

Development of a Novel Curriculum in Motivational Interviewing for Medical Students in an Elective and Longitudinal Integrated Clerkship.

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Motivational Interviewing (MI) is a method proven to be effective in helping patients find their intrinsic motivation towards behavioral change.¹ We believe that introducing medical students to MI early in their careers will allow them to develop a more patient-centered approach to medical care. Our project started with a MI elective that took place in the Fall of 2018 for first- and second-year medical students. The elective included a combination of didactics, exercises, MI practice, and discussion. The second part of our project was a MI curriculum for the 2020-2021 Denver Health Longitudinal Integrated Clerkship (DH-LIC). The curriculum consists of a lecture on MI principles, MI-specific exercises, 1:1 coaching with experienced facilitators, and two team-based learning (TBL) cases focused on chronic disease management and application of MI skills. Our evaluation methods are quantitative and qualitative pre-and post-elective and curriculum surveys, which address knowledge, comfort, and attitudes about MI. The 21 medical students who completed the elective showed an increase in confidence and comfort with MI across all surveyed categories. Our pre-curriculum survey for the DH-LIC showed that most students reported that MI is “very important” or “extremely important” for their medical education, and 42.9% (n=21) of students reported lower comfort using MI in patient encounters. Post curricular DH-LIC surveys will measure efficacy of and student satisfaction with the curriculum. An interactive, longitudinal, and multimodal curriculum has met a need in the CUSOM curriculum. We anticipate further dissemination of this curriculum to future CUSOM clerkship students and believe the structure and content is exportable.

1. Lundahl B, Moleni T, Burke BL, Butters R, Tollefson D, Butler C, Rollnick S. Motivational interviewing in medical care settings: a systematic review and meta-analysis of randomized controlled trials. *Patient Educ Couns* 2013;93:157–68.