SESSION 11A
October 30th or November 1st

Motivational Interviewing Standardized Patient Interview

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

Review lecture notes – “Motivating Behavior Change I and II.”

Prepare by: Dressing professionally

Brief Outline: Section 1 Touch Base - (20 minutes)
Section 2 Motivational Interviewing Role-plays - (90 minutes)
Section 3 Discuss Motivational Interviewing Role-plays – (60 minutes)
Section 4 Evaluate session- (10 minutes)
SECTION 1: Touch base (30 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 Waters.

SECTION 2: Motivational Interviewing Standardized Patient Interviews (60 minutes)

Goal
- To practice approaching a patient about behavior change in an open and non-judgmental manner.
- To gain a better understanding of the difficulty and complexity of behavior change.

Objectives
- To maintain an open and curious approach to interviewing a “patient” about a behavior change
- To learn about the use of open-ended questions, reflection, agenda setting, exploration of ambivalence and limiting resistance in a Motivational Interview
- To learn about some of your own attitudes and beliefs about changing behavior.

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 3: Discuss Standardized Patient Interviews (30 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, losing weight, changing study habits, etc...). How well does the Stages of Change model reflect your own experience? How would you have responded to a motivational interviewing approach to changing behavior?
SECTION 4: 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

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Numbers</th>
</tr>
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<tbody>
<tr>
<td>Number of open ended questions</td>
<td></td>
</tr>
<tr>
<td>Number of closed ended questions</td>
<td></td>
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<tr>
<td>Number of reflections.</td>
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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.