Clinicians are always in need of enticing techniques to engage clients on a daily basis, especially those who are nonverbal or initially opposed to feedback. Using Drawings in Clinical Practice provides a rich variety of drawing directives to enhance the diagnostic process. In this highly illustrated text, clinicians will discover the tools they need to interact effectively with their clients. The book places special emphasis on intake interviewing and psychological testing, where the potential for uncovering hidden conflicts and therapeutic direction is especially poignant. Case studies provide a comprehensive overview of how to introduce simple drawings and gain remarkable insights. Using Drawings in Clinical Practice is a crucial guidebook for professionals who seek new ways to facilitate meaningful communication and interactions in their practice settings.
This is the only comprehensive text to focus on the development of practical interviewing and counseling skills for Master's-level mental health counseling students. It is structured around the goals established by the CACREP's 2009 document on standards for MHC programs, and uniquely encompasses both theory and practice from the perspectives of a diverse array of theoretical schools and practice strategies. The text emphasizes the importance of multicultural facets of interviewing and counseling throughout, challenging students to examine their own backgrounds and biases as they develop professionally.

This trusted practitioner resource and course text is grounded in James Morrison's experience with more than 15,000 mental health patients. Morrison provides a complete framework for interviewing adult patients about their current symptoms, personal and family history, mental status, behavioral risks, and other relevant issues. He offers guidance for selecting the best strategy for any clinical situation, building rapport, overcoming common challenges, and communicating findings. Appendices include a detailed semistructured interview and a self-assessment tool for interviewers, both with permission to photocopy. Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size. New to This Edition *Revised throughout for DSM-5. *Updated resources and suggested readings. See also Morrison's DSM-5? Made Easy, which explains DSM-5 diagnoses in clear language, illustrated with vivid case vignettes; Diagnosis Made Easier, Second Edition, which offers principles and decision trees for integrating diagnostic information from multiple sources; and The Mental Health Clinician's Workbook, which uses in-depth cases and carefully constructed exercises to build the reader's diagnostic skills.

Substance abuse counseling has gone beyond being viewed as optional training; instead it is fast becoming an essential part of the education of helping professionals. In this book, Dr. Gerald Juhnke presents an innovative, practical model to be used in the assessment and diagnosing of substance abuse and related co-morbid disorders. Substance Abuse Assessment and Diagnosis includes practical "nuts and bolts" direction on how to facilitate a thorough, multi-tiered substance abuse assessment. This book uniquely incorporates detailed examples of how to use individual and significant other clinical interviews, including the CAGE, SUBSTANCE -Q, etc, standardized specialty instruments, drug detection types, and personality instruments to accomplish this feat. This is the only book of its kind that provides practical detail on how to use and score these varied assessment instruments—including the newest "cornerstone instruments," the MMPI-2, the SASSI-3 and the recently released SASSI-A2. Students and practitioners alike will benefit from this comprehensive volume on the assessment and diagnosis of substance abuse.
The Structured Clinical Interview for DSM-IV Axis II Personality Disorders (SCID-II) is an efficient, user-friendly instrument that will help researchers and clinicians make standardized, reliable, and accurate diagnoses of the 10 DSM-IV Axis II personality disorders as well as depressive personality disorder, passive-aggressive personality disorder, and personality disorder not otherwise specified. Now compatible with DSM-IV, the interview questions have been redesigned to reflect the subject's inner experience. This instrument begins with a brief overview that characterizes the subject's typical behavior and relationships and elicits information about the subject's capacity for self-reflection. It then considers each of the personality disorders in detail. The Questionnaire is a single-use personality questionnaire to be completed by the patient that can be used as a screening tool to shorten the interview. Bound separately, it is sold only with the Interview booklet. The Interview is a single-use booklet that is bound separately but used in conjunction with the Questionnaire. It contains the interview questions and provides space to record responses. At the conclusion of the Interview, the clinician completes the Summary Score Sheet and computes a dimensional score for each personality disorder.

