



## COURSE DATA

### Data Subject

<b>Code</b>	33349
<b>Name</b>	Psychological interview techniques
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2024 - 2025

### 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
SCHOEPS ., KONSTANZE	295 - Personality, Evaluation and Psychological Treatment

## SUMMARY

The course “Psychological interviewing techniques” is an elective course that belongs to the "Introduction to Clinical and Health Psychology" track. The course is taught in the fourth year of the Bachelor's Degree in Psychology over one semester and it is worth 4.5 credits. The content of the course will be approached both from a theoretical and practical perspective.

This course is designed to introduce students to the most commonly used interview techniques in psychology, but also in many other contexts that are not related to mental health and helping relationships. The complexity and versatility of this tool means, however, that it is not limited to the context of psychological assessment and diagnosis alone, but transcends and fulfils many other purposes. For this reason, the psychological interview is considered an applied discipline that has been nourished, in turn, by assessment, therapy, social psychology, etc. and with applications both within and outside the



field of mental health and psychology.

This course requires knowledge and skills from previous courses of the Bachelor's Degree in Psychology. At the same time, the learning outcomes from this course are important for other courses that are taught in the fourth year, for instance Clinical Psychology, Health Psychology, Surveys and Opinion Studies or Human Resources.

Considering the basic professional fields in psychology, the psychological interview is, in addition to psychological tests, the most widely used assessment tools by 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

There are no requirements for enrolment in this course.

It is recommended that students enrol in this course in their fourth year of the Bachelor's Degree in Psychology. Students should have acquired basic knowledge and skills in the process of psychological assessment, intervention and treatment, where the interview is often conducted. Therefore, students should have already finished courses in Psychological Assessment, Psychopathology, Intervention and Treatment, Human Resources, etc.

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## 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)**

Students should be able to:

- Know the characteristics and basic skills that are necessary to conduct a good psychological interview in all its facets and functions.
- Identify and analyse conceptual and methodological aspects, as well as the essential elements of the psychological interview.
- Identify the role of the interview in the general assessment process; take into consideration the different classifications, scientific and ethical principles.
- Know and apply the basic skills and competencies to conduct of a good psychological interview: preparation, verbal and non-verbal communication, interaction, process.
- Know and identify the differential aspects of the psychological interview according to different contexts, objectives, functions and interviewees (children, adolescents, patients, clients, etc.): assessment and diagnosis, feedback, motivational, therapeutic, clinical interview and counselling.

## **DESCRIPTION OF CONTENTS**

### **1. Introduction**

Topic 1. Conceptual and methodological aspects

- 1.1. Conceptual and historical aspects of the psychological interview.
- 1.2. Classification of the psychological interview.
- 1.3. Methodological aspects and Interviewers training.

### **2. Interview process and techniques**

Topic 2. Previous conditions.

Topic 3. Communication in the interview.

- 3.1. Communication in the interview.
- 3.2. Verbal communication techniques

Topic 4. Interaction in the interview.

Topic 5. The interview process.



**3. Interview in different contexts**

- Topic 6. - Clinical Interview
  - 6.1. Assessment and diagnosis.
  - 6.2. Structured interviews. Mental State Examination.
  - 6.3. Suicide screening and prevention
- Topic 7. Feedback and motivational interview.
- Topic 8. Therapeutic Interview.
- Topic 9. Counselling.
- Topic 10. Interview with children and adolescents.
- Topic 11. Job interview: Human resources.

**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
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

This course combines lecture instructions with active learning strategies to engage students in the learning process through active participation. Instructional strategies include: (1) lectures on the course content, (2) Practical activities (case studies, discussion, role playing), (3) Tutoring, (4) Preparation of independent work, written reports and simulation of interviews (individually and in groups), (5) Formative and summative assessment.

**EVALUATION**



## STUDENT ASSESMENT

The student assessment includes:

**(1) EXAMINATIONS:** Theoretical and practical content will be assessed through **an exam**. The exam will have a **possible 7 points (70%)** and will consist of **multiple-choice questions** (worth a total of 3.5 points) and **short essay questions** (worth a total of 3.5 points).

**(2) CLASS PARTICIPATION:** Students are expected to **attend and actively participate** in class. A total of 1.5 points (15%) will be based on **in-class assignments**, that is regular activities which are carried out, reviewed and graded in class through self-assessment, peer assessment and/or group discussion. If students are unable to attend classes and/or to participate in the class assignments, they will be given the opportunity to **make up** what they have missed by taking a **make-up exam** in both **the first and second assessment period**.

