

Mental Health Interview and Psychometrics

PSY 6134, School of Psychology, University of Ottawa

COURSE DESCRIPTION

Students will learn skills required to conduct clinical interviews for data collection in clinical research settings in diverse populations, utilize diagnostic classification criteria based on the DSM-5, and understand the construction of psychological measures.

Course Objectives:

- Proficiency in interviewing skills for clinical data collection
- Understanding of DSM-5 diagnostic criteria
- Knowledge of instrument construction theory and validity
- Culturally-informed interviewing approaches
- Appreciation of cultural variations and diversity in psychopathology

Required Texts:

- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision. (DSM-5). American Psychiatric Association.
- Readings on BrightSpace

CLASS FORMAT

This course may be offered in person or online. For online delivery, students must have reliable internet service with audio and video capabilities. Class sessions should occur in a quiet, private place, on a laptop not a cell phone. Headphones are recommended. Treat this as you would an in-person course, and cameras should be on during all discussion sessions. We will be using Zoom, so install and test the software in advance and ensure you have a working Zoom account. After you log in, please make sure your correct name appears next to your image, so we can get to know you.

Sample class schedule:

10:00 am	Discussion of Readings (45 min)
10:45 am	Student presentation and Q&A (30 minutes)
11:15 am	Break
11:30 am	Role play / in-class demo (30 min)
12:00 pm	Small group exercises (e.g., role-play) (30 min)
12:30 pm	Regroup and each group give a short summary (20 min)
12:50 pm	Present homework for next week

Schedule	Topic	Practice
Week 1	<p>Test Construction & Theory; Psychopathology and Diagnostic Systems</p> <p>Readings:</p> <ul style="list-style-type: none"> • Craig, R. J. (2013). Assessing personality and psychopathology with interviews. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), <i>Handbook of psychology: Assessment psychology</i> (pp. 558–582). John Wiley & Sons, Inc. • Kline, P. (2015) The characteristics of good tests in psychology. In Paul Kline., <i>A Handbook of Test Construction: Introduction to Psychometric Design</i>. Routledge. https://doi.org/10.4324/9781315695990 • Arnold, B. R. (2000). Chapter 7: Test translation and cultural equivalence methodologies for use with diverse populations. In Cuéllar, I., & Paniagua, F. A. (Eds), <i>Handbook of multicultural mental health assessment and treatment of diverse populations</i>. Academic Press. 	Critical thinking about testing, theory, validity, utility and other core concepts
Week 2	<p>Basic Interviewing Skills</p> <p>Readings:</p> <ul style="list-style-type: none"> • Morrison, J. R. (2008). <i>The first interview</i> (3rd ed.). Guilford Press. pp. 1 - 36. • Miller, A., Williams, M. T., Wetterneck, C. T., Kanter, J., & Tsai, M. (2015). Using functional analytic psychotherapy to improve awareness and connection in racially diverse client-therapist dyads. <i>The Behavior Therapist</i>, 38(6), 150-156. • Paniagua, F.A. (2000). Chapter 8: Culture-bound syndromes, cultural variations and psychopathology. In Cuéllar, I., & Paniagua, F. A. (eds), <i>Handbook of multicultural mental health assessment and treatment of diverse populations</i>. Academic Press. 	Building Rapport; Being comprehensive; Empathic responding; The Therapeutic alliance
Week 3	<p>Approaches to Assessing Personal and Medical History</p> <p>Readings:</p> <ul style="list-style-type: none"> • First MB, Williams JBW, Karg RS, & Spitzer RL (2015). <i>Structured Clinical Interview for DSM-5—Research Version (SCID-5-RV)</i>. Arlington, VA, American Psychiatric Association. pp 1-9. • Shellenberger, S., Dent, M. M., Davis-Smith, M., Seale, J. P., Weintraut, R., & Wright, T. (2007). Cultural Genogram: A Tool for Teaching and Practice. <i>Families Systems & Health</i>, 25(4), 367–381. https://doi.org/10.1037/1091-7527.25.4.367 • Puchalski, C. & Romer, A. L. (2000) Taking a spiritual history allows clinicians to understand patients more fully. <i>Journal of Palliative Medicine</i>, 22(2), 129-137. http://doi.org/10.1089/jpm.2000.3.129 	Personal & Medical History (SCID Intro)
Week 4	<p>Collecting Demographic Information</p> <p>Readings:</p>	Demographics (Demographics form from