"Clinical Interviewing blends a personal and easy-to-read style with a unique emphasis on both the scientific basis and interpersonal aspects of mental health interviewing. This invaluable text provides vast insight into and practical examples of useful interviewing techniques for more effective therapy"--

The second edition of the Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach like its predecessor provides clinical psychologists in training with a comprehensive practice handbook to help build the skills necessary to complete a clinical placement in the field of adult mental health. While practical in orientation, the book is based solidly on empirical evidence. Building on the success of the previous edition this handbook has been extensively revised in a number of ways. Throughout the book, the text, references, and website addresses and have been updated to reflect important developments since the publication the first edition. Recent research findings on the epidemiology, aetiology, course, outcome, assessment and treatment of all psychological problems considered in this volume have been incorporated into the text. Account has been taken of changes in the diagnosis and classification of psychological problems reflected in the DSM-5. Chapters on ADHD in adults, emotion focused therapy, radically open dialectical behaviour therapy, and schema therapy have been added. The book is divided into 6 sections: Section 1 covers conceptual frameworks for practice (lifespan development; classification and epidemiology; CBT, psychodynamic, emotion focused, systemic and bio-medical models; and general assessment procedures) Section 2 deals with mood problems (depression, bipolar disorder, suicide risk, and anger management) Section 3 focuses on
anxiety problems (social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, post-traumatic stress disorder and depersonalization disorder) Section 4 deals with psychological problems linked to physical health (health anxiety, somatization, chronic pain, adjustment to cancer, and eating disorders) Section 5 focuses on other significant psychological problems that come to the attention of clinical psychologist in adult mental health services (ADHD in adults, alcohol and other drug problems, psychosis, and psychological problems in older adults) Section 6 contains chapters on therapeutic approaches to psychological distress related to complex childhood trauma (dialectical behaviour therapy for borderline personality disorder, racially open dialectical behaviour for over-controlled presentations, and schema therapy). Each of the chapters on clinical problems explains how to assess and treat the condition in an evidence-based way with reference to case material. Interventions from cognitive-behavioural, psychodynamic, interpersonal/systemic and biomedical approaches are described, where there is evidence that they are effective for the problem in question. Skill building exercises and further reading for psychologists and patients are included at the end of each chapter. This book is one of a set of three volumes which cover the lion’s share of the curriculum for clinical psychologists in training in the UK and Ireland. The other two volumes are the Handbook of Child and Adolescent Clinical Psychology, Third Edition (by Alan Carr) and the Handbook of Intellectual Disability and Clinical Psychology Practice, Second Edition edited by Alan Carr, Christine Linehan, Gary O’Reilly, Patricia Noonan Walsh, & John McEvoy).

This book, specifically designed to meet the needs of those teaching and learning interviewing and diagnostic skills in clinical, counseling and school psychology, counselor education, and other programs preparing mental health professionals, offers a rich array of practical, hands-on, class- and workshop-tested role-playing and didactic exercises. The authors, who bring to their task a combined 31 years of practice and 24 years of teaching these skills, present 20 complex profiles of a broad range of clients--adults, teens, and children; differing in ethnicity, gender, religion, socioeconomic status, presenting problems, and problem severity. The profiles provide students/trainees with a wealth of information about each client's feelings, thoughts, actions, and relationship patterns on which to draw as they proceed through the different phases of the intake/initial interview, one playing the client and one the interviewer. Each client profile is followed by exercises, which can also be assigned to students not participating in role-playing who have simply read the profile. The profiles are detailed enough to support a focus on whatever interviewing skills an instructor particularly values. However, the exercises highlight attending, asking open and closed questions, engaging in reflective listening, responding to nonverbal behavior, making empathetic comments, summarizing, redirecting, supportively confronting, and commenting
The authors' approach to DSM-IV diagnoses encourages students to develop their diagnostic choices from Axis I to Axis V and then thoughtfully review them in reverse order from Axis V to Axis I to ensure that the impacts of individual, situational, and biological factors are all accurately reflected in the final diagnoses. Throughout, the authors emphasize the importance of understanding diversity and respecting the client's perceptions—and of reflecting on the ways in which the interviewer's own identity influences both the process of interviewing and that of diagnosis. Interviewing and Diagnostic Exercises for Clinical and Counseling Skills Building will be welcomed as an invaluable new resource by instructors, students, and trainees alike.

Clinical Interviewing, Fifth Edition blends a personal and easy-to-read style with a unique emphasis on both the scientific basis and interpersonal aspects of mental health interviewing. It guides clinicians through elementary listening and counseling skills onward to more advanced, complex clinical assessment processes, such as intake interviewing, mental status examination, and suicide assessment. Fully revised, the fifth edition shines a brighter spotlight on the development of a multicultural orientation, the three principles of multicultural competency, collaborative goal-setting, the nature and process of working in crisis situations, and other key topics that will prepare you to enter your field with confidence, competence, and sensitivity.

