

Using Motivational Interviewing to Support Student Professionalism on Fieldwork

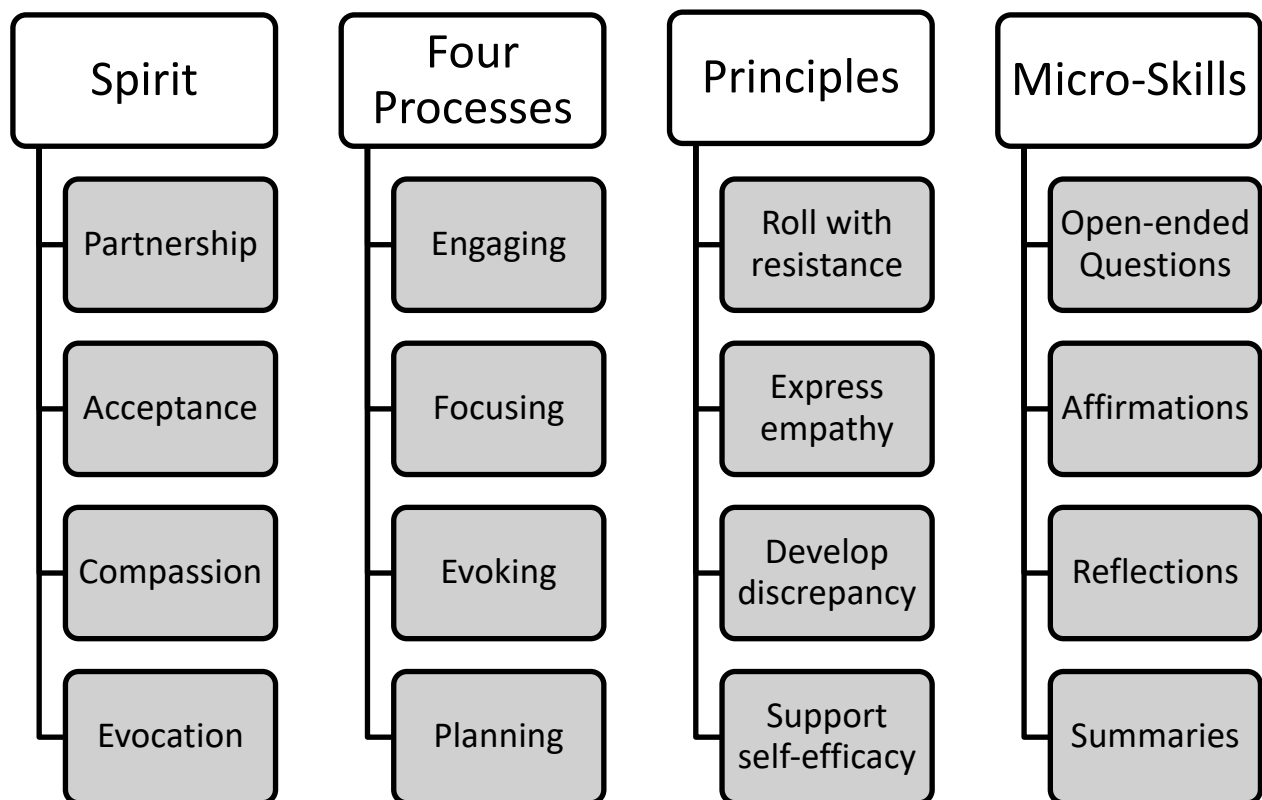
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Stage/ Description	Educator's Role	Useful Approaches	Questions to Ask
<p>Precontemplation</p> <p><i>Student is unaware or under-aware of problems. No intention to change behavior.</i></p> <p><i>Key issues: Reluctance, rebellion, resignation, rationalization</i></p>	<ul style="list-style-type: none"> • Help students consider if they have a problem. • Provide information linking problem behaviors and real-life OT practice. • Raise awareness and doubt. • Remember that the goal is NOT to help them change immediately, but to help move them to contemplation. 	<ul style="list-style-type: none"> • Establish rapport, ask permission, build trust. • Elicit the student's perceptions of the problem. • Offer factual information about the consequences of behavior on grades, practice, etc. • Explore the pros and cons of change with the student. • Express concern and "keep the door open" • Be aware that the student may be aware of the problems his/her behavior causes, but still not looking to change it. 	<ul style="list-style-type: none"> • What concerns have others had about your behavior? • Would it be OK if I offered some observations from our interactions? • Would it be OK if I offered some concerns about how this might affect you in the future? • What are some of the benefits to (describe the behavior) that you see? • What are some of the drawbacks to (describe the behavior) that you see?
<p>Contemplation</p> <p><i>Student is aware of the problem and is considering a change, but has no commitment to take action.</i></p> <p><i>Key issue: Ambivalence</i></p>	<ul style="list-style-type: none"> • Help students explore feelings of ambivalence and the conflicts they feel about changing their behavior. • Move motivation from extrinsic to intrinsic. 	<ul style="list-style-type: none"> • Normalize ambivalence. • Elicit and guide student to weigh the pros and cons of the status quo and possible change. • Help the student to examine professional goals in relation to the change being considered. • Emphasize the student's free choice, responsibility, and self-efficacy. • Remember that interest in change does not mean that one is committed to change. Do not confuse these. 	<ul style="list-style-type: none"> • What would life be like if you changed (the behavior)? • What do you see happening if you continue to (describe the behavior)? • Times when you have (describe the change; examples: "related well to peers," "did well managing your time," etc.), what did you do to make that happen? • If you were to make this change, how might you go about it? • How important is this change to you right now? Why is it not less important to you?