	<ul style="list-style-type: none"> Williams, M. T. (2020). <i>Managing Microaggressions</i>. Oxford University Press. ISBN: 9780190875237 (Chapter 5 & Appendix). CPA. (2018). Psychology's Response to the Truth and Reconciliation Commission of Canada's Report (pp. 16-20 "Assessment" only). https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf Graham-LoPresti, J., Williams, M. T., & Rosen, D. C. (2019). Culturally responsive assessment and diagnosis for clients of color. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), <i>Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings</i> (pp. 169-185). New Harbinger Books. 	Williams, 2020)
Week 5	<p>Cultural Differences in Assessment and Measurement</p> <p>Readings:</p> <ul style="list-style-type: none"> Aggarwal, N. K. & Lewis-Fernández, R. (2020). An Introduction to the Cultural Formulation Interview. <i>Focus</i>. https://doi.org/10.1176/appi.focus.18103 Chapman, L. K., DeLapp, R., & Williams, M. T. (2018). Impact of race, ethnicity, and culture on the expression and assessment of psychopathology, Chapter 5. In D. C. Beidel, B. C. Frueh, & M. Hersen (Eds.), <i>Adult Psychopathology and Diagnosis, 8e</i>. Wiley. Jacklin, K., Pitawanakwat, K., Blind, M., O'Connell, M. E., Walker, J., Lemieux, A. M., & Warry, W. (2020). Developing the Canadian Indigenous Cognitive Assessment for use with Indigenous older Anishinaabe adults in Ontario, Canada. <i>Innovation in Aging, 4</i>(4), igaa038–igaa038. https://doi.org/10.1093/geroni/igaa038 	Cultural Formulation Interview + Supplementary Modules
Week 6	<p>Assessment of Anxiety Disorders</p> <p>Readings:</p> <ul style="list-style-type: none"> DSM-5 Anxiety Disorders (pp. 189-234). Brown, T. A. & Barlow, D. H. (2014). <i>Anxiety and Related Disorders Interview Schedule for DSM-5 (ADIS-5) - Adult and Lifetime Version: Clinician Manual</i>. Oxford University Press. Hofmann, S. G., & Hinton, D. E. (2014). Cross-cultural aspects of Anxiety Disorders. <i>Current Psychiatry Reports, 16</i>(6), 1–5. https://doi.org/10.1007/s11920-014-0450-3 	ADIS
Week 7	<p>Assessment of Depressive Disorders</p> <p>Readings:</p> <ul style="list-style-type: none"> DSM-5 Depressive Disorders (pp. 155-187). Yusim, A., Anbarasan, D., Hall, B., Goetz, R., Neugebauer, R., Stewart, T., Abou, J., Castaneda, R., & Ruiz, P. (2010). Sociocultural domains of depression among indigenous populations in Latin America. <i>International Review of Psychiatry, 22</i>(4), 370–377. https://doi.org/10.3109/09540261.2010.500870 Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The Cultural Shaping of Depression: Somatic Symptoms in China, Psychological Symptoms in North America? 	MINI 7.0

