



# Symposium on Educational Excellence 2023

## Effectively integrating motivational interviewing skills into undergraduate nursing education

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### Keywords

Assessment of learning, Clinical teaching, Skill-building

### Abstract

**Purpose:** The proposed research study aims to explore the most effective methods of training undergraduate nursing students in motivational interviewing, such that they achieve a basic level of confidence in using MI skills by program completion.

**Objectives:** This study will compare the effectiveness of including an introductory training in MI skills alone versus adding a follow up training later in the program, as well as intentional integration into curriculum and clinical rotations throughout the nursing program, measuring both objective MI skill level and student perception of confidence in skills.

**Background:** An essential role of nurses is to educate, support patient engagement, and enable self-management in patients with uncontrolled chronic conditions, addictions and poor health behaviors (Coates, 2017; Giddens, 2020). The World Health Organization (WHO) identifies four major risk factors for poor outcomes in chronic conditions: tobacco use, physical inactivity, the harmful use of alcohol and unhealthy diets (WHO, 2022). Nurses and healthcare providers often feel at a loss for how to help people who are not ready to change health behaviors. Education alone is often not an effective intervention in the early stages of change in harmful health behaviors. Motivational Interviewing (MI) is an effective, evidence-based counseling method to support health behavior change across specialties (Dobber et al., 2019), particularly in the early stages of change. Evidence shows that nurses do not regularly use MI in practice unless they feel confident in their skills, which takes time, effort and practice to achieve (Dobber et al., 2019). Benner's Novice to Expert learning framework outlines the need for multiple opportunities to develop nursing skills to gain proficiency (Landers et al., 2020). Few undergraduate nursing programs in the U.S. integrate this valuable nursing skill consistently throughout the curriculum (Badowski et al., 2022).

Methods: A projected sample size of 100-150 OHSU undergraduate nursing students will be recruited from the Portland campus of OHSU, including students from new cohorts entering nursing school over one academic year. All participants will receive an introductory MI skills training session at the start of their undergraduate nursing program, as per current practice. In the randomly assigned intervention group, a follow up training session will be included later in the program, followed by steps to integrate MI into practice during clinical rotations. Researchers will evaluate students' MI skill level at program start after the first training and at program completion using a valid evaluation tool in both the control and intervention groups. Students will also self-evaluate confidence levels in using MI in both groups: after the first training session and at the time of program completion.

Impact: If undergraduate nursing students are effectively trained and gain enough confidence in MI to use skills consistently in practice, students entering the healthcare work force could significantly influence health outcomes. Healthcare culture could shift toward becoming more effective at inspiring health behavior change and engagement in care in patients with unstable chronic conditions, addictions and poor health behaviors.

## Learning Objectives

1. Effectively integrating Motivational Interviewing Skills into Undergraduate Nursing Education
2. By the end of the symposium, participants will learn about the need to provide effective education in Motivational Interviewing in undergraduate nursing programs
3. By the end of the symposium, participants will consider one proposed method of evaluating effectiveness of more robust educational support for learning Motivational Interviewing in undergraduate nursing programs.

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