The purpose of this study was to compare clients' assessment of two different counseling intake procedures used by clinicians. This study compared a Solution-Focused Brief Therapy (SFBT) intake intervention with an intake intervention constructed from the Structured Clinical Interview for the DSM-IV Axis I Disorders (SCID-I). The SCID-I is one of the most widely used diagnostic interviews and reflects a "gold standard" in formulating accurate diagnoses. The SFBT intake intervention developed for this study stands in stark contrast to the SCID-I and its primary objective, evaluation of the problem. SFBT is a strength-based model that maintains a positive and future-oriented focus. This model is deliberate in its focus on initiating and maintaining discussions of strengths, resources, and solutions as opposed to problems. Many mental health agencies believe that a comprehensive psychological intake interview or assessment, in which information is gleaned from a broad array of areas is essential in determining the client's appropriateness for counseling and planning a successful course for treatment. However, little attention has been given to the intake interview or assessment, as well as different intake procedures and their impact as experienced by the client. Client assessments of the SFBT and the SCID-I intake intervention were examined with regard to counselor attractiveness, expertness, trustworthiness, and total effectiveness; session depth, smoothness, positivity, and arousal; outcome optimism and goal clarity; and client's current level of distress. The sample consisted of 30 clients, which included 16...
female and 14 male participants. An equal number of participants received the SFBT and SCID-I intake intervention. This study employed a mean comparison design in which participants' outcome scores on the two intakes were assessed. Participants were randomly assigned to either treatment A (SFBT intake) or treatment B (SCID-I intake). A series of t tests was conducted on each of the dependent variables based upon the mean scores from the participants within the SFBT and SCID intake groups. Results revealed no statistically significant differences between the two intake assessments, thus suggesting that the SFBT intake intervention was comparable to the SCID-I intake intervention in regard to the selected outcome variables.

Diet is a major factor in health and disease. Controlled, long-term studies in humans are impractical, and investigators have utilized long-term epidemiological investigations to study the contributions of diet to the human condition. Such studies, while valuable, have often been limited by contradictory findings; a limitation secondary to systematic errors in traditional self-reported dietary assessment tools that limit the percentage of variances in diseases explained by diet. New approaches are available to help overcome these limitations, and Advances in the Assessment of Dietary Intake is focused on these advances in an effort to provide more accurate dietary data to understand human health. Chapters cover the benefits and limitations of traditional self-report tools; strategies for improving the validity of dietary recall and food recording methods; objective methods to assess food and nutrient intake; assessment of timing and meal patterns using glucose sensors; and physical activity patterns using validated accelerometers. Advances in the Assessment of Dietary Intake describes new avenues to investigate the role of diet in human health and serves as the most up-to-date reference and teaching tool for these methods that will improve the accuracy of dietary assessment and lay the ground work for future studies.

This newly updated introductory textbook is designed to help students of psychotherapy and counseling at all levels build the foundational strategies, skills, and tools essential for engaging clients in a therapeutic interview, developing a specialist understanding of the varying formats and diverse settings in which these interviews occur. In this second edition, Michael D. Reiter interweaves a new framework, the Issue Cycle, to help students build, from start to finish, a foundational template for engaging clients regardless of therapeutic model. With every chapter being revised, as well as including a new chapter on the ethical relationship that occurs in psychotherapy, the book begins with laying down the context of therapy, such as its definitions, motivations, and ethics, before moving on to developing students skills of therapy, including conversing, reflecting, goal-setting, terminating sessions, and how to avoid being an ineffective therapist. In Parts 3 and 4, chapters cover the contexts of clients
and therapy, such as working with children, families, and groups, and includes a special revised focus on multicultural interviewing and effective online counseling. Including several interactive elements, such as case scenarios and application exercises, an instructor’s manual with a sample syllabus, essay questions and more, students can uniquely see theory in action. Practical and accessible, this textbook shall be essential reading for students of psychotherapy and counseling, as well as training family therapists, social workers, and other mental health professionals who work directly with those dealing with psychological, behavioral, and emotional difficulties.

Clinical and Diagnostic Interviewing, Second Edition is a comprehensive reference on both the structure and content of the clinical interview. The authors present the strategies and fundamental knowledge required to conduct the clinical interview with different kinds of patients and for specific psychopathologies.