	<p><i>Journal of Abnormal Psychology</i>, 117(2), 300–313. https://doi.org/10.1037/0021-843X.117.2.300</p>	
Week 8	<p>Assessment of Bipolar Disorders</p> <p>Readings:</p> <ul style="list-style-type: none"> • DSM-5 Bipolar & Related Disorders (pp. 123-154). • Tolin, D. F., Gilliam, C., Wootton, B. M., Bowe, W., Bragdon, L. B., Davis, E., Hannan, S. E., Steinman, S. A., Worden, B., & Hallion, L. S. (2018). Psychometric Properties of a Structured Diagnostic Interview for DSM-5 Anxiety, Mood, and Obsessive-Compulsive and Related Disorders. <i>Assessment</i>, 25(1), 3–13. https://doi.org/10.1177/1073191116638410 • Jones, W. B. (2007). Cultural aspects of bipolar disorder: Interpersonal meaning for clients & psychiatric nurses. <i>Journal of Psychosocial Nursing and Mental Health Services</i>, 45(7), 32–37. https://doi.org/10.3928/02793695-20070701-09 	DIAMOND
Week 9	<p>Assessment of Psychotic Disorders</p> <p>Readings:</p> <ul style="list-style-type: none"> • DSM-5 Schizophrenia & Other Psych (pp. 87-122). • <u>SCID Manual</u>: First M, Williams J, Karg R, Spitzer R. (2015). Structured Clinical Interview for DSM–5 Disorders, Clinician Version (SCID-5-CV). Arlington, VA: American Psychiatric Association. • Shankman, S. A., Funkhouser, C. J., Klein, D. N., Davila, J., Lerner, D., & Hee, D. (2018). Reliability and validity of severity dimensions of psychopathology assessed using the Structured Clinical Interview for DSM-5 (SCID). <i>International Journal of Methods in Psychiatric Research</i>, 27(1), e1590–n/a. https://doi.org/10.1002/mpr.1590 	SCID
Week 10	<p>Assessment of PTSD</p> <p>Readings:</p> <ul style="list-style-type: none"> • DSM-5 Trauma & Stressor-Related (pp. 265-290). • Weathers, F., Bovin, M., Lee, D., Sloan, D., Schnurr, P., Kaloupek, D., Keane, T., Marx, B. (2018). The Clinician-Administered PTSD Scale for DSM–5 (CAPS-5): development and initial psychometric evaluation in military veterans. <i>Psychol Assess</i>, 30, 383–395. doi:10.1037/pas0000486 • Linklater, R. (2014). Decolonizing Trauma Work. Chapter 4, Psychiatry and Indigenous Peoples. Fernwood Publishing. 	CAPS-5
Week 11	<p>Assessment of Other Traumatic Stressors</p> <p>Readings:</p> <ul style="list-style-type: none"> • DSM-5 Dissociative Disorders (pp. 291-308). • Williams, M. T., Metzger, I., Leins, C., & DeLapp, C. (2018). Assessing racial trauma within a DSM-5 framework: The UConn Racial/Ethnic Stress & Trauma Survey. <i>Practice Innovations</i>, 3(4), 242-260. https://doi.org/10.1037/pri0000076 	UnRESTS

	<ul style="list-style-type: none"> Choudhary, S., & Gupta, R. (2020). Culture and Borderline Personality Disorder in India. <i>Frontiers in Psychology, 11</i>, 714–714. https://doi.org/10.3389/fpsyg.2020.00714 	
Week 12	<p>Assessment of OCD</p> <p>Readings:</p> <ul style="list-style-type: none"> DSM-5 OC & Related Disorders (pp. 235-264). Williams, M. T., Mugno, B., Franklin, M. E., & Faber, S. (2013). Symptom Dimensions in Obsessive-Compulsive Disorder: Phenomenology and Treatment with Exposure and Ritual Prevention. <i>Psychopathology, 46</i>, 365-376. https://doi.org/10.1159/000348582 Storch, E. A., Rasmussen, S. A., Price, L. H., Larson, M. J., Murphy, T. K., & Goodman, W. K. (2010). Development and Psychometric Evaluation of the Yale-Brown Obsessive-Compulsive Scale-Second Edition. <i>Psychological Assessment, 22</i>(2), 223–232. https://doi.org/10.1037/a0018492 Wilson, A., & Thayer, K. (2020). Cross-cultural differences in the presentation and expression of OCD in Black individuals: A systematic review. <i>Journal of Obsessive-Compulsive and Related Disorders, 27</i>. https://doi.org/10.1016/j.jocrd.2020.100592 	YBOCS-2

GRADING AND EVALUATION

Evaluations will include a presentation, demonstration of an interview technique, and development of a new measure and class participation.

