



Introduction

The challenge of addressing unhealthy lifestyle choices is an overwhelming global concern. 1

1. Motivation to change is a key component of the change process and sustains goal-related behavior. Motivational Interviewing (MI) is a patient-centered, collaborative, form of guiding conversation by health professionals to elicit and strengthen a patient's motivation for change.2
2. It is internationally recognized as an evidence-based, effective intervention for notoriously change-resistant behaviors that lead to chronic conditions like cardiac disease, hypertension, diabetes, SUD and many others.1,3
3. Studies have shown that MI can be taught with various educational interventions and students demonstrate increase in knowledge, skill, attitudes and confidence in this behavioral change counseling. 4,5

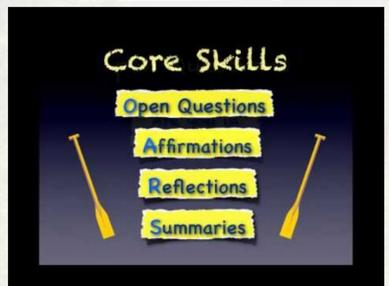
Methods

We developed a motivational interviewing (MI) curriculum in our Advanced Patient Evaluation course in Fall 2019.

This included new lectures on incorporating MI into patient encounters, student video recordings, and a standardized patient (SP) experience. These experiences allowed students to practice asking open-ended questions, affirmations, reflections, and summaries to build rapport and demonstrate accurate empathy.

To ensure that these skills were maintained students used MI skills on actual patients during their spring H&P, and with a SP "alcohol use disorder" encounter during their clinical year. Students were graded with a validated scoring tool (Behavior Change Counseling Index) in their clinical year for competency-based certification.

I really like how this information is being taught. It is challenging to communicate and to apply, but the examples and practice I think are key!
- PA-S Year 1



I found it very useful walking through case scenarios on how to use the patient centered communication skills as it can be difficult to perform these skills. Easy to read about, but not to do it with a stranger.
- PA-S Year 1

Results

Sequence	Curriculum	Objectives
First Semester	Motivational Interviewing Didactic Lectures: Patient Centered Interviewing I, II, III, 10 min peer recording SP Experience MI/ Patient Education T2DM	<ul style="list-style-type: none"> • Demonstrate accurate empathy. • Display a willingness to develop a partnership with the patient. • Ask open-ended questions and demonstrate active listening skills. • Affirm patients' strengths and using non-judgmental language to support a collaborative relationship. • Practice simple and complex reflections to help you understand your patient's story. • Summarize your patients' thoughts/ concerns in one sentence • Reflect on your own strengths and weaknesses as a listener and communicator. • Evaluate a peer and provide constructive feedback.
Second Semester	Advanced patient evaluation II: 10 min peer recording Motivational Interviewing on Hospitalized Patient	<ul style="list-style-type: none"> • Practice motivational interviewing skills such as open-ended questions, reflections, affirmations. • Use non-judgmental language to support a collaborative relationship. • Reflect on your own strengths and weaknesses as a listener and communicator.
Second year (clinical year)	SP Alcohol Misuse at EOR	<ul style="list-style-type: none"> • Practice motivational interviewing skills such as open-ended questions, reflections, affirmations. Use non-judgmental language to support a collaborative relationship. • Practice SBIRT skills