Neuropsychological assessment is a difficult and complicated process. Often, experienced clinicians as well as trainees and students gloss over fundamental problems or fail to consider potential sources of error. Since formal test data on the surface appear unambiguous and objective, they may fall into the habit of overemphasizing tests and their scores and underemphasizing all the factors that affect the validity, reliability, and interpretability of test data. But interpretation is far from straightforward, and a pragmatic application of assessment results requires attention to a multitude of issues. This long-awaited, updated, and greatly expanded second edition of the Clinician's Guide to Neuropsychological Assessment, like the first, focuses on the clinical practice of neuropsychology. Orienting readers to the entire multitude of issues, it guides them step by step through evaluation and helps them avoid common misconceptions, mistakes, and methodological pitfalls. It is divided into three sections: fundamental elements of the assessment process; special issues, settings, and populations; and new approaches and methodologies. The authors, all of whom are actively engaged in the clinical practice of neuropsychological assessment, as well as in teaching and research, do an outstanding job of integrating the academic and the practical. The Clinician's Guide to Neuropsychological Assessment, Second Edition will be welcomed as a text for graduate courses but also as an invaluable hands-on handbook for interns, postdoctoral fellows, and experienced neuropsychologists alike. No other book offers its combination of breadth across batteries and approaches, depth, and practicality.

Fundamental Skills for Patient Care in Pharmacy Practice enables students and new pharmacists to master the skills associated with clinical care in either the inpatient or outpatient setting. In accessible steps, this valuable resource provides the tools for gaining medication histories from patients and counseling them on
the most effective and safe manner to take medications. Each chapter explores the background and practice of a critical skill, tools that aid in its development and mastery, and tips for success. Students and pharmacists will come away with the knowledge to identify drug-related problems and formulate plans for solutions to these problems. Fundamental Skills for Patient Care in Pharmacy Practice prepares future pharmacists to communicate effectively in verbal and written formats with health professionals and special patient populations as they prepare and present SOAP notes, patient cases, and discharge counseling.

Conduct effective diagnostic interviews and enhance client relationship skills. A thorough diagnostic interview is the foundation for informed and comprehensive clinical diagnosis and treatment planning. In addition to basic interviewing techniques, professionals must also possess skills in designing interviews to satisfy the requirements of the accrediting agencies and third-party payers who audit their clients' charts. Now, there is one source that offers expert instruction in both—Essentials of Interviewing. As part of the Essentials of Mental Health Practice series, this book provides the information mental health professionals need to practice knowledgeably, efficiently, and ethically in today's behavioral health environment. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as "Test Yourself" questions that help you gauge and reinforce your grasp of the information covered. Essentials of Interviewing is filled with practical information about everything from establishing rapport and taking a complete history to identifying risk factors and ruling in/ruling out specific disorders. The needs of special populations such as children, people with disabilities, and clients from diverse backgrounds are covered, as well as suicide assessment, biopsychosocial assessment, and the Mental Status Exam. You'll be fully prepared to formulate an initial diagnosis and develop a preliminary treatment plan with this indispensable, hands-on resource. Other titles in the Essentials of Mental Health Practice series: Essentials of Outcome Assessment Essentials of Treatment Planning For a complete list of books in our Essentials of Mental Health Practice series, visit us on the Web at www.wiley.com/go/essentialsmhp

How do you do an assessment, collect historical data, develop a treatment plan and create a warm working alliance with clients all in the first session? Learn from experts John and Rita Sommers-Flanagan how to quickly create the foundation for a successful therapy and engage clients collaboratively in the treatment process.

The Handbook of Clinical Interviewing with Children is one of three interrelated handbooks on the topic of interviewing for specific populations. It presents a combination of theory and practice plus concern with diagnostic entities for readers who work, or one day...
will work, with children (and their parents and teachers) in clinical settings. The volume begins with general issues (structured versus unstructured interview strategies, developmental issues when working with children, writing up the intake interview, etc.), moves to a section on major disorders with special relevance for child populations (conduct disorders, attention-deficit hyperactivity disorder, learning disorders, etc.), and concludes with a section addressing special populations.