1) *Presentation: 20%*

Throughout the semester, students will give a presentation of approximately 30 minutes. Each student will be randomly assigned a DSM-5 diagnosis.

Presentations should:

- A. present the diagnostic criteria in DSM-5
- B. illustrate cultural differences in the phenomenology of the disorder (e.g., cultural variations in symptomatology) (your opportunity to get creative and can include film clips, a case study, role-play, etc.)
- C. summarize the main etiological models of the diagnosis
- D. review the gold standard assessment instruments and procedures used to assess and diagnose the disorder

This assignment requires you to conduct independent research beyond assigned readings, which should be cited appropriately in your presentation. The aim of the presentation is to give each student an opportunity to practice distilling complex concepts about diagnoses and psychopathology as they relate to different cultural groups, and communicating about them to researchers or clinicians. The presentation is expected to last approximately 20 minutes, followed by 10 minutes of discussion led by the presenter. Students and the instructor must be provided with a copy of one essential reading no later than one week prior to the class. The paper should be used as material to generate class discussion.

3) *Demonstration of Interview Technique: 30%*

In pairs, students will conduct a structured interview in class with a challenging client or difficult topic. They will also facilitate a discussion around the exercise.

4) *Final Paper: 20%*

Describe a new measure you would like to develop and how you would do it to ensure your measure is psychometrically sound and culturally-sensitive.

5) *Class Participation: 30%*

Consistent, active student involvement is essential for success in this course. Because of the seminar format, students are expected to attend class—having read and reflected thoughtfully on the required readings—and be prepared to discuss them in depth with their classmates.

CLASS PROTOCOLS

- In all classes, whether face-to-face or virtual, students should be treated with respect and feel comfortable to ask questions during class without fear of being judged by others.
- In the online class, you will be invited to join via an invitation link. As a class participant, you can mute/un-mute your audio, virtually raise your hand, and send messages to others.
- Unless the professors indicate otherwise, mute your microphone to help keep background noise to a minimum. Rule of thumb: mute your microphone when you are not speaking.
- When you are virtually moved into small groups, un-mute your audio so that you can contribute to the discussion.
- When speaking/presenting, be mindful of privacy and background noise.
- Be sure to position your camera properly.
- Use chat to post questions during lectures or presentations.
- If you need to interrupt a lecture or presentation, raise your hand so you are visible to the speaker or, preferably, use the “raise hand” icon on Zoom.
- Use your uOttawa email to communicate with your professors or the TA outside of class. Be sure to include your name and course code + the subject matter in email heading.

REGULATIONS FOR COURSE

Important dates and deadlines are listed at <http://www.uottawa.ca/important-academic-dates-anddeadlines/>.

Dates to remember are:

- Last day to withdraw from a course or an activity and receive a financial credit, less administrative fees: **XXX**
- Last day to withdraw from a course with no financial credit: **XXX**

Note: If you simply stop attending a course and do not withdraw, you will receive a failing grade.

Absence from an examination: Absence from any examination or test, or late submission of assignments due to illness, psychological problems or exceptional personal circumstances must be justified; otherwise, students will be penalized ([Academic Regulation 9.5 – Evaluation of student learning](#)).

1. Medical grounds

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered, before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request a medical certificate from the attending physician (including the student's name, the date of both the absence and the return to studies, the medical consultation date, and the physician's signature).
- c) If the authenticity of the medical certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the medical problem is not foreseeable, students must notify their professor or the academic secretariat of the faculty where they are registered and submit a medical certificate bearing the date of the absence within five working days of the exam date or the assignment deadline, except if extenuating circumstances prevent them from doing so; these circumstances must be documented.
- e) Students who write an examination during the period of disability specified on the medical certificate cannot later plead illness to appeal their examination results.

