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# **THE CLINICAL INTERVIEW PROCESS**

**Week 02 for SOWK 581**

# WEEK 02 PLAN

## LEARNING OBJECTIVES

- Students will be able to analyze the concept of impostor syndrome and its impact on new clinicians.
- Define the concepts of transference and countertransference.
- Understand the stages of the change model and relate it to the therapeutic process treatment.
- Explain some of the considerations in the different phases of the treatment process.
- Experience a conversation that is not motivational interviewing, and one that is more in line with the principles of motivational interviewing.

## AGENDA

- \* Defining clinical practice and our roles
- \* Overview of the clinical interview process
- \* What happens in the beginning stage of treatment
- \* Transference and countertransference
- \* Practice exercise with motivational interviewing
- \* Middle and end of treatment

# CORE TASKS OF PSYCHOTHERAPY

(Cooper & Granucci Lesser, 2022)

- Develop a therapeutic alliance
- Educate clients
- Nurture clients' hope
- Facilitate development of coping skills
- Help clients reconsider their beliefs about self/world
- Nurture clients' sense of mastery
- Conduct relapse prevention.

- \* How would you define some of these tasks?
- \* Why are they important?
- \* What might their implementation look like?

# IMPOSTER SYNDROME



Imposter syndrome can include a pervasive feelings of fear and doubt can lead to stress, anxiety, and a lack of self-confidence. The phenomenon is present when individuals don't believe in their accomplishments and are afraid of being exposed as a "fraud" despite having competence and evidence of success

(Bravata et al., 2020)

## Recommendations for Social Work Education

- \* Recognize and address the phenomenon with self and future clients
- \* Explore and address feelings of grief and shame before entering the workforce.
- \* Develop healthy boundaries to develop stress management and prevent burnout.
- \* Engage in mentorship to gain insight and develop skills and confidence
- \* Peer support where one can be honest about experiences and feelings of inadequacy

(Apgar & Zerrusen, 2024)



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# COGNITIVE DISTORTIONS

(Mancini, 2021)

- Negative Filter, Selective Abstraction, Ignoring the Evidence
- Emotional Reasoning (False Alarms)
- Arbitrary inference
- Overgeneralization
- Magnification or minimization
- Personalization
- All-or-Nothing Thinking
- Mind Reading or Fortune Telling (Catastrophizing)