“Clinical interviewing with adults is both an art and a science. This handbook will appeal to a wide range of clinical researchers, therapists, interns, and graduate students new to the complexities of the clinical interview and diagnostic process. The comprehensive range of topics and coverage that includes case illustrations with dialogue and differential diagnosis and co morbidity will be highly attractive features to researchers, professional therapists, and graduate students. The Hersen and Thomas team is highly qualified to succeed in this ambitious set of three projects.” —Carolyn Brodbeck, Chapman University

The Handbook of Clinical Interviewing with Adults is one of three interrelated handbooks on the topic of interviewing for specific populations. It presents a combination of theory and practice plus concern with diagnostic entities for readers who work, or one day will work, with adults in clinical settings. The volume begins with general issues (structured versus unstructured interview strategies, mental status examinations, selection of treatment targets and referrals, writing up the intake interview, etc.), moves to a section on major disorders most relevant to adult clients (depression, bipolar disorder, agoraphobia, posttraumatic stress disorder, eating disorders, alcohol and drug abuse, sexual dysfunction, etc.), and concludes with a chapter on special populations and issues (neurologically impaired patients, older adults, behavioral health consultation, etc.).

This book offers clear and direct answers to the questions most frequently asked by students and trainees learning how to talk to clients and extract critical data from them. Its development reflects the old adage that "necessity is the mother of invention." For many years, the editors taught beginning level mental health clinicians. They found, however, no text to be satisfactory—including a number that they themselves were involved in producing. Some were too difficult; some were too simplistic; some were too doctrinaire; still others had missing elements. Written in a reader-friendly "how-to" style, the chapters in Basic Interviewing are not weighed down by references. Rather, each contributor suggests readings for students and instructors who wish to pursue questions further. After the initial overview chapter, there are 12 chapters addressing the nuts-and-bolts concerns of all clinicians that can be particularly vexing for neophytes. They cover a variety of issues from the most specific—like how to begin and end interviews—to the more general—like how to build rapport and identify targets for treatment. Throughout, rich clinical
illustrations facilitate the pragmatic application of fundamental principles. Beginning graduate students in counseling and clinical psychology, social work, and other allied mental health fields, as well as psychiatric trainees, will find this text to be an indispensable companion.

This textbook brings together leading experts to provide a comprehensive and practical review of common clinical, organisational, and ethical issues in correctional psychiatry.

Since the publication of the Institute of Medicine (IOM) report Clinical Practice Guidelines We Can Trust in 2011, there has been an increasing emphasis on assuring that clinical practice guidelines are trustworthy, developed in a transparent fashion, and based on a systematic review of the available research evidence. To align with the IOM recommendations and to meet the new requirements for inclusion of a guideline in the National Guidelines Clearinghouse of the Agency for Healthcare Research and Quality (AHRQ), American Psychiatric Association (APA) has adopted a new process for practice guideline development. Under this new process APA’s practice guidelines also seek to provide better clinical utility and usability. Rather than a broad overview of treatment for a disorder, new practice guidelines focus on a set of discrete clinical questions of relevance to an overarching subject area. A systematic review of evidence is conducted to address these clinical questions and involves a detailed assessment of individual studies. The quality of the overall body of evidence is also rated and is summarized in the practice guideline. With the new process, recommendations are determined by weighing potential benefits and harms of an intervention in a specific clinical context. Clear, concise, and actionable recommendation statements help clinicians to incorporate recommendations into clinical practice, with the goal of improving quality of care. The new practice guideline format is also designed to be more user friendly by dividing information into modules on specific clinical questions. Each module has a consistent organization, which will assist users in finding clinically useful and relevant information quickly and easily. This new edition of the practice guidelines on psychiatric evaluation for adults is the first set of the APA's guidelines developed under the new guideline development process. These guidelines address the following nine topics, in the context of an initial psychiatric evaluation: review of psychiatric symptoms, trauma history, and treatment history; substance use assessment; assessment of suicide risk; assessment for risk of aggressive behaviors; assessment of cultural factors; assessment of medical health; quantitative assessment; involvement of the patient in treatment decision making; and documentation of the psychiatric evaluation. Each guideline recommends or suggests topics to include during an initial psychiatric evaluation. Findings from an expert opinion survey have also been taken into consideration in making recommendations or suggestions. In addition to reviewing the available evidence on psychiatry evaluation, each
Primary care medicine is the new frontier in medicine. Every nation in the world has recognized the necessity to deliver personal and primary care to its people. This includes first-contact care, care based in a positive and caring personal relationship, care by a single healthcare provider for the majority of the patient's problems, coordination of all care by the patient's personal provider, advocacy for the patient by the provider, the provision of preventive care and psychosocial care, as well as care for episodes of acute and chronic illness. These facets of care work most effectively when they are embedded in a coherent integrated approach. The support for primary care derives from several significant trends. First, technologically based care costs have rocketed beyond reason or availability, occurring in the face of exploding populations and diminishing real resources in many parts of the world, even in the wealthier nations. Simultaneously, the primary care disciplines—general internal medicine and pediatrics and family medicine—have matured significantly.

