

# Integrated Clinical Education – Planned Learning Experience (PLEX)

Plex #: 53	Plex Title: Using specific tools of motivational interviewing to understand a patient's story	Date created: 10/1/2015
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ICE Week/Number	Continuum of Care	Patient Management Component	Curricular Thread	
<input type="checkbox"/> ICE I- Week 1	<input type="checkbox"/> IP Acute/ICU	<input checked="" type="checkbox"/> Exam/Eval		
<input type="checkbox"/> ICE I- Week 2	<input type="checkbox"/> IP Rehab	<input type="checkbox"/> Dx/Prognosis	<input type="checkbox"/> Quality Improvement and Safety	<input checked="" type="checkbox"/> Patient Centered Care
<input checked="" type="checkbox"/> ICE II	<input type="checkbox"/> Outpatient	<input type="checkbox"/> Plan of Care		
	<input type="checkbox"/> School	<input type="checkbox"/> Intervention	<input checked="" type="checkbox"/> Teamwork and Collaboration	<input type="checkbox"/> Movement for Participation
	<input checked="" type="checkbox"/> Not Setting Specific	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Clinical Reasoning and Evidence Based Practice	

**Brief Description of the Planned Learning Experience:**

Students will use concepts related to motivational interviewing to elicit a dialogue with a patient, creating opportunities for the patient to tell their story, goals, etc.

Objectives	Description of Actual Learning Experience	Anticipated time to complete	Recommended Preparation or Readings
<ol style="list-style-type: none"> <li>1. Students will practice the process of motivational interviewing using specific tools, namely, OARS (open ended, affirmations, reflections, summaries) during a patient interview.</li> <li>2. Students will recognize the value of engaging patients in a dialogue related to the patient's perception of their problem, condition, etc.</li> <li>3. Students will examine how understanding the patient's story impacts the patient's sense of feeling valued, their motivation, and the eventual creation of a negotiated plan of care.</li> <li>4. Students will engage in peer feedback using professional language, constructive feedback, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. One (or two) students will take the lead in interviewing a patient.</li> <li>2. The lead student(s) will use the tools of MI (OARS) with the patient to initiate a dialogue, finding opportunities to ask open questions and avoid giving only the practitioner perspective.</li> <li>3. The other team members will observe the interview, and specifically identify use of open ended questions, affirmations, reflections, and/or summaries by the leads.</li> <li>4. Following the session, students will discuss as a full team how the patient responded to the questions. The observers will provide feedback on the strategies the lead students used to open a dialogue with the patient. The team will discuss the implications of the interview on POC, motivation, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Patient interview- 10-15 minutes (as part of a whole patient encounter/session)</li> <li>2. Team discussion - 15 minutes</li> </ol> <p>Total time: 30 minutes</p>	<p>Material from Psych-Soc Aspects of Care (OARS); Examples of OARS:</p> <p><b>O:</b> Tell me more about.... What happens when you.... What concerns you about....</p> <p><b>A:</b> Thank you for coming today... You seem like you are ready to get started.... you seem confident in...</p> <p><b>R:</b> statements that mirror, repeat, rephrase, paraphrase; Choose relevant things to repeat.</p> <p><b>S:</b> long reflections on what you have heard; "Let me see if I understand everything you've been saying..."</p>