F333
EVALUATING MOTIVATIONAL INTERVIEWING PHYSICIAN ASSISTANT CURRICULA

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Awarding this project does not necessarily constitute an endorsement of the findings of this research report (presentation) by the Physician Assistant Education Association.
Chronic disease is a major US health concern

- Over half of all US adults suffer from 1 or more chronic disease:¹
  - Heart disease
  - Stroke
  - Cancer
  - Diabetes
  - Obesity
  - Arthritis
- In 2010, chronic disease accounted for 86% of total annual healthcare spending²

Chronic disease is a leading cause of death in the US

Risky health behaviors account for majority of chronic disease-related death

MI provides mechanism to improve outcomes of chronic disease

• Motivational interviewing (MI) is an evidence-based approach to behavioral counseling\(^1,^2\)
• MI empowers patients with the ability to make lifestyle changes in:
  – Addiction\(^1\)
  – Nutrition & Exercise\(^2\)
• MI can be used by clinicians to promote behavioral change and prevent chronic disease\(^2\)

MI is a multi-factorial technique

- MI is a complex technique that requires mastery of several skills$^1$
  - avoiding argumentation
  - developing discrepancy
  - supporting patient efficacy
  - verbal communication skills
  - change talk
  - health behavior change
  - responding to resistance
  - empathy

The importance of MI depicted by its incorporation into curricula

• Most programs for future health care providers in the US provide some degree of MI training:
  – Medical programs
  – PA programs
  – Nurse & nurse practitioner programs
  – Pharmacy programs

• Research about medical school curricula helped create a benchmark to optimize MI training in MD programs nationwide

Little is known about the extent to which MI is addressed in PA curricula

- Kelly, et al. assessed tobacco cessation counseling in PA curricula:
  - 79 programs surveyed (56% response rate)
  - 75.6% of the programs taught MI as a tool to be used for tobacco counseling
  - Average of 55 minutes were devoted to teaching MI

- Masters thesis by O’Hara assessed students’ perceived comfort and understanding of MI
  - 82 students responded to survey
  - 50% were comfortable using MI techniques
  - 42.7% did not feel that MI was adequate in their curricula

Study Aims

• We investigated the extent to which MI is taught in PA programs around the country:
  – Appreciate strengths of current curricula
  – Understand any shortfalls
  – Use information to establish a benchmark for MI training and better prepare PA students to encourage positive lifestyle changes for patients
Methods

• Data collected as part of the larger 2014 Physician Assistant Education Association Annual Program survey

• Survey portion contained 2 questions:
  – #1: number of courses devoted to teaching specific MI components
  – #2: Teaching methodology

• Descriptive analysis of data conducted with StatPlus software
A total of 186 PA programs from around the country responded to the survey.
Lectures and readings are the most common MI teaching methods

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<thead>
<tr>
<th>Teaching Methodologies</th>
<th>MI Curriculum</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
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<td>Lectures</td>
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<td>Reading</td>
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<td>Group discussions</td>
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<tr>
<td>Written</td>
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<td>Problem-based learning</td>
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<tr>
<td>Online</td>
<td>52</td>
<td>27.9</td>
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</table>
Standardized patient interactions are reported in <60% of PA curricula.

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<tbody>
<tr>
<td></td>
<td>Required</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Role play without evaluation</td>
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<tr>
<td>Role play with evaluation</td>
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<tr>
<td>Standardized patient without evaluation</td>
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</tr>
<tr>
<td>Standardized patient with evaluation</td>
<td>109</td>
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</table>
Number of courses devoted to MI teachings in PA curricula
Number of courses devoted to MI teachings in PA curricula
Summary of Results

• Nearly three-fourths of PA programs report at least one course devoted specifically to MI theory

• MI is most commonly introduced to PA students with mandatory lectures and readings

• Most PA programs reported at least one course in verbal communication and empathy, at 76.9% (N=140) and 79.7% (143), respectively
Summary of Results

• Health behavior change, developing discrepancy, and change talk talk are among the most poorly addressed MI topics, with 40.9% (N=75), 52.2% (N=95), and 48.9% (N=89) programs reporting no courses devoted to these topics.

• Only 58.6% of programs report utilization of standardized patient encounters with formal evaluation to teach MI.
MI is an important part of the PA curriculum

- PAs can contribute to the prevention of chronic disease in the US by using MI to educate, advise, and empower patients\(^1\)
- Most PA programs recognize the importance of MI
  - 85% of PA programs report required MI lectures
  - Nearly three-fourths of PA programs have one program dedicated specifically to MI

PA curricula do not facilitate mastery of MI technique

- Inadequate number of courses devoted to 8 MI components assessed shows that none of these MI components are adequately addressed
- Gold standard for medical education is active learning through standardized patient encounters\(^1\)
  - Lectures and readings were most common
  - Only 58.6% of programs use standardized patients
- Limitations to standardized patients could be awareness, time, and cost

More emphasis should be placed on standardized patient experience

- More emphasis must be placed on courses that incorporate 8 components of MI
- Since MI is most effectively learned through standardized patient encounters\(^1\), more emphasis should be placed on active learning rather than passive reading and lecture exercises

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Questions?