One of the oldest of all psychological disciplines, the field of personality assessment has seen no shortage of scientific study or scientific literature. This Oxford Handbook provides a comprehensive perspective on the contemporary practice of personality assessment, including its historical developments, underlying methods, applications, contemporary issues, and assessment techniques. The Oxford Handbook of Personality Assessment details both the historical roots of personality assessment and the evolution of its contemporary methodological tenets. This provides the foundation for the handbook's other major focus: the application of personality assessment in clinical, personnel, and forensic assessments. This handbook will serve as an authoritative and field-encompassing resource for researchers and clinicians from across the medical health and psychology disciplines (i.e., clinical psychology, psychiatry, social work, etc.) and would be an ideal text for any graduate course on the topic of personality assessment.

Integrating recent research and developments in the field, this revised second edition introduces an easy-to-master strategy for developing and writing culturally sensitive case conceptualizations and treatment plans. Concrete guidelines and updated case material are provided for developing conceptualizations for the five most common therapy models: Cognitive-Behavioral Therapy (CBT), Psychodynamic, Biopsychosocial, Adlerian, and Acceptance and Commitment Therapy. The chapters also include specific exercises and activities for mastering case conceptualization and related competencies and skills. Also new to this edition is a chapter on couple and family case conceptualizations, and an emphasis throughout on trauma. Practitioners, as well as graduate students in counseling and in clinical psychology, will gain the essential
This book provides a clinical guide to the psychiatric assessment of infants and young children, birth through five years, and their families. It offers a comprehensive, data-rich framework for conducting mental health assessments of infants, toddlers, and preschoolers. The book includes a step-by-step guide for evaluation and assessment, reviewing relevant literature and best practices for working with very young children. It begins with an overview of the purpose and principles of psychiatric assessment and offers a protocol for planning and executing a thorough evaluation. Chapters examine critical aspects of the assessment process, including children’s relationships with parents/caregivers, assessment of parents, cultural considerations, and play behaviors. Chapters also provide illustrative case vignettes and information on specialized tools that can be adapted for use in a private office or training clinic. Topics featured in this book include: Play-based assessment models for accessing the inner world of young children. The effect of caregivers and their reflective functioning on the mental health of young children. The use of adult-report rating scales in the clinical assessment of young children. Psychopharmacologic considerations in early childhood. The Clinical Guide to Psychiatric Assessment of Infants and Young Children is a must-have resource for researchers, clinicians, and related professionals, and graduate students in infancy and early childhood development, pediatrics, social work, psychiatry, and public health. “The volume is both highly practical and up to date, impressively bridging the gap between science and practice. The book is an invaluable guide for students and trainees and an important reference for seasoned clinicians.” David Oppenheim, Ph.D., University of Haifa “The book integrates relational, developmental and social-emotional health dimensions within each chapter, reviewing subjective and objective measures in a range of domains. The book is clear and user-friendly. I wholeheartedly recommend it!” Daniel S. Schechter, M.D., New York University School of Medicine “This important new volume provides multiple perspectives on the entire range of assessment methods and procedures used in early childhood mental health. This is a vital read for students and practitioners.” Charles H. Zeanah, M.D., Tulane University

“Clinical interviewing with adults is both an art and a science. This handbook will appeal to a wide range of clinical researchers, therapists, interns, and graduate students new to the complexities of the clinical interview and diagnostic process. The comprehensive range of topics and coverage that includes case illustrations with dialogue and differential diagnosis and co morbidity will be highly attractive features to researchers, professional therapists, and graduate students. The Hersen and Thomas team is highly qualified to succeed in this ambitious set of three projects.” —Carolyn Brodbeck,
Chapman University The Handbook of Clinical Interviewing with Adults is one of three interrelated handbooks on the topic of interviewing for specific populations. It presents a combination of theory and practice plus concern with diagnostic entities for readers who work, or one day will work, with adults in clinical settings. The volume begins with general issues (structured versus unstructured interview strategies, mental status examinations, selection of treatment targets and referrals, writing up the intake interview, etc.), moves to a section on major disorders most relevant to adult clients (depression, bipolar disorder, agoraphobia, posttraumatic stress disorder, eating disorders, alcohol and drug abuse, sexual dysfunction, etc.), and concludes with a chapter on special populations and issues (neurologically impaired patients, older adults, behavioral health consultation, etc.).

