Theory and Technique of the Relational Interview

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

The course aims to:

– introduce the aspects and the dynamics at the basis of clinical reports;

– illustrate the key elements that, in different contexts and with different types of users, make it possible for two or more individuals to have a significant exchange, capable of constructing a request for intervention and outlining its characteristics;

– show in which settings clinical reports can take place, their limits and resources, as well as the changes that can derive from them;

– assess - through the presentation and discussion of clinical cases - the methods for the management of clinical interviews, according to the theoretical and methodological contributions that can be found in literature.

*Knowledge and Understanding*

The theories, methods, and objectives at the basis of clinical-relational interviews:

1. welcoming and listening to people in their complexity, understanding their requests and the reasons on which they are based;
2. analysis of the components and the emotional and relational dynamics that can favour or hinder the path of change.

*Ability to apply knowledge and understanding*

1) Conducting an interview according to the structural and cultural variables of the person making a request and the specialist, the importance and variability of the setting.

2) Definition of the objectives of clinical work: building the relational contract.

*Communication skills*

1) Clinical listening.

2) Recognition and development of the ethical dimension of the intervention.

***COURSE CONTENT***

*MODULE 1 The foundations of the relational interview*

Unit 1 The complexity and alterity of the actors involved in the clinical encounter: the building of a relationship.

Unit 2 Understanding the request.

Unit 3 The work setting and technical choices.

Unit 4 The clinical work: from the request to the definition of development goals.

Unit 5 Taking care of the clinical relationship: conditions and feasibility, and analysis of emotional components.

*MODULE 2 The contexts and the actors involved in the clinical interview*

Unit 1 The interview in the different clinical contexts.

Unit 2 The clinical interview in the different phases of the life cycle.

## ***READING LIST***

The slides presented during the course will be an integral part of the exam programme.

The following texts are also part of the programme, of which the essential parts for the exam will be indicated in the lecture.

F. Del Corno-M. Lang-F. Menozzi, *Modelli di colloquio in psicologia clinica*, FrancoAngeli, Milan, 2017

N. Mc Williams, *Il caso clinico. dal colloquio alla diagnosi*, Raffaello Cortina, Milano, 2002

G. Sangiorgi (edited by), *Contratti psicologici. Aspettative, vincoli e legami impliciti nelle relazioni*, FrancoAngeli, Milan, 2009

## ***TEACHING METHOD***

The frontal lectures, held in class, will be based on a methodology promoting a constant dialogue, also through the creation of small groups and specific practical activities, and the discussion of case studies taken from literature and the clinical practice. These discussions will include oral presentations, to be carried out in groups, and technical-theoretical systematisations, according to the students’ needs.

## ***ASSESSMENTMETHOD AND CRITERIA***

The final exam will consist in the writing of a paper based on a clinical case, followed by a written question on the theoretical parts of the reading list. Assessment criteria:

1) the understanding of the key interpretations of the case;

2) the ability to use the topics explained during the course, the connections between them, as well as the tools introduced and developed in class.

3) the argumentative skills applied to the different questions raised by the clinical case.

The final mark will result from the sum of the practical and theoretical contents articulated by students during the written exam, so that it can be equal to 30/30. The highest mark 30 cum laude (with honours) will be assigned depending on the structural coherence, the completeness, and the argumentative skills shown in the analysis of the case. In addition, in order to assess the newly-acquired skills, students will have to take an oral exam consisting in a discussion based on the results obtained.

## ***NOTES AND PREREQUISITES***

The students who cannot attend classes must promptly inform the lecturers (no later than one month after the beginning of the course), in order to define how to prepare for the final exam.

Students should have a basic knowledge of: clinical psychology, dynamic psychology, developmental psychology, and demand analysis.

There will be no difference between attending and non-attending students in terms of reading list, since the latter will have access to the teaching material used during the course.

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