MI Reflections for Physician Assistants		
<ul style="list-style-type: none"> • Invite your patient to delve deeper, organize their thoughts, and recognize change talk • Reflect meaning. Keep concise. Have a strategic direction. Keep "I" out of it. • Reflect change talk, and you will get more change talk 		
Openers:		
You're wondering if...	You want...	You're feeling...
You're hoping...	Almost as if...	This has been ___ for you
Types of Reflections:	Explanation	Example
Simple Reflections:	Repeat/ rephrase. Use to clarify or reflect change talk	You want to exercise more.
Amplification:	A strategy to soften sustain talk by overstating (without sarcasm)	Patient: I am not interested in quitting smoking. PA: There is no way you would even consider it.
Double Sided:	state back both sides in a single sentence, end with change talk	Patient: On one hand smoking helps relieve stress, on the other hand, it makes your asthma worse
Feeling:	Reflection of implied underlying feeling, helps soften sustain talk	Patient: If I keep drinking alcohol I will continue to hurt my liver. PA: You are worried about the possible consequences.
Metaphor:	Picture language	PA: It's like you are slowly climbing the ladder out of this hole.
Coming Alongside	Reflect the sustain talk , used to respond to discord	Patient: I can't decrease my oxycodone, it's how I function! PA: These pills are very important to you.
Continuing the Paragraph	Anticipate the next statement that has yet to be said. Start with a conjunction (and...because...) Use to cultivate change talk	Patient: I want to feel better and stop using drugs. PA:And you're ready to take a step toward change.
<small>OARS: Open questions, Affirmations (strengths based), Reflections & Summaries Based on Miller & Rollnick, 2013 p. 176-178</small>		

Faculty feedback examples:

Great reflections. "I can imagine this is disruptive to your life". Nice empathy with your patient. Nice job asking about the alcohol intake. Nice work with the EPE-ART. " Tell me what you know about alcohol effects on the body..." Nice ART with alcohol screening. "This is the AUDIT C..." Nice affirmation "Thank you for showing up, and recognizing that there is an issue".

Nice transition into sleep hygiene. I would specifically ask what he knows about sleep hygiene before diving in. He may not know anything. Counseling , great discussion about medications that could be helpful for him. I also would agree that trazodone could help.

Great plan at the end. I would bring in the patient's own input as well, what is one thing you change in the next week with alcohol. What is reasonable to you? (cut down to 2 drinks/ night- review FDA guidelines). Nice teach back.

Discussion & Conclusion

The curriculum was well received by students. It was evident that not all faculty were comfortable with scoring motivational interviewing techniques, therefore two steps were taken.

1. A training video for faculty was created for our specific SP test out.
2. The grading rubric was modified to include descriptions based on the BECCI validated tool.

Student data from Alcohol Misuse: Students scored an average of 93% on the SP station, with a range of 83-100%

Next steps may include:

1. Expanding MI training to our preceptors and statewide PAs.
2. Studying how alumni are using this in their practice by disseminating official alumni surveys.

MI continues to be a strongly supported endeavor by our PA Program.

Our 51 clinical students had 3,846 unique patient encounters using MI during their clinical year!

References

1. Lundahl B, Moleni T, Burke BL, Butters R, Tollefson D, Butler C, et al. Motivational interviewing in medical care settings: a systematic review and meta-analysis of randomized controlled trials. *Patient Educ Couns.* 2013;93(2):157–68.
2. Miller WR, Rollnick S. *Motivational Interviewing: Helping People Change.* 2013.3rd ed. New York, NY: The Guilford Press.
3. Frost H, Campbell P, Maxwell M, et al. Effectiveness of Motivational Interviewing on adult behaviour change in health and social care settings: A systematic review of reviews. *PLoS One.* 2018;13(10):e0204890. Published 2018 Oct 18. doi:10.1371/journal.pone.0204890
4. Daepfen JB, Fortini C, Bertholet N, et al. Training medical students to conduct motivational interviewing: a randomized controlled trial. *Patient Educ Couns.* 2012;87(3):313-318. doi:10.1016/j.pec.2011.12.005
5. M SA, S L, E R, C L J. Teaching health science students foundation motivational interviewing skills: use of motivational interviewing treatment integrity and self-reflection to approach transformative learning. *BMC Med Educ.* 2015;15:228. Published 2015 Dec 21. doi:10.1186/s12909-015-0512-1

Acknowledgments

Thank you to Laura Saunders for mentoring me in Motivational Interviewing!