

## COURSE SYLLABUS

### Models of Clinical Interviews

2526-3-E2401P134

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#### Learning area

Knowledge about qualitative and quantitative research methodology

#### Learning objectives

##### *Knowledge and Understanding*

Understand the theoretical foundations and historical development of the main psychological interview models (clinical, cognitive-behavioral, psychodynamic, humanistic, etc.)

Recognize the goals, structure, and phases of the interview across different applied contexts (e.g., clinical, developmental, organizational, educational)

Be familiar with the communicative, relational, and methodological dimensions involved in the interview process

##### *Applying Knowledge and Understanding*

Understand the different application contexts of the clinical interview

Demonstrate the ability to extract relevant information and formulate hypotheses from reading/listening to patient protocols

Analyze interviews using observation grids, video feedback, and transcript-based coding methods

##### *Making Judgements (Autonomy of Judgement)*

The student is able to critically reflect on:

The adequacy and effectiveness of the chosen interview model in relation to context and objectives

The influence of the interviewer's positioning, biases, and emotional responses on the relational process

The ethical and deontological implications of conducting psychological interviews

Supported by:

Small-group exercises with peer feedback

Guided discussions on video-recorded interview excerpts or case simulations

### *Communication Skills*

The student is able to:

Effectively manage verbal and non-verbal communication within the context of the interview

Adapt communication style to the characteristics and needs of the interviewee

Planned activities include:

Writing reports and reflective commentaries on the course and process of interviews

### *Learning Skills*

The student develops:

The ability to independently stay updated on various interview models and techniques through scientific literature, video materials, and supervised practical experiences

A reflective attitude regarding their interview style and learning process, recognizing strengths and areas for improvement

The ability to identify and pursue further study and professional development paths based on personal interests and career goals

Facilitated by:

Independent study of articles, manuals, and multimedia materials

Integration of practical experience with theoretical reflection

## **Contents**

The course aims to support the acquisition of fundamental knowledge about the theory and technique of psychological interview. Starting from the different areas of use of the instrument, will be present the typologies of interview and the instruments and the interview techniques (listening, observation and techniques of the question), particularly in the clinical context. A specific attention will be given to the issue of the relationship with the patient and to the formulation of clinical hypothesis on the case.

## **Detailed program**

Theoretical fundamentals and methodological approaches regarding a psychological diagnosis The different typologies of interview

The different contexts in which a clinical interview is used

Interview Techniques

The clinical reasoning

The diagnostic alliance

The clinical interview

The interview for the bio-psycho-social data

The interview with the parents

The interview with the children

The interview with the adolescents

The counseling interview

The therapeutic interview

## **Prerequisites**

Nothing specific. A good knowledge of the basis of Psychology enables a more aware use of the course contents.

## **Teaching methods**

All lessons will be held in person.

In addition to classroom lectures (about 70%), part of the teaching will take place through the discussion of case studies and audio material.

The material (slides and, when possible, scientific articles) is made available on the e-learning site of the course, so that it can also be used by non-attending students.

## **Assessment methods**

The exam is written, and includes two open-ended questions.

The questions are intended to ascertain the effective theoretical knowledge of the students.

The evaluation criteria are: the correctness of the answers and the critical knowledge of the learned concepts.

For those students who request it, an oral interview is also provided, on all the topics of the course.

## **Textbooks and Reading Materials**

Berselli E., Menozzi F. (2018). La raccolta dei dati bio-psico-sociali – 100 domande. Hogrefe Editore.

Del Corno F., Lang M., Menozzi F. (2017). Modelli di colloquio in psicologia clinica. Milano, Franco Angeli editore.

Candelori, C. (2013). Il primo colloquio. Bologna: Il Mulino

Slides and additional material and information will be offered via elearning page.

## **Sustainable Development Goals**

GOOD HEALTH AND WELL-BEING

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