



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Modelli di Colloquio

2627-3-E2401P134

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 consists of two open-ended questions.

There are no midterm assessments.

The questions are designed to assess the student's effective acquisition of the theoretical knowledge covered in the course.

The assessment criteria are: the accuracy of the answers and a critical understanding of the concepts learned.

The final grade is based on the overall score achieved across the different parts of the exam, according to the following scale:

18: Barely sufficient knowledge; minimal application and interpretation skills.

19–22: Sufficient knowledge of the fundamental content, with some uncertainty in applying concepts.

23–26: Fair knowledge; good application skills with some minor inaccuracies.

27–30: Solid knowledge; good command of the subject matter and critical thinking skills.

30 cum laude: Fully adequate knowledge; complete mastery of the subject and excellent use of academic language.

Students who request it may also take an oral examination, covering all the topics included in 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.

All materials uploaded to the e-learning page are an integral part of the exam content.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING
