

**COURSE DATA****Data Subject**

Code	33349
Name	Psychological interview techniques
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	48 - Psychological interview techniques	Optional

Coordination

Name	Department
MONTOYA CASTILLA, INMACULADA	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

The course of psychological interview is an elective subject, inserted in the "Introduction to Clinical Psychology and Health" block, which is taught in fourth course of the degree of psychology. Its 4.5 credits, theoretical and practical, are taught along a term.

The interview is the technique most widely used not only in the field of psychology but also in many other areas not strictly related to the field of health or helping relationship. The complexity and versatility of this tool makes, however, not being limited to the field of evaluation and diagnosis exclusively, but that transcends and meets many other purposes. For this reason, the interview is considered an applied discipline that has been nurtured and, in turn, provides content to many other disciplines: psychological assessment, therapy, social psychology, etc. and with applications both inside and outside the health field, and even outside of Psychology.



As a discipline eminently applied, requires knowledge of other subjects of the Degree in Psychology previously studied. In turn, the psychological interview also provides fundamental knowledge to other courses that are studied in parallel at the same time, such as Clinical Psychology, Health psychology or Psychology of Human Resources, just to name a few.

Taking into account the professional fields, it could be said that the psychological interview, along with the tests, are the assessment techniques most used by the psychologists.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

It is recommended that the student chooses this course in his/her later formative years as it requires basic knowledge and competence in some specific field where the interview takes place and it requires the knowledge of the the assessment-intervention process. It is therefore necessary that the student have already completed courses in assessment, psychopathology, human resources, etc. Knowledges of English are wellcome.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1319 - Degree in Psychology

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Be able to plan and conduct an interview.
- Be able to identify differences, problems and needs.
- Be able to measure and obtain relevant data for the assessment of interventions.
- Know how to provide appropriate feedback to patients.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know how to listen.
- Know how to ask.
- Be able to record information and differentiate relevant from irrelevant details for the purpose of assessment or intervention.



LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

To understand the fundamentals and basic skills for the development of a good interview in all its facets and functions.

To identify and to analyze the concept of the interview, its essential elements, understanding their historical contributions.

To place the interview in the overall assessment process, be familiar with their different classifications and their scientific and ethical guarantors.

To know and to apply the skills and competences for the development of a good interview: preparation, verbal and nonverbal interaction, and the interview process.

To know and to recognize the distinguishing aspects of the interview according to different fields, objectives, functions and users (children, adolescents, patients, not patients): assessment and diagnosis, debriefing, motivating and therapeutic functions, clinical and counselling.

DESCRIPTION OF CONTENTS

1. INTRODUCTION

Lesson 1. Concept

- 1.1. The interview: concept,
- 1.2. Historical contributions
- 1.3. Classification and types of interview.

Lesson 2. Method

- 2.1. Methodological aspects
- 2.2. Interviewer training.

2. THE COURSE OF THE INTERVIEW AND DIMENSIONS. TECHNIQUES, TACTICS AND STRATEGIES

Lesson 3 -. Conditions to be given in an interview.

- 3.1. Context, space, and interview preparation
- 3.2. Previous, reception, and language
- 3.3. Recording information
- 3.4. Core attitudes

Lesson 4.- The interview as communication.

- 4.1. Human communication features. Communication network
- 4.2. Verbal and nonverbal communication
- 4.3. Emotional content of the message. Active listening. Communication barriers
- 4.4. Nondirective Verbal interventions (Listening skills)
- 4.5. Directive Verbal interventions (Influencing skills)

Lesson 5. - The interview as interaction.

- 5.1. Asymmetrical roles



5.2. Interlocutors. Factors affecting the interaction

5.3. Empathy and Rapport

Lesson 6.- The interview as a process.

6.1. The interview process

6.2. Interview phases

6.3. Objectives and strategies of the phases

3. SCOPE OF THE INTERVIEW

Lesson 7. - Clinical Interview

7.1. Definition. Scope and users.

7.2. Assessment and diagnostics functions.

7.3 Structured interviews. Mental Status Examination

Lesson 8.- Debriefing and motivational interviews.