Thoughts  
we Have

## CONSIDERING OUR THOUGHTS



Replacement  
Thoughts



# OVERVIEW OF CLINICAL INTERVIEW PROCESS



**The  
Beginning of  
Treatment**

**Pre-contemplation  
Contemplation\***

**The Middle of  
Treatment**

**Contemplation  
Preparation  
Action**

**The Ending of  
Treatment**

**Maintenance  
Termination**

**BEGINNING  
STAGES OF  
TREATMENT**



**MANDATED VS VOLUNTARY**

# BEGINNING STAGES OF TREATMENT

The first meeting

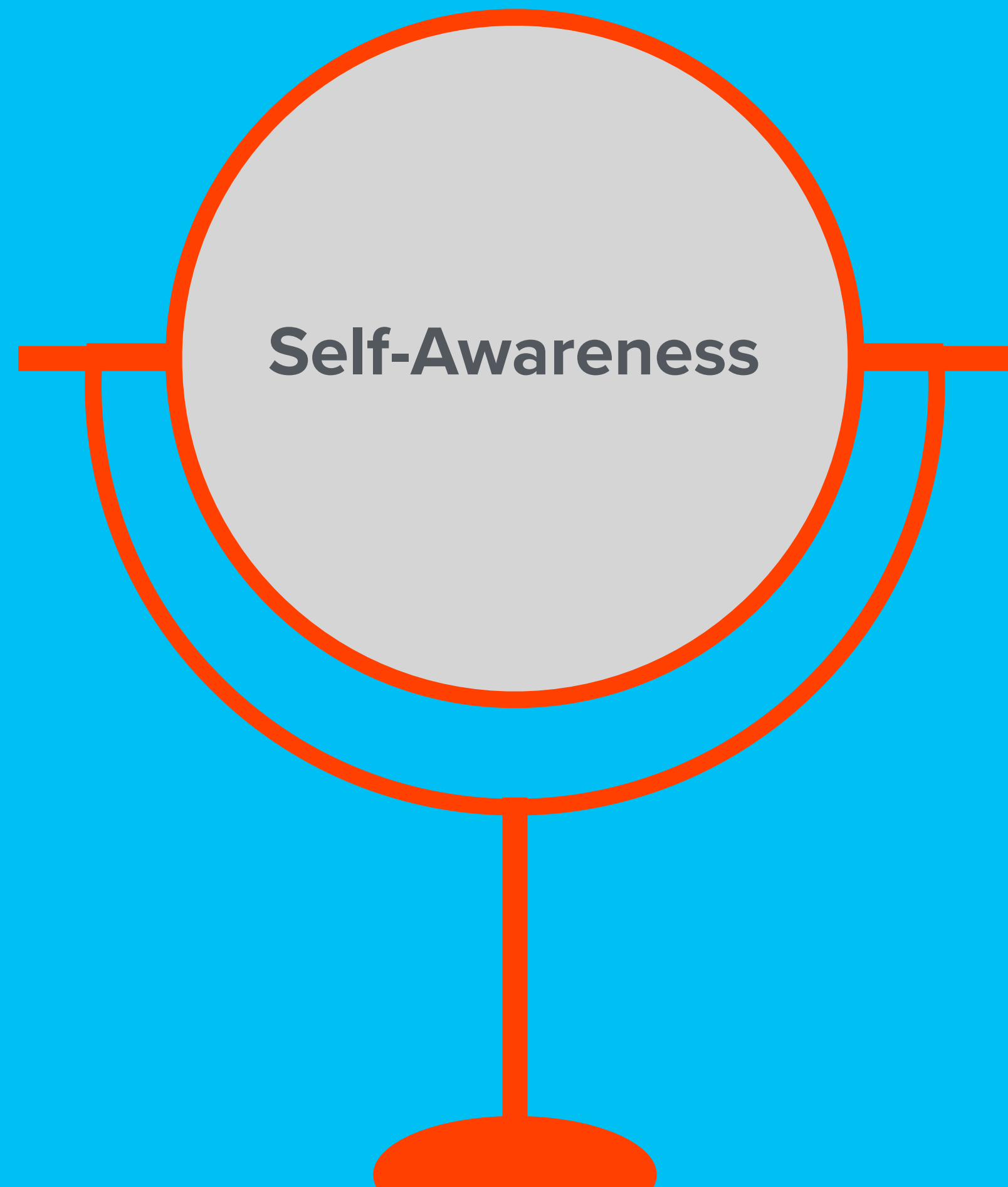
Confidentiality

Introductions

Answering personal questions



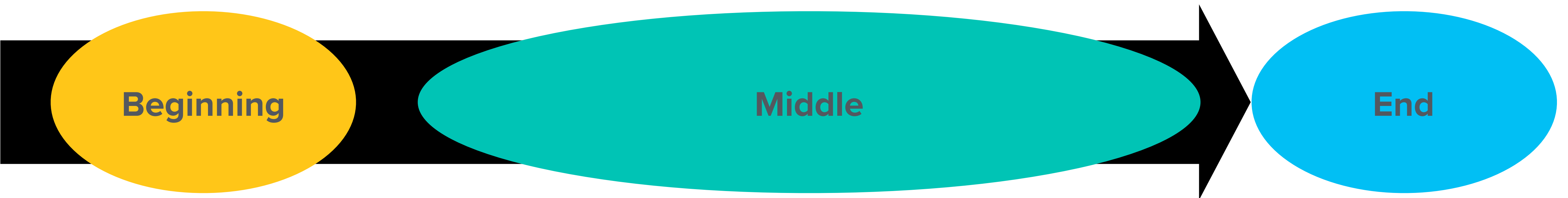
# WHO ARE YOU? WHOW DO YOU SEE?



