The Effects of Teaching OT and PT students Motivational Interviewing: A Pilot Study

Jennifer Fortune 20.10.2018
Background

- ^ chronic disease
- Smoking, physical activity
- 75%
- Innovation within existing services
Motivational Interviewing

A person-centered, goal-directive communication style which aims to **promote positive change** by **eliciting** and **strengthening** the person’s **own motivation** for change.
Spirit of MI

Fundamental approach of MI

• Collaboration
• Evocation
• Autonomy

Opposite approach to MI

• Confrontation
• Education
• Authoritarian
Micro skills

- Open questions
- Affirmations
- Reflections
- Summaries
Aim

To assess the impact of a 3-day MI training programme on student OT and PT knowledge, skills and delivery of MI.
TP1: Pre-training

3 Day

OARS, Spirit

Teaching methods
- Modelling
- Didactic
- Real and role play

TP2: Post-Training

TP3: Post-Clinical placement
Motivational Interviewing Treatment Integrity Tool (MITI)
- Global scores
- Behavioural frequencies
- Proficiency thresholds

Methods

X 4 Focus Groups
Confidence

Attitude and knowledge (MIKAT)

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Confidence
Attitude and knowledge (MIKAT)

X 4 Focus Groups
Results

N = 25

15

10

88%
Confidence Survey and MIKAT results

Confidence

TP1  | TP2  | TP3
---|---|---
![Confidence Bar Chart]

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MIKAT Score

TP1  | TP2  | TP3
---|---|---
![MIKAT Score Bar Chart]

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Presentation Title
MITI Global Score
MITI Global Score

- Cultivating Change Talk
- Softening Sustain Talk
- Partnership
- Empathy
MITI Global Score

Cultivating Change Talk
Softening Sustain Talk
Partnership
Empathy

TP1
TP2
TP3
MITI Behaviour Counts

Desired change direction (+)
MITI Behaviour Counts

Desired change direction (+)
MITI Behaviour Counts

Desired change direction (+)
MITI Behaviour Counts

Desired change direction (-)
MITI Behaviour Counts

Desired change direction (-)

Presentation Title
MITI Behaviour Counts

Desired change direction (-)
MITI Behaviour Counts

Desired change direction (-)

P=0.056
MITI Proficiency Scores
MITI Proficiency Scores

The diagram shows the proficiency scores for different categories:

- Relational
- Technical
- % CR
- R:Q
- MIAB
- MINAB

The scores range from 0 to 5.
MITI Summary Scores

- Relational
- Technical
- % CR
- R:Q
- MIAB
- MINAB

Legend:
- TP1
- TP2
- BC
Qualitative Results
Key points on Training

• Importance of experiencing MI
• Practice relevant scenarios
• Impact of Real Play

*It’s hard-hitting, because it’s relevant to you and it’s more personal. [With] role play you don’t really have any attachment to what’s going on.* (Physio FG2)
Key points on Placement

• Attempts made to implement
• Toolbox or spirit

Challenges

• Client
• Institutional demands
• Professional culture
Conclusion

• Increased Confidence and Skilfulness

• Skill retention

• Valuable but challenges exist
Implications

• Inclusion in PT curriculum where feasible

• Development of context specific, clinically relevant scenarios is needed
Thank you acknowledgments slide

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Contact:

Jennifer.fortune@brunel.ac.uk