**Clinical interviewing (with practical activities)**

## Prof. Cesare Cavalera

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to illustrate the main elements that, in different intervention contexts, “shape” the psychological interview and make it a key instrument in psychological practice. The interview, as a *specific and autonomous phase*, is a cross-cutting instrument for any type of relational procedure (whether for consultation, diagnostic, supportive, or treatment purposes). The course will allow students to directly experience the dialogic and dynamic processes that characterise the psychological interview. At the end of teaching, the student will be able to know the different constituent elements of the interview and perform an analysis of the “question”, often implicit in the original “request” as the latter is asked during the first interview(s).

***COURSE CONTENT***

During the course, the following topics will be outlined and operationally exemplified, and divided into work units:

– The analysis of the client’s request in terms of “theory of the technique” within a helping relationship.

– The psychological interview as a specific “field of experience” for both the participants in the relationship.

– The key elements of the interview as a tool for investigating the client’s request

in terms of:

- anamnestic and background data;

- emotional dynamics;

- ways of thinking and ideation.

– The different areas where the psychological interview can be used.

– The aims of the psychological interview.

– The actions needed to process and analyse the client’s request.

– The meaning of the working alliance.

– The value-purpose of discussing with the client about his/her condition.

– The “positioning” of the psychologist as a cornerstone in the process of upholding the client’s request.

***READING LIST***

J. Morrison(2016). *The First Interview,* The Guilford Press, New York.

***TEACHING METHOD***

Classes will alternate between theory lectures and workshop sessions; in this sense, the course has a theoretical and practical focus which also includes the use of case studies.

Those students unable to attend classes must contact the lectures as soon as possible (within *two weeks* of the course start date) so that they can be referred to their tutors and supervised remotely (via email). In the absence of a timely communication, tutors may be unable to give students adequate supervision and feedback.

***ASSESSMENT METHOD AND CRITERIA***

The exam will consist of a written test, with the possibility, at the request of the Exam Commission and/or the student, of a more in-depth supplementary oral exam to be carried out according to the procedures established by the Commission.

The exam will consist of an *analysis of a clinical situation*, to be addressed according to the lecturer’s instructions. The exam will assess the student’s basic knowledge, as well as their critical and reasoning skills regarding the various topics covered during the course.

Those who, for justified reasons, are unable to attend classes or are absent for more than 25% of the total course hours will be asked some additional theoretical questions. Answers to these questions will not be given any score but will function as filters to access to the actual written exam (which will be identical to that of the students attending classes).

***NOTES AND PREREQUISITES***

Students will be equally divided, in alphabetical order, into four groups. Teaching requires basic knowledge related to the main concepts of clinical and dynamic psychology.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturers’ webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.