A "sink or swim" philosophy frequently prevails in mental health settings today. As a life raft for beginners and their supervisors, Where to Start and What to Ask provides all the necessary tools for garnering information from clients. Lukas also offers a framework for thinking about that information and formulating a thorough assessment. This indispensable book helps therapeutic neophytes organize their approach to the initial phase of treatment and navigate even rough clinical waters with competence and assurance.

This volume represents a clear, jargon-free overview of diagnostic categories with helpful hints regarding a psychiatric interview. Completely revised and updated, detailing current innovations in theory and practice, including recent changes in the DSM-IV.

The United States Social Security Administration (SSA) administers two disability programs: Social Security Disability Insurance (SSDI), for disabled individuals, and their dependent family members, who have worked and contributed to the Social Security trust funds, and Supplemental Security Income (SSI), which is a means-tested program based on income and financial assets for adults aged 65 years or older and disabled adults and children. Both programs require that claimants have a disability and meet specific medical criteria in order to qualify for benefits. SSA establishes the presence of a medically-determined impairment in individuals with mental disorders other than intellectual disability through the use of standard diagnostic criteria, which include symptoms and signs. These impairments are established largely on reports of signs and symptoms of impairment and functional limitation. Psychological Testing in the Service of Disability Determination considers the use of psychological tests in evaluating disability claims submitted to the SSA. This report critically reviews selected psychological tests, including symptom validity tests, that could contribute to SSA disability determinations. The report discusses the possible uses of such tests and their contribution to disability determinations. Psychological Testing in the Service of Disability Determination discusses testing norms, qualifications for
administration of tests, administration of tests, and reporting results. The recommendations of this report will help SSA improve the consistency and accuracy of disability determination in certain cases.

This open access book sets out the stress-system model for functional somatic symptoms in children and adolescents. The book begins by exploring the initial encounter between the paediatrician, child, and family, moves through the assessment process, including the formulation and the treatment contract, and then describes the various forms of treatment that are designed to settle the child's dysregulated stress system. This approach both provides a new understanding of how such symptoms emerge -- typically, through a history of recurrent or chronic stress, either physical or psychological -- and points the way to effective assessment, management, and treatment that put the child (and family) back on the road to health and well-being.

Prolonged Exposure Therapy is an effective, highly flexible, and very well researched intervention to reduce the symptoms of PTSD across a variety of traumatized populations. The second edition of Prolonged Exposure Therapy for PTSD: Emotional Processing of Traumatic Experiences, Therapist Guide, along with the accompanying Workbook, provides all of the tools necessary for trained mental health providers to implement this first-line PTSD treatment with their patients. This model is individualized to address the needs of a variety of trauma survivors. Leaders in clinical practice, training, and research in the field of PTSD treatment, the authors have revised the Guide throughout to reflect the many advances in PTSD research that have occurred since the release of the first edition, including key adjustments to the underlying theory as well as additional evidence for modifications and individualization for more complex patient presentations and military populations. The Guide provides a concise but thorough description of the key components of the program, how to implement them, and when and how to consider adaptations.

This Reader is a rich collection of chapters relevant to the Cultural Formulation originally published in the DSM-IV, that covers the Cultural Formulation’s historical and conceptual background as well as its development and characteristics. In addition, the Reader proffers reflections on and prospects of the Cultural Formulation, and provides clinical case illustrations of the utility of the Cultural Formulation in diagnosis and treatment.

