub: Tuesday, 11am-12pm, 2056A BSB  
Brittany: Tuesday, 10am-12pm, 1080 BSB

\*Office Hours are by appointment only. We are happy to meet with you during the times listed above, but you must email us first to schedule an appointment.

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**Prerequisite:**

To be enrolled in and receive credit for PSCH381, you must be a Psychology major who has earned a C or better in PSCH242 (Research Methods) and either PSCH210 (Personality), PSCH231 (Community), or PSCH312 (Social). If you have not completed these in advance, even if you complete this class successfully, I cannot do anything to give you credit for this course.

**Overview:**

Welcome to PSCH381 – Psychology of Interviewing! I hope you are as excited to take this course as I am to teach it. In this course we will do two important things – learn about Clinical Interviewing from a theoretical and empirical perspective; and, practice Clinical Interviewing skills with each other and community members. More specifically, in this course we will answer questions such as:

- What major theories influence how we conduct a Clinical Interview?
- What has research found regarding Clinical Interviewing?
- What are the basic Clinical Interviewing skills?
- What's it like to implement these skills, receive feedback, and improve these skills?

Virtually all of us have been in an interview. But few may know how to conduct a Clinical Interview most effectively and efficiently. Related, few may know how to consume and incorporate empiricism and theory into their clinical interviewing skill set. That's what we'll do in this class – explore and practice the Clinical Interview from a scientific perspective.

**Goals:**

Successful engagement and completion of the course will result in you being able to do the following:

- 1) Understand several prominent psychological theories that contribute to our understanding and conduct of the Clinical Interview.
- 2) Consume, describe, and incorporate scientific literature related to the Clinical Interview.

- 3) Practice basic Clinical Interviewing skills in-class and with community members.

Additionally, I look forward to working with you to accomplish any personal goals you may have for yourself in this course.

### **Teaching Philosophy:**

I think my primary duties as your instructor are to review, synthesize, and present course-related material from the textbook and field of Psychology. I strive to do this effectively, efficiently, and enthusiastically. I think your primary duties as a student in this class are, as you might expect, reading the textbook before class to prepare, attending class, studying for exams, etc. Further, given the unique nature of this course, you are also expected to practice skills in- and out-of class, and to perform these skills well during your interviews. **Nearly all** lecture material is drawn from the **textbook**. Similarly, nearly all material on your exams will be drawn from lectures.

### **Required Textbook:**

This textbook is an excellent clinical resource to have, for now and years to come. Available at the **UIC Bookstore**, or of course online:

**Sommers-Flanagan, J; Sommers-Flanagan, R. (2013). *Clinical Interviewing (5<sup>th</sup> Edition)***

### **Evaluation and Grading:**

Final grades in this course will be given based on a maximum total of approximately **500 points:**

- 1) **EXAMS (2 x 100 = 200):** The Midterm and Final will consist of two sections. The first section is short-answer, and requires you to write out potential responses you would give during a Clinical Interview. The second section requires you to respond to other short-answer questions. Total points that you could earn = 100.
- 2) **PAPER (100):** You will be required to write one paper this semester, which will be worth 100 points of your final grade. Specific instructions for this paper will be distributed in another document.
- 3) **PARTICIPATION (100):** This grade will be comprised of different scores – classroom attendance (20 – 1 point per class attended, up to 20), Culture Presentations and role-play participation (20), showing up for BOTH your practice interviews (5), your volunteers showing up to be interviewed for BOTH interviews (5), and performance during 2 practice Clinical Interviews (50).
- 4) **CONSULTATION/PRACTICE ASSIGNMENTS (50):** There will two assignments that require you to practice and consult about your skills out-of-class. These will be done with a partner, and will be worth 25 points for each of you. Because there are two of these, they are worth 50 points total.
- 5) **OTHER ASSIGNMENTS (50):** Other assignments likely will be given throughout the course, e.g. reviewing the DVD demonstrations of clinical skills and writing up a brief summary of the skills highlighted.

Final grades will be determined on a 100 point scale,\* and letter grades will be assigned as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = lower than 60.\*\* I will round up

final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). No exceptions will be made to this rule.

\*At no point will we alter your exam, paper, or final grades due to any circumstances.

\*\*You can determine your current grade in the course at any time by dividing your personal total number of points accumulated by the total number of points given out so far.

