**Motivation Proclamation II: More Practice Inspiring Self-Efficacy and Behavior Change in our Patients**

**Mini-Elective**

**Spring 2015**

**Course Dates:**
January 13, 20, 27, February 10, 17
Tuesdays, 3:00-5:00 PM

**Maximum Students:**
8

**Class Year:**
MS2

**Course Director:**
Antoine Douaihy, MD
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**Registration:**
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**Description:**
This 6 session mini-elective will provide students with more opportunities to re-visit motivational interviewing (MI) principles and continue to practice the interviewing skills they learned in the introductory mini-elective. Students will continue to work on strengthening patients’ motivation and commitment to change and emphasizing patients’ self-efficacy in effecting meaningful change. Evidence supports the effectiveness of MI in psychiatry, internal medicine, family medicine, pediatrics, emergency medicine, and palliative care. While MI is woven in through the UPSOM curriculum, it is only through consistent practice and team feedback that practitioners become skilled. This course will give students who have already participated in the introductory course during their 1st year the chance to get more practice working with Dr. Douaihy and specially trained psychiatry residents to hone their interview skills with patients undergoing treatment for co-occurring psychiatric and substance use disorders. This experience will increase student proficiency in communication with patients as well as fellow team members. The importance of giving and receiving constructive feedback in small group settings will again be emphasized as a skill essential to life-long learning in medicine.


**This text is available in the Health Science Library.**

Required articles (will be emailed to participants and should be read prior to first session):

**Course Objectives:**
- Review the transtheoretical model of change
- Exposure to the evidence base supporting the efficacy of MI in effecting behavior change
- Continue practicing to develop proficiency in motivational interviewing, an evidence-based therapeutic intervention for effecting behavioral change
- Continue to effectively give and receive feedback in small group motivational interviewing sessions with patients struggling with substance use and a wide variety of other mental health problems

Requirements:
- Participation in the introductory elective: Motivation proclamation: inspiring self-efficacy and behavior change in our patients
- Active participation in all sessions
- 1 page reflection on the experience is due before the final class meeting

Course Outline
Motivational Interviewing: More Practice

Course Director: Antoine Douaihy, MD
Location: Scaife Hall and WPIC

Session 1—January 13, 2015
Brief review of motivational interviewing concepts
Discussion of 2 articles highlighting the evidence base for MI in clinical practice

Suggested reading: 2 articles listed above

Session 2—January 20, 2015
Practice: WPIC 10th floor
Students will practice MI on patients admitted to the inpatient dual diagnosis service

Suggested reading: Review Miller and Rollnick, Chapter 1

Session 3—January 27, 2015
Practice: WPIC 10th floor
Students will practice MI on patients admitted to the inpatient dual diagnosis service

Suggested reading: Review Miller and Rollnick, Chapter 2-3

Session 4—February 10, 2015
Practice: WPIC 10th floor
Students will practice MI on patients admitted to the inpatient dual diagnosis service

Session 5 and 6 —February 23, 2015
Practice: WPIC 10th floor
Reflections on MI: What did I learn? How will I incorporate this into my clinical practice?
Feedback for course instructors: What did you like and dislike about the course? How could we make this course better?
Note: 1 page reflection on how the student feels he or she has progressed with regard to MI skills and comfort with using these interviewing techniques, any challenges or barriers they foresee in using these skills in day to day practice - emailed to course contact by midnight prior to class meeting.

This session will integrate what students have learned in the previous meetings, and will prepare them to integrate MI into their interactions with patients on a daily basis to continue practicing and honing their MI skills.