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 been 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 students' knowledge and confidence using MI in patient encounters.

METHODS

MI Elective Sessions

<table>
<thead>
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<th>Core MI Skills</th>
<th>MI Practice</th>
<th>MI Integration</th>
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<tr>
<td>MI Pre-elective survey data</td>
<td>Review stages of change, key components to MI, goals of MI, processes of MI</td>
<td>Practice reflections, define OARS in groups of three</td>
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DH-LIC pre-curriculum data

- 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.