

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"> 1. Students will practice the process of motivational interviewing using specific tools, namely, OARS (open ended, affirmations, reflections, summaries) during a patient interview. 2. Students will recognize the value of engaging patients in a dialogue related to the patient's perception of their problem, condition, etc. 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. 4. Students will engage in peer feedback using professional language, constructive feedback, etc. 	<ol style="list-style-type: none"> 1. One (or two) students will take the lead in interviewing a patient. 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. 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. 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. 	<ol style="list-style-type: none"> 1. Patient interview- 10-15 minutes (as part of a whole patient encounter/session) 2. Team discussion - 15 minutes <p>Total time: 30 minutes</p>	<p>Material from Psych-Soc Aspects of Care (OARS); Examples of OARS:</p> <p>O: Tell me more about.... What happens when you.... What concerns you about....</p> <p>A: Thank you for coming today... You seem like you are ready to get started.... you seem confident in...</p> <p>R: statements that mirror, repeat, rephrase, paraphrase; Choose relevant things to repeat.</p> <p>S: long reflections on what you have heard; "Let me see if I understand everything you've been saying..."</p>