

## SMALL GROUP SESSION 20B

February 3<sup>rd</sup> or February 5<sup>th</sup>

### Motivational Interviewing: Standardized Patient Interviews

**Suggested Readings:** The Medical Interview, Chapter 18, “Not Through Argument but by Contagion.”

Review large group session notes – “Motivating Behavior Change I and II.”

**Prepare by:** Dressing professionally

**Brief Outline:**

Section 1	Touch Base (10 minutes)
Section 2	Present research of learning objectives (30 minutes)
Section 3	Motivational Interviewing: Standardized Patient Interviews (80 minutes)
Section 4	Discuss Standardized Patient Interviews (50 minutes)
Section 5	Evaluate session (10 minutes)

## **Objectives for Session 20B**

By the end of this session, students will be able to:

- Practice approaching a patient about behavior change in an open and non-judgmental manner.
- Practice the use of open-ended questions, reflection, agenda setting, exploration of ambivalence and limiting resistance in a motivational interview
- Reflect on some of their own attitudes and beliefs about changing behavior.
- Gain a better understanding of the difficulty and complexity of behavior change

### **Section 1: Touch base (10 minutes)**

Discuss opinions about motivational interviewing as an approach to behavior change. Compare some of the approaches outlined in Chapter 18 to those outlined by Drs. Peterson and Saunders.

### **Section 2: Present research of learning objectives (30 minutes)**

Present your research topics from last week. Each presentation should be no more than 5 minutes.

### **Section 3: Motivational Interviewing: Patient Interviews (80 minutes)**

#### **Logistics**

- You will receive a schedule as to when your standardized patient will arrive
- The standardized patient will play three different patients.
- Students will interview in groups of two. They should “tag-team” this interview. Each group of two students will interview one of the patients portrayed by the SP.
- Other group members will observe. The enclosed observation guide will help to focus feedback.
- Use the “time-out/time-in” technique as necessary.
- Take some time after each interview to give feedback and discuss the interview.

### **Section 4: Discuss Standardized Patient Interviews (50 minutes)**

Take time to review how this exercise went for the group. Discuss the Motivational Interviewing Role-plays. Did students encounter common difficulties? Was it difficult to not give advice? This is an advanced interviewing skill, and we do not expect students to be proficient. What reactions did students have to attempting to apply principles of motivational interviewing while either interviewing or observing? Group members should also reflect on their own attempts to change some type of behavior (e.g., increasing exercise, lowering weight, changing study habits, etc...). How well do the stages of change model reflect your own experience? How would you have responded to a motivational interviewing approach to changing behavior?

**Section 5: Evaluate Session** (10 minutes)

Focus your evaluation this week on group discussion. Do group members feel comfortable sharing their opinions, even if they differ from others? What could the group and individual members do to improve participation by all members of the group?

## Motivational Interviewing Scoring Tool

Behaviors	Numbers
Number of open ended questions	
Number of closed ended questions	
Number of reflections	

Describe how the interviewer explored ambivalence with the patient.

How much resistance did the interviewer encounter during this interview?

What did the interviewer do that elicited resistance?

What did the interviewer do that decreased/limited resistance?

Aim for:

50% of questions being open ended.

Reflect twice for each question asked.