*Self-awareness* is an umbrella term. Within the context of the clinical interview, we relate self awareness to an understanding of the multiple dimensions of the worker's identity and how that interacts with the multiple dimensions of the client's identity.

(Cooper & Granucci Lesser, 2022 p. 19)

# THERAPEUTIC RELATIONSHIP



# TRANSFERENCE

**A client's transferential responses may be evoked by the therapist.**

# COUNTERTRANSFERENCE/ INTERSUBJECTIVITY

**Considered to be both the result of the therapist's unconscious processes and an appropriate reaction by the therapist to the patient. It is a reciprocal influence of the conscious and unconscious subjectivities in the therapeutic relationship.**

# PERSUASION EXERCISE\*

(Miller & Moyers, 2020)

## Instructions for Speaker

Share about a change that you are considering, something you are thinking about changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be "good for you," that you "should" make for some reason, but haven't done yet.

## Instructions for Helper

Your task is to try as hard as you can to convince and persuade the Speaker to make the change that he or she is considering. Specifically, once you find out what the change is that the person is considering, do these five things:

1. Explain why the person should make this change.
2. Give at least three specific benefits that could result from making the change.
3. Tell the person how they could make the change.
4. Emphasize how important it is for them to make the change. This might include the negative consequences of not doing it.
5. Tell/persuade the person to do it.

And if you encounter resistance, repeat the above, perhaps more emphatically.

# A TASTE OF MOTIVATIONAL INTERVIEWING

(Miller & Moyers, 2020)

## Instructions for Speaker

Share about a change that you are considering, something you are thinking about changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be "good for you," that you "should" make for some reason, but haven't done yet.

## Instructions for Helper

Don't try to persuade or fix anything. Don't offer advice. Instead ask these four questions one at a time, and listen carefully to what the person says:

1. Why would you want to make this change?
2. If you did decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons for you to do it?
4. How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important? [Follow-up question: And why are you at \_\_\_\_\_ rather than a lower number or 0?]

After you have listened carefully to the answers to these questions, give back a short summary of what you heard, of the person's motivations for change. Then ask one more question:

5. So what do you think you'll do? and listen with interest to the answer.



# OARS

1. OPEN-ENDED QUESTIONS
2. PERSONAL AFFIRMATIONS
3. LISTEN & ENGAGE IN REFLECTIONS
4. PROVIDE SUMMARIES



Photo by [Jake Lorefice](#) on [Unsplash](#)



