

## 31243 - Interview Techniques

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 31243 - Interview Techniques

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 613 - Degree in Psychology

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The subject Interview Techniques is an elective of a theoretical-practical nature, which is taught in the fourth year of the Psychology Degree.

The interview is the most widely used psychological assessment technique not only in the field of psychology but also in other fields not strictly linked to the field of health or the helping relationship. The complexity and versatility of this tool, however, means that it is not only limited to the field of evaluation and diagnosis, but transcends them and fulfils many other purposes. For this reason it is considered an essentially applied discipline that has nourished and contributes content to many other disciplines: assessment, therapy, social psychology, etc. and that has applications inside and outside the field of health, and even outside psychology.

Specifically, the subject aligns with the following SDGs:

Goal 3: Health and Wellness.

Goal 4: Quality Education.

### 2. Learning results

- To know the fundamentals and basic skills for the development of a good interview in all its facets and functions.
- To identify and analyse the concept of the interview, its essential elements, and learn about its historical contributions.
- To know how to place the interview in the general evaluation process; to be aware of its different classifications and its scientific and ethical guarantors.
- To know and apply the basic skills and competencies for the development of a good interview: preparations, verbal and non-verbal communication, interaction, and the interview process.
- To know and recognize the differential aspects of the interview according to the different areas, objectives, functions and users (children, adolescents, patients, non-patients): evaluation and diagnosis, feedback, motivational and therapeutic functions...

### 3. Syllabus

#### 1. INTRODUCTION

Topic 1.- Concept

1.1. The interview: concept

1.2. Historical contributions

1.3. Classification and types of interviews

Topic 2.- Method

2.1- Methodological aspects

2.2- Interviewer training

#### 2. THE DEVELOPMENT OF THE INTERVIEW AND ITS DIMENSIONS. TECHNIQUES, TACTICS AND STRATEGIES Topic

3.- Conditions to be met in an interview

3.1- Context, space and interview preparation

3.2- Preliminary, reception, and language

3.3- Information record

3.4- Basic attitudes

Topic 4.- The interview as communication

- 4.1- Characteristics of human communication. Communication network
- 4.2- Verbal and non-verbal communication
- 4.3- Emotional content of the message. Active listening. Communication barriers
- 4.4- Non-directive verbal intervention techniques
- 4.5- Directive verbal intervention techniques
- Topic 5.- The interview as interaction
- 5.1- Asymmetric roles
- 5.2- Interlocutors and factors affecting interaction
- 5.3- Empathy and Rapport
- Topic 6.- The interview as a process
- 6.1- The interview process
- 6.2- Phases of the interview
- 6.3- Phase objectives and strategies

### **3. AREAS OF APPLICATION OF THE INTERVIEW**

#### Clinical Interview

- 7.1- Definition. Scope of action and users.
- 7.2- Evaluation and diagnostic functions.
- 7.3 Structured interviews. Mental status examination
- Topic 8.- Feedback and Motivational Interviewing

- 8.1. Definition, objectives and functions
- 8.2. Scope of action and users
- 8.3. Specific strategies for this type of interview

#### Therapeutic Interview

- 9.1. Definition. Scope of action and user
- 9.2. Therapeutic alliance
- 9.3. The therapeutic interview according to different therapeutic approaches

#### Counselling and Crisis Interviews

- 10.1. Definition, objectives and functions
- 10.2. Scope of action and users
- 10.3. Specific strategies for this type of interview

#### Interviewing children and adolescents

- 11.1. User characteristics
- 11.2. Considerations regarding space, communication and interaction
- 11.3. Informants: Parents; Teachers; Education

#### Unit 12. Interview in the workplace: Selection and Marketing

- 12.1. Definition, objectives and functions
- 12.2. Scope of action and users
- 12.3. Specific strategies for this type of interview

## **4. Academic activities**

Active and participative methodology, integrating different instructional methodologies in order to promote meaningful learning of the knowledge involved and the development of the competences of the subject

The basic instructional techniques include (1) Presentations of the contents of the subject matter, (2) Practical activities (case studies, debate and analysis of texts, role playing), (3) Preparation of autonomous work, elaboration and presentation of reports of classroom practices (individual and group)

## **5. Assessment system**

Theory (60% of the final grade):

- Three evaluations, on dates to be determined.
- Each evaluation will have two developmental questions on the competencies required in each of the topics of the "Manual of the psychological interview" (Perpiñá, 2013; Ed. Pirámide), chosen at random.

Each evaluation accounts for 20% of the final grade.

- All evaluations are additive.
- In each evaluation, a maximum of 2 points may be obtained

Practice (40% of the final grade):

- Continuous evaluation throughout the practical sessions, which requires systematic attendance and commitment to the activities carried out

## **6. Sustainable Development Goals**

3 - Good Health & Well-Being

4 - Quality Education

10 - Reduction of Inequalities