2. Psychological problems

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered, before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request either a certificate from the attending physician or from a psychologist (including the student's name, the date of both the absence and the return to studies, the consultation date, and the physician's or psychologist's signature) or a supporting letter issued by the University of Ottawa's Counselling and Coaching Service.
- c) If the authenticity of the certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the psychological problem is not foreseeable, students must notify the professor or the academic secretariat of the faculty where they are registered and submit a certificate bearing the date of the absence within five working days of the exam date or the assignment deadline, except if extenuating circumstances prevent them from doing so; these circumstances must be documented.
- e) Students who write an examination during the period of disability specified on the certificate cannot later plead psychological problems to appeal their examination results.

3. Exceptional personal circumstances

Absence from an examination or test and the late submission of assignments due to exceptional personal circumstances must be justified in writing within five working days of the date of the examination or test or the assignment deadline. The academic unit and the faculty concerned reserve the right to accept or reject the reasons presented. Reasons such as travel, work and misreading of examination schedules are not accepted, except in exceptional and properly documented circumstances.

Religious accommodation: If a required activity in a course conflicts with a religious practice that you follow, you may seek religious accommodation ([Academic Regulation 15 – Religious accommodations](#)). You must send your professor(s) or your faculty a letter or an email in which you describe the religious practice you follow and the accommodation that you want. You must submit your request for accommodation within the following deadlines:

- If the accommodation you want concerns academic requirements mentioned in the course syllabus or shared during the first class or earlier, you must make your request in the first two weeks of the session.
- If the accommodation you want concerns academic requirements established or made known after the first class, you must make your request within five working days of the requirement being made known.
- If the accommodation concerns a final exam, you must make your request within five working days of the exam schedule being posted.

Academic fraud refers to “an act by a student that may result in a false academic evaluation of that student or of another student” ([Academic Regulation 14 - academic fraud](#)). Academic fraud includes, for example:

- submitting work prepared by someone else or for someone else;
- using work you have previously submitted for another course, without your professor’s permission;
- falsifying or making up information or data;
- falsifying an academic evaluation;
- submitting work you have purchased on the Internet;
- plagiarizing (see below) ideas or facts from others.

Plagiarism means using words, sentences, ideas and facts you have gotten from others and passing them off as yours, by failing to quote or reference them correctly. Plagiarism comes in many forms, including the following:

- failing to place words or sentences you have taken from other authors in quotation marks;
- not providing a reference for a quotation, paraphrase, or summary;
- “copying and pasting” information found on the Internet without providing a reference.

For a complete description of academic fraud, the procedures followed in cases of academic fraud, and the penalties that may be applied, see [Academic Regulation 14 - academic fraud](#).

Sexual Violence: The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. See <https://www.uottawa.ca/sexual-violence-support-and-prevention/>.

SERVICES

Adaptive measures: If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning

strategies, etc.), contact Access Service (www.sass.uottawa.ca/access) or by phone at 613-562-5976 - TTY: 613-562-5214

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.

Requests for adaptive measures must be submitted at least seven days before mid-term examinations (not including the day of the examination and statutory holidays) and at least three weeks before the final examination.

Student Academic Success Service (SASS) is a free network of services and programs designed to give you the tools and information you need to succeed from your first day on campus until you receive your diploma. Delivered by professionals and fellow students who care about your success and your well-being, the programs and services of SASS complement your classroom learning and support you in achieving your academic and professional goals. See <http://sass.uottawa.ca/en>. The services include:

- Aboriginal Resource Centre
- Academic Writing Help Centre (AWHC)
- Access Service
- Mental Health and Wellness
- Counselling and Coaching Service
- Mentoring