### **Policies/Procedures:**

- **Attendance Policy:** Classroom attendance is required, due to the interactive- and feedback-based nature of this course. Further, research shows that one's grade is directly related to attendance. And attending my classes is smart: Several questions on each exam will come directly from class lecture. If you are going to miss a class, you do NOT need to notify me. If you miss a class, it is up to you to request class materials from that day, from a fellow student.
- **Class Participation:** I hope students will participate in class by reading before class, and asking questions about the lecture and/or reading during class. The class will be more enjoyable for all if students participate. Beyond general participation, you also will be expected to participate fully in role-plays, in three specific ways: as the interviewer, as the interviewee, and as a sensitive provider of feedback.
- **Empathy and Respect:** In this class, I challenge you to **act like a clinician**. Talk to each other like you would talk to a client – respectfully, thoughtfully, sensitively. That means being kind and mindful of word choice in our discussions and questions about psychology and interviewing. Holding side conversations in class is also not acceptable.
- **Evaluation for PSCH385:** Many of you are in the Applied Psychology Program, and will enter Field Internships through PSCH385, after completing this class. To facilitate ideal placement, I provide feedback on each of you, to the APP Director, Kathryn Engel. Specifically, I complete an APP standard form, which Kathryn Engel reviews.
- **Personal/Sensitive Circumstances:** Related, if you are experiencing personal/sensitive circumstances this semester, that interfere with your academic performance, please contact me and inform me of this. You are not required to share any details; instead, even a general note will do, e.g. "I am experiencing unusual and difficult personal circumstances this semester, and wanted to inform you in case my performance is affected by these." This is good practice of professionalism, in case you ever have to inform a future supervisor about personal circumstances that affect your work.
- **Computers/Electronic Devices in class:** I strongly encourage students to take notes in class. However, I do NOT allow students to use a computer/tablet/iPad/smart phone to take notes during class, unless the student provides documentation that demonstrates his/her need to use a computer in class.
- **Lecture Slides:** I do not post content slides from my lectures online; however, I participate in Lecture Capture, which is a system that records and posts visual and audio information presented during lectures. You can review each lecture online, after it has been recorded. Note that Lecture Capture is available only in select UIC classrooms. So, if it is not available in our classroom, no lecture slides will be posted online. However, before each exam, I will post a compiled list of each lecture's *Points of Emphasis* slide. The purpose of each slide is to outline and organize the major points of lecture. Think of this list as a study aid you can use to prepare for exams.

- **Extra Credit:** Students often inquire about extra credit opportunities. I may offer additional extra credit opportunities throughout the course, including extra credit for in-class participation, and including extra questions on the Midterm and Final Exams.
- **Cheating, plagiarism, etc:** I will not tolerate cheating, plagiarism or any other form of academic dishonesty. If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an F for the course and the appropriate authorities within the university will be notified. To be clear, **plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.**
- **Academic Misconduct:** No form of reproduction or provision of my course materials, including but not limited to copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces, is permitted. Related, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:  
<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>
- **Correspondence:** I encourage students to correspond with me via email. I will attempt to answer all student emails within three business days. If I have not responded to your email in three business days, please send me the email again.
- **Disabilities/Special Needs:** I am happy to accommodate special needs for students with disabilities. Students with disabilities should inform me of any needed accommodations. Those who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2103 (voice) or [drc@uic.edu](mailto:drc@uic.edu) (email).
- **Extra Academic Support:** The Academic Center for Excellence (ACE) is a multifaceted academic support program designed to help UIC students accomplish their academic goals. ACE is open to all UIC students, from freshman through graduate level. ACE can be reached at 312-413-0031 or Suite 2900 in Student Services Building.
- **Additional Clinical Resources:** It is not unusual for topics covered in Psychology courses to elicit unexpected issues for students, whether it is for him/herself or for someone else. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at 312-996-3490. All services are completely confidential and free. In addition, UIC has the Office of Applied Psychological Services (OAPS), an on-campus, sliding scale clinic (312.996.2540). UIC also offers an InTouch Crisis Hotline available every evening from 6:00pm to 10:30pm, at 312-996-5535.
- **Dropping the Course:** Only you, the student, can initiate the dropping of a course. You can drop a course through Banner up through **Friday, January 23** with no academic penalty and no 'W' (for Withdrawal) appearing on your transcript. Dropping the course after this date will result in receiving a 'W' on your transcript. You are limited to a total of four 'W's for your entire UIC career.

**PSCH381 Spring 2015 Course Schedule:**

<b>Week #</b>	<b>Date</b>	<b>Topic</b>	<b>Associated Reading</b>
1	1.13 1.15	Class overview and welcome; Review of paper assignment and of practice Clinical Interview procedure	N/A; N/A
2*	1.20 1.22	Introduction to Clinical Interviewing; Foundations and Preparations	Chapter 1; Chapter 2
3*	1.27 1.29	<b><i>Partner Relaxation Exercise Due in class</i></b> Basic Attending, Listening, Action Skills: Silence, Paraphrasing	Chapter 3
4*	2.3 2.5	Basic Attending, Listening, Action Skills: Reflection of Emotion, Clarification	Chapter 3
5*	2.10 2.12	Basic Attending, Listening, Action Skills: Clarification, Summarization	Chapter 3
6*	2.17 2.19	Directives	Chapter 4
7*	2.24 2.26	Evidence-based Relationships	Chapter 5
8	3.3 3.5	Review for Midterm Exam; <b>Midterm Exam</b>	Points of Emphasis Slides
9*	3.10 3.12	Exam Review Practice Practice Interview Day	N/A; N/A
10*	3.17 3.19	Mental Status Exam	Chapter 8
11*	3.24 3.26	<b>Spring Break, no class!</b>	
12*	3.31 4.2	Intake Interviewing & Report Writing	Chapter 7; Paper Assignment on BB
13	4.7 4.9	Working with Young Clients Practice Interviews; no class	Chapter 13
14	4.14 4.16	Lessons learned from Interviews & Group Supervision Practice Interviews; no class	Review your DVDs; Bring them to class
15	4.21 4.23	<i>Complete remaining Interviews this week</i> Suicide Assessment	Chapter 9
16	4.28 4.30	Review for Final Exam <b>Final Exam</b>	Points of Emphasis Slides
17	5.4	<b>Final Paper Due</b> at 5pm via <i>SafeAssignment</i>	

*\*Culture Presentations will be given at the beginning of each class during this week.*