# THE MIDDLE STAGE OF TREATMENT



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graph TD; A[THE MIDDLE STAGE OF TREATMENT] --> B[WHERE IT REALLY HAPPENS]; B --> C[Core Tasks of Psychotherapy];
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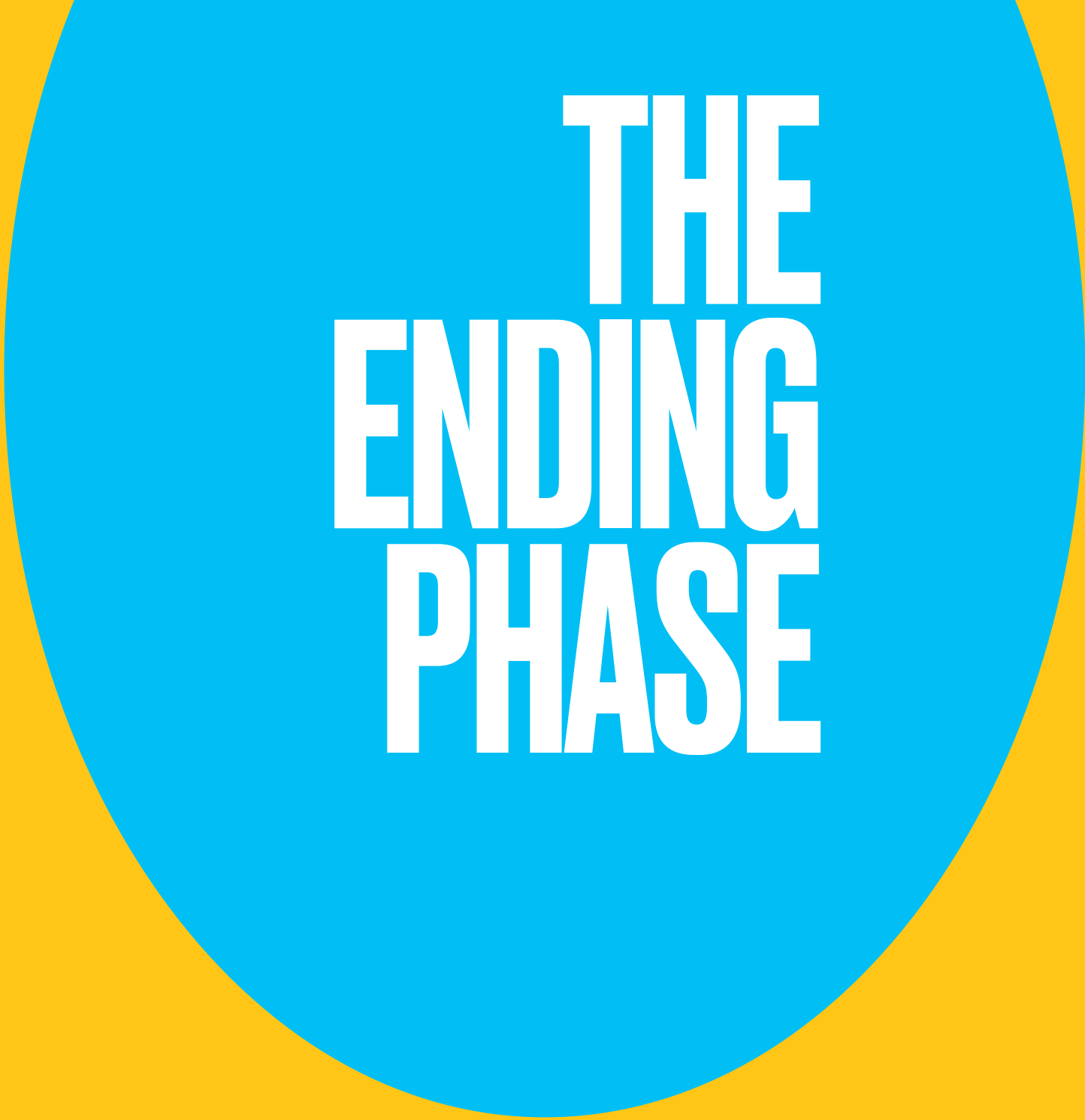
**WHERE IT  
REALLY  
HAPPENS**

## **Core Tasks of Psychotherapy**

- \* Develop a therapeutic alliance
- \* Educate clients
- \* Nurture clients' hope
- \* Facilitate development of coping skills
- \* Help clients reconsider their beliefs about self/world
- \* Nurture clients' sense of mastery
- \* Conduct relapse prevention.

It is important to remember that what is crucial during this stage of therapy is that the client **experience safety within the therapeutic relationship so as to be able to overcome the anxiety associated with change and take the necessary steps toward mastery.**

(Cooper & Granucci Lesser, 2022 p. 29)



# THE ENDING PHASE

**Ends without plan In long-term treatment, termination is not necessarily agreed on beforehand but is an outgrowth of the therapeutic process that has reached an end.**

(Cooper & Granucci Lesser, 2022 p. 31)