8.1. Definition, objectives and functions.

8.2. Scope and users

8.3. Specific strategies for this type of interview

Lesson 9. Therapeutic Interview.

9.1. Definition. Scope and user.

9.2. therapeutic alliance

9.3. The therapeutic interview according to different therapeutic approaches.

Lesson 10. - Counselling and Crisis Interview.

10.1. Definition, objectives and functions.

10.2. Scope and users

10.3. Specific strategies for this type of interview

Lesson 11. - Interview with children and adolescents.

11.1. Characteristics of the users

11.2. Considerations with respect to space, communication and interaction

11.3. Informants: Parents, Teachers.

11.4. Educative scope

Lesson 12. Interview at the workplace: Human resources and Marketing.

12.1. Definition, objectives and functions.

12.2. Scope and users

12.3. Specific strategies for these interviews

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	5,00	0
Development of individual work	2,00	0
Study and independent work	5,00	0
Readings supplementary material	25,00	0
Preparation of evaluation activities	6,50	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	4,00	0
Resolution of online questionnaires	10,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active and participative methodology, integrating different instructional methods to enhance learning in order to get a significant knowledge regarding the interview and the developing of the competences and abilities needed.

Among the basic instructional techniques include (1) Exhibits and contents of specific topic, (2) Practical activities (case studies, debate and analysis of texts, role playing), (3) scheduled group tutoring, (4) Preparation work independently, processing and reporting practices undertaken in the classroom (individual and group), (5) formative and summative evaluation.

EVALUATION**ASSESMENT SYSTEMS AND WEIGHTING**

It consists of three sections

1.- Assessment of theoretical and practical content by means of objective written tests, short questions, or developmental tests on the performance of skills (70%). This can be made up in the second sitting.

2.- Active participation in class activities, and motivation for the quality of the learning results (15%). Activities carried out in the sessions to check the monitoring of the learning experiences: they will be reviewed and marked in class in several ways: self-assessment, peer assessment and correction-discussion within the group. Recoverable in first and second call by means of a complementary exam.



3.- Oral and written presentation of a report because of group work (15%). The deliveries or reports are compulsory. Groups will have a maximum of 3 people. The content of the work related to the course programme will be decided together with the teaching staff. This work will be presented orally to the rest of the group in the classroom sessions scheduled for this purpose and will also be presented in writing. Not recoverable in the first call but recoverable in the second call by means of an oral exam.

MINIMUM REQUIREMENTS

- To pass the course, a minimum mastery of 50% must be achieved in each of the evaluation sections. If the minimum (50%) is not reached in each of the parts or sections, the total mark cannot be added up.
- In relation to the section on active participation in class activities, it will be necessary to have a minimum of 70% of face-to-face activities carried out, which is equivalent to 50% of this section. If this section is not passed, the skills worked on in the activities will be assessed by means of a development test on the day of the official exam sitting, both in the first and second sitting.
- The completion and submission of the report is compulsory and is not recoverable in the first call but is recoverable in the second call.

Copying or plagiarism of any assignment that forms part of the assessment will result in the impossibility of passing the course and may lead to immediate disciplinary proceedings. It should be borne in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, 30 December), it is the student's duty to refrain from using, or cooperating in the use of, fraudulent procedures in the assessment tests, in the work carried out or in official university documents. During tutorial hours, the lecturer may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any task carried out. Failure to accept this verification means failing the assignment or activity in question.

GRADING SYSTEM

The evaluation of the subject and the challenge of the grade obtained are subject to the provisions of the Regulation of Evaluation and Grading of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf According to this regulation, the grade must be recorded in numerical expression from 0 to 10 to one decimal place, and must be adjusted to the following grading scale:

- 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.



- From 9 to 10: excellent or excellent - honours.

The different sections of the assessment will only be added together when the minimum requirements established for each one have been met.

The grade obtained in *the first call* must be recorded in the course report in accordance with the following rules:

-If there is no grade in the evaluation section with the highest weighting, the grade is NOT PRESENTED, regardless of the rest.

