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 Integrative 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. Students who completed the elective showed an increase in confidence and comfort with MI. 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.