This award-winning, bestselling reference for professional counselors and graduate students is extensively updated and expanded to encompass critical developments that are immediately relevant to the counseling professions, including the 2014 American Counseling Association Code of Ethics, CACREP/CORE accreditation standards, DSM-5, the Affordable Care Act, and many other important changes. It
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reflects the ongoing consolidation of a strong identity for professional counselors and the need to address mental health and other counseling concerns amidst marked socio-cultural changes. The only resource of its kind, it is an extremely useful guide for counseling students working toward licensure and certification as well as experienced counselors, counselor educators, clinical supervisors, psychologists, and social workers. The second edition offers a unique interdisciplinary approach inclusive across all counseling disciplines and features contributions from over 110 highly regarded experts in counselor education, research, and practice. It is based on the core content and knowledge areas outlined by CACREP and CORE accreditation standards and disseminates, in 93 chapters, both contemporary insight and practical strategies for working with the complexity of real-life issues related to assessment, diagnosis, and treatment of diverse clients. New chapters address military and veteran health issues; evidence-based practice for training; counseling transgender individuals, partners, and families; counseling caregivers; social justice; and so much more. In addition to being a quick-access resource for all counseling professionals, the second edition serves as a concise, accessible reference for graduate students preparing for certification and licensure exams. It features an expanded, comprehensive self-exam of over 340 multiple-choice items based on the CORE/CACREP core content and knowledge areas for counselor education and training. New to the Second Edition: Updated and expanded discussion of the 2014 ACA Code of Ethics Affordable Care Act and its impact on delivery of mental health services Coverage of DSM-5 Promotes an interdisciplinary approach inclusive across all counseling disciplines Includes an expanded self-exam with over 340 study questions for NCE and CPCE prep New chapters on military and veteran mental health issues New chapter on evidence-based practices for counseling New chapter on behavioral health and health disparities in the U.S. New chapter on social justice and health equity issues New chapter on counseling caregivers New chapter on counseling children with psychiatric conditions New chapter on counseling for wellness New chapter on counseling survivors of natural disasters New information on complementary, alternative, and integrative approaches New information on counseling LGBTQ couples, partners and families Key Features: Covers all key foundational content for CACREP/CORE-accredited programs within one volume Provides quick access to a vast compendium of counseling information Edited and authored by leading counseling scholars, educators, and practitioners Relevant across all counseling specialties Updated to reflect 2014 ACA Code of Ethics, Affordable Care Act, DSM-5, and revisions to licensure requirements in many states

The exponential growth of clinical psychology since the late 1960s can be measured in part by the extensive—perhaps exhaustive—literature on the subject. This proliferation of writing has continued into the new century, and the field has come to be defined as much by its many topics as its many voices. The Oxford Handbook
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of Clinical Psychology synthesizes these decades of literature in one extraordinary volume. Comprising chapters from the foremost scholars in clinical psychology, the handbook provides even and authoritative coverage of the research, practice, and policy factors that combine to form today's clinical psychology landscape. In addition to core sections on topics such as training, assessment, diagnosis, and intervention, the handbook includes valuable chapters devoted to new and emerging issues in the clinical field, including health care reforms, cultural factors, and technological innovations and challenges. Each chapter offers a review of the most pertinent literature, outlining current issues and identifying possibilities for future research. Featuring two chapters by Editor David H. Barlow -- one on changes during his own 40-year odyssey in the field, the other projecting ten themes for the future of clinical psychology -- The Oxford Handbook of Clinical Psychology is a landmark publication that is sure to serve as the field's benchmark reference publication for years to come. It is an essential resource for students, clinicians, and researchers across the ever-growing clinical psychology community.

Handbook of Gender and Sexuality in Psychological Assessment brings together two interrelated realms: psychological assessment with gender and sexuality. This handbook aids in expanding the psychological assessors' knowledge and skill when considering how gender and sexuality shapes the client’s and the assessor’s experiences. Throughout the six sections, gender and sexuality are discussed in their relation to different psychological methods of assessment; various psychological disorders; special considerations for children, adolescents, and older adults; important training and ethical considerations; as well as several in-depth case discussions.

This Handbook provides a contemporary and research-informed review of the topics essential to clinical psychological assessment and diagnosis. It outlines assessment issues that cross all methods, settings, and disorders, including (but not limited to) psychometric issues, diversity factors, ethical dilemmas, validity of patient presentation, psychological assessment in treatment, and report writing. These themes run throughout the volume as leading researchers summarize the empirical findings and technological advances in their area. With each chapter written by major experts in their respective fields, the text gives interpretive and practical guidance for using psychological measures for assessment and diagnosis.

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