-If there is a grade in the evaluation section with the highest weighting, and this does not meet the minimum requirements, the grade for this section will be SUSPENDED and a numerical mark in base 10.

-If there is a grade in the evaluation section with the highest weighting, and the student exceeds the minimum requirements established, but does not achieve these requirements in any of the remaining sections, a grade of "SUSPENDED" and a numerical mark in base 10 of the grade of the section for which the student does not pass the subject will be recorded.

In the second call, you must proceed according to the following rules:

-There can only be the option NOT PRESENTED, when the student has not presented in addition to one of the evaluation sections, including among these the one with the highest weighting.

-If there are marks in all the evaluation sections, but the minimum requirements are not achieved in any of these sections, SUSPENDED and the mark in base 10 corresponding to the section that has not been passed must be recorded. In the case of more than one section not passed, the maximum mark must be recorded in base 10.

-If any of the minimum requirements are not passed and a section of the assessment is missing, SUSPENDED and the numerical mark in base 10 of the mark for the section not passed must be recorded. - If two assessment sections are passed, and there is a third section in which no evidence of assessment has been presented, SUSPENDED is recorded and, as a grade, the average of the scores, of which the part not presented is 0.0 (maximum possible 4.9).

-If the test with the highest weighting is passed, but there is a lack of evidence in any of the remaining sections, SUSPENDED is recorded. The parts are added together and: a) if the sum is less than 5, this result is recorded; b) if the sum is greater than 5, 4.9 is recorded.

- The awarding of an Honours Degree will be based on the regulations of the University of Valencia, which consider the number of Honours Degrees per group. It will only be awarded when the grade is 9 points or higher and will be awarded in order of grade.



REFERENCES

Basic

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- Martorell, M.C. y González, R. (eds.) (1997): Entrevista y consejo psicológico. Madrid: Síntesis.
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- Oliva, M. (2010). La entrevista. En R. Fernández-Ballesteros (dir.), Evaluación psicológica. Concepto, métodos y estudio de casos. Madrid: Pirámide.

Additional

- Baños, R. y Perpiñá, C. (2002). Exploración psicopatológica. Madrid. Síntesis.
- Delfos, M. F. (2009). ¿Me estás escuchando? Cómo conversar con niños entre los 4 y los 12 años. Madrid: Pirámide.
- Ezpeleta, L. (2009). La entrevista diagnóstica con niños y adolescentes. Madrid: Síntesis
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- Mearns, D. y Thorne, B. (2009). Counselling centrado en la persona en acción. Buenos Aires: gran aldea editores.
- Rojí, B. y Cabestrero, R. (2008). Entrevista y sugerencias indirectas: entrenamiento comunicativo para jóvenes psicoterapeutas. Madrid: UNED.
- Shea, S. C. (2002). La entrevista psiquiátrica. El arte de comprender, 2.^a ed. Madrid: Elsevier.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

The same contents are established in the teaching guide.

2. WORKLOAD AND TIME PLANNING OF TEACHING

The volume of work in relation to the ECTS credits marked in the original guide is maintained. The percentage of attendance has been modified from 100% to 25%. The rest of the hours are distributed in 50% in theoretical and practical online classes and the remaining 25% is added to the student's autonomous work.

3. TEACHING METHODOLOGY

Active and participative methodology, carried out in a face-to-face or virtual way. Different methodologies will be integrated with the aim of promoting significant learning of the knowledge involved and the development of the subject's skills.

The basic techniques include (1) Exposure and presentation of the contents of the subject online, (2) Carrying out practical activities (case studies, debate and analysis of texts, role playing, tasks through the virtual classroom), (3) Preparation of work autonomously, preparation and presentation of reports on the practices, (4) Formative and continuous evaluation.

4. ASSESSMENT

ASSESSMENT AND WEIGHTING SYSTEMS

The same system that appears in the teaching guide is maintained. Except for two issues: In the section on delivery of activities, instead of being face-to-face, the activities would be delivered through the virtual classroom. In the compulsory report section, instead of being a group report, it will be individual and it will not have to be presented in class.



5. BIBLIOGRAPHY

The same as in the teacher's guide.
