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

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INTRODUCTION

- Chronic disease, often associated with lifestyle choices, is a costly issue for the US Healthcare industry, accounting for 84% of US healthcare spending (Lee, 2016)
- Motivational Interviewing (MI) has shown to be an effective communication tool to help patients find their intrinsic motivation towards behavior change (Lundahl, 2013).

Aim: To introduce medical students to MI early in their careers with the goal of teaching students to enact a more patient-centered approach to medical care.

Hypothesis: Formal MI exposure increases medical student knowledge and confidence using MI in patient encounters.
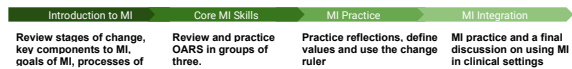
SETTING + PARTICIPANTS

- Elective: University of Colorado School of Medicine (CUSOM) with 20 first- and second-year medical students who self-selected to participate
- Curriculum: CUSOM's Denver Health LIC is a year long program in which students meet their core requirements in a longitudinal, integrated clerkship at a urban safety net health care system. Ten third year medical students participated.
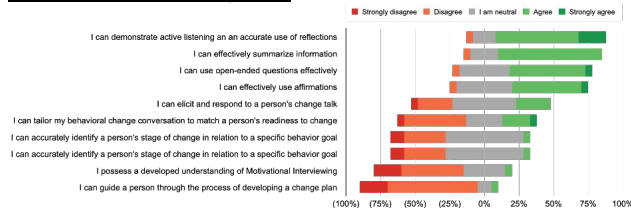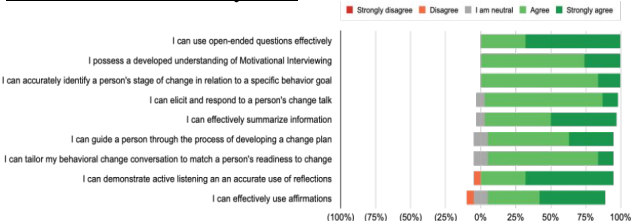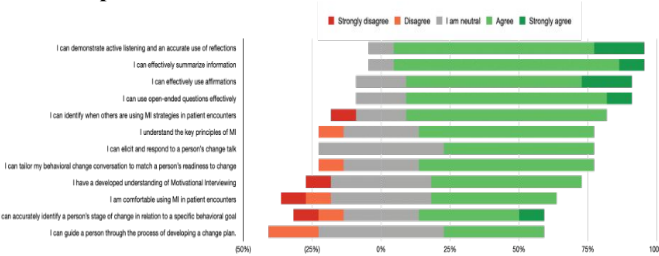
METHODS

MI Elective Sessions

Introduction to MI → Core MI Skills → MI Practice → MI Integration

Review stages of change, key components to MI, goals of MI, processes of MI

Review and practice OARS in groups of three.

Practice reflections, define values and use the change ruler

MI practice and a final discussion on using MI in clinical settings

MI Curriculum Timeline

Pre-curriculum Assessment
Students completed survey prior to starting the curriculum

MI Reflections Exercise
Students practice complex reflections (1 hr)

Table Based Learning Cases
Students complete two cases that focus on using MI to role-play lifestyle counseling (2hrs)

June 2020 — July 2020 — December 2020 — January 2021 — February 2021 — March 2021

LIC Orientation
Lecture with recap of MI fundamentals. Students completed a values exercise and practiced MI (2 hrs)

MI Case Discussion and Coaching
Students meet in a group with a MI coach to discuss specific patient encounters where they used MI (1 hr)

Post Curriculum Assessment
Students complete a survey at the completion of the curriculum

DATA

MI Pre-elective survey data

Strongly disagree · Disagree · I am neutral · Agree · Strongly agree

I can demonstrate active listening an an accurate use of reflections
I can effectively summarize information
I can use open-ended questions effectively
I can effectively use affirmations
I can elicit and respond to a person's change talk
I can tailor my behavioral change conversation to match a person's readiness to change
I can accurately identify a person's stage of change in relation to a specific behavior goal
I can accurately identify a person's stage of change in relation to a specific behavior goal
I possess a developed understanding of Motivational Interviewing
I can guide a person through the process of developing a change plan

(100%) (75%) (50%) (25%) 0% 25% 50% 75% 100%

MI Post-elective survey data

Strongly disagree · Disagree · I am neutral · Agree · Strongly agree

I can use open-ended questions effectively
I possess a developed understanding of Motivational Interviewing
I can accurately identify a person's stage of change in relation to a specific behavior goal
I can elicit and respond to a person's change talk
I can guide a person through the process of developing a change plan
I can tailor my behavioral change conversation to match a person's readiness to change
I can demonstrate active listening an an accurate use of reflections
I can effectively use affirmations

(100%) (75%) (50%) (25%) 0% 25% 50% 75% 100%

DH-LIC pre-curriculum data

Strongly disagree · Disagree · I am neutral · Agree · Strongly agree

I can demonstrate active listening and an accurate use of reflections
I can effectively summarize information
I can effectively use affirmations
I can use open-ended questions effectively
I can identify when others are using MI strategies in patient encounters
I understand the key principles of MI
I can elicit and respond to a person's change talk
I can tailor my behavioral change conversation to match a person's readiness to change
I have a developed understanding of Motivational Interviewing
I am comfortable using MI in patient encounters
I can accurately identify a person's stage of change in relation to a specific behavioral goal
I can guide a person through the process of developing a change plan.

(50%) (25%) 0% 25% 50% 75% 100%

RESULTS

- Prior to the elective, 5% of students "agreed" or "strongly agreed" that they possessed a developed understanding of MI, compared to 100% of students after taking the elective.

- Prior to the elective, 5% of students "agreed" or "strongly agreed" that they could identify a person's stage of change in relation to a specific behavior goal, compared to 100% of students after taking the elective.

- Prior to the elective, 25% of students "agreed" or "strongly agreed" that they could elicit and respond to a person's change talk, compared to 95% of students after taking the elective.

CONCLUSION

- The data shows that MI is highly valued by medical students as a skill needed to advance their patient communication skills.

- The findings from the MI elective show that medical students' communication and patient-centered counseling improves significantly after eight hours of MI specific training.

- The DH-LIC Curriculum was created based on the success of the MI elective and needs assessment of the DH-LIC. Data pending, curriculum ends Feb '21.

References
1. Lee, W, Choi, K.C., Yum, Royce. (2016). "Effectiveness of motivational interviewing on lifestyle modification and health outcomes of clients at risk or diagnosed with cardiovascular diseases: A systematic review.
2. 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.