Assessment of the Impact of Motivational Interviewing Learning and Proficiency Among First-Year Pharmacy Students

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**BACKGROUND**

- Motivational interviewing is a communication practice commonly used in the medical setting to assist patients in making a change and assisted in improving patient adherence and outcomes in some disease states.
- The use of motivational interviewing as a practice has been taught and studied in medical schools, but very rarely in the setting of pharmacy schools.
- The goal of this study was to assess the understanding and competency of using motivational interviewing in first-year pharmacy school students at Southern Illinois University Edwardsville School of Pharmacy (SIUE).

**OBJECTIVE**

- To assess the proficiency of motivational interviewing in first-year pharmacy school students using a coding tool.
- To survey the students' understanding of motivational interviewing and expressing empathy both before and after a course on motivational interviewing has been given.

**METHODS**

**Study Design**

- Observational longitudinal trend study that used a quantitative survey to collect information and a coding tool to assess motivational interviewing proficiency.

**Inclusion Criteria**

- Currently enrolled at SIUE School of Pharmacy as first-year pharmacy students.
- Currently enrolled in the course PHPR 717: Patient-Centered Communication: From Theory to Practice.

**Survey**

- A 10-question pre- and post-course survey was specifically created and conducted for the purpose of this research.
- The survey assessed the students’ understanding of aspects of motivational interviewing including empathy and autonomy, using nine (9) 5-point Likert-scale questions.

**Proficiency Assessment**

- The coding tool used to assess the students’ proficiency was the Motivational Interviewing Coding Assessment (MICA).
- The MICA includes 7 sections each graded on a scale from 1-5 and also includes a composite score for overall proficiency.
- A MICA score of 1 reflects poor proficiency, a score of 3 reflects some competency in using motivational interviewing, and a score of 5 reflects strong proficiency.

**Data Analysis**

- Comparison of the pre- and post-course surveys was done using student's t-test to establish statistical significance of the survey results.

**RESULTS**

**CONCLUSION**

- There was no difference in the students' pre- and post-course survey questions, however the responses to those questions showed a competent level of understanding regarding motivational interviewing as well as expressing empathy for the patient.
- The MICA composite score average showed that the students were proficient in using motivational interviewing to some degree.
- Although the course and the assessment on motivational interviewing were done via an online setting, the students were able to understand and use motivational interviewing in an educational practice setting.