**(3) GROUP ASSIGNMENT:** All students are required to submit a group assignment that is worth a total of 1.5 points (15%) and includes the following: (1) submit one written report, (2) produce and record an audio-visual resource of a psychological interview. The groups consist of a maximum of 3-4 students. The content of the assignment must be related to the course and will be decided together with the teacher. If students fail the group assignment, they can make it up by means of an oral exam conducting a psychological interview at the **second assessment period**.

## MINIMUM REQUIREMENTS

To pass this course, students have to **achieve**, in both the first and the second examination period, the following minimum requirements:

**(1) examinations:** students have to obtain at least a total of 3.5 points out of possible 7 points in the exam (50%).

**(2) class participations:** students have to submit at least 7 out of 10 class assignments (70%) or, if failing to do so, obtain at least a total of 0,75 points out of possible 1,5 points in the make-up exam in the first or second examination period.

**(3) group assignment:** students have to obtain at least a total of 0,75 points out of possible 1,5 points in the group assignment or, If failing, obtain at least a total of 0,75 points out of possible 1,5 points in the additional assignment in the second examination period.

All assignments submitted by students will **be scanned for plagiarism** with the anti-plagiarism software URKUND. As consequence of **evident plagiarism**, the copying of other people's works, of any assignment part of the student assessment, students will automatically face failing the course and academic disciplinary procedures (suspension or probation).

Please take into consideration that, according to article 13. d) of the University Student Statute (RD 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in **fraudulent procedures** in student examinations, assignments or in official academic documents. In the case of fraudulent practices, students will proceed as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020):



<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutoring hours, the lecturer may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any student assignment. Failure to accept this verification means failing the assignment or activity in question.

## GRADING

The course assessment and the impugnation of the final grade are subject to the provisions of the Regulation of Assessment 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](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

According to this regulation, the final grade must be recorded in numerical expression from 0 to 10 to one decimal, and must be adjusted to the following grading scale:

- 0 to 4.9: Unsatisfactory/Fail.
- From 5 to 6.9: Satisfactory.
- From 7 to 8.9: Good.
- From 9 to 10: Outstanding/Very Good- Outstanding With Honors (MH).

The final grade for this course will be based on the total number of points the students earn in each student assessment: (1) examinations, 2) class participation and (3) group assignment. To pass this course, students must meet the requirements for each of them.

The grade Outstanding With Honors (MH) will be based on the regulations of the University of Valencia, which consider the number of MH 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

- Perpiñá, C., Montoya-Castilla, I. & Valero-Moreno, S. (2022). Manual de la entrevista psicológica. Saber escuchar, saber preguntar (2ªedición). Pirámide
- Perpiñá, C (Coord.) (2012). Manual de la entrevista Psicológica. Saber escuchar, saber preguntar. Pirámide
- Oliva, M. (2010). La entrevista. En R. Fernández-Ballesteros (dir.), Evaluación psicológica. Concepto, métodos y estudio de casos. Pirámide.



### Additional

- Cormier, S., Nurius, P. S. y Osborn, C. J. (2017). Interviewing and change strategies for helpers (8.<sup>a</sup> ed.). Cengage Learning.
- Ibáñez, C. (ed.) (2010). Técnicas de autoinforme en evaluación psicológica. La entrevista clínica. Servicio Editorial de la Universidad del País Vasco.
- López-Fe y Figueroa, C. M. (2002). Persona y profesión. Procedimientos y técnicas de selección y orientación. TEA Ediciones.
- McLeod, J. (2009). An introduction to counselling. Opening University Press
- Morrison, J. (2016). The first interview (4.<sup>a</sup> ed.). Guilford Press
- Rojí, B. y Cabestrero, R. (2008). Entrevista y sugerencias indirectas: entrenamiento comunicativo para jóvenes psicoterapeutas. UNED.
- Shea, S. C. (2002). La entrevista psiquiátrica. El arte de comprender (2<sup>a</sup> ed.). Elsevier
- Sommers-Flanagan, J. y Sommers Flanagan, R. (2016). Clinical Interviewing (6.<sup>a</sup> ed.). John Wiley & Sons