<p>Preparation</p> <p><i>Student intends to change and is preparing to do so. May make small behavioral changes.</i></p> <p><i>Key issue: Gathering ideas, resources, confidence</i></p>	<ul style="list-style-type: none"> • Help students work to strengthen their commitment to change. • Help students explore their resources and strategies to support the change. • Help students decide on appropriate, achievable actions. 	<ul style="list-style-type: none"> • Assess strength of commitment. • Examine barriers and elicit solutions. • Acknowledge the significance of the decision to change. • Affirm the student's ability to be successful. • Remember that change is not automatic, and ambivalence is still present. • Explain that relapse will not disrupt your relationship with the student. 	<ul style="list-style-type: none"> • How important is this change to you right now? Why is it not less important to you? • If you were to make this change, what would the first week be like for you? • What do you think you will do? • What is your next step? • If you were to make this change, what might get in your way? How can you address it? • Would it be OK if I offered some possible ideas to help you make this change? • Who might support you in this?
<p>Action</p> <p><i>Student takes decisive action to change.</i></p> <p><i>Key issue: Small steps</i></p>	<ul style="list-style-type: none"> • Help students execute their action plans. • Help students problem-solve new barriers. • Be a source of encouragement and support. • Reinforce the benefits of the change. 	<ul style="list-style-type: none"> • Acknowledge student's feelings and experiences. • Support a realistic view of change through small steps. • Acknowledge difficulties. • Help student assess and call on resources and support. • Reaffirm student's commitment to change. 	<ul style="list-style-type: none"> • What is working for you right now? • What hasn't worked so far? What might you do about this? • How are you handling it when things don't go as you had planned? • Who or what is supporting you in making this change? • What resources or support do you wish you had that you don't currently have?
<p>Maintenance</p> <p><i>Student works to consolidate gains and prevent relapse.</i></p> <p><i>Key issue: Stability</i></p>	<ul style="list-style-type: none"> • Help students with relapse prevention. 	<ul style="list-style-type: none"> • Support self-efficacy. • Evaluate present actions and long-term plan for change. • Anticipate difficulties and address them. • Remember that maintenance takes more action and planning than you'd think. Relapse is possible. 	<ul style="list-style-type: none"> • What have you found to be most effective for you in making this change? • What do you anticipate becoming difficult for you in the future? How might you handle that? • What has worked before that you might try again?

<p>Relapse</p> <p><i>Student returns to previous behaviors. Usually returns to contemplation stage.</i></p> <p><i>Key issue: What next?</i></p>	<ul style="list-style-type: none"> • Help students cope with the consequences of relapse. • Help students decide what to do next. 	<ul style="list-style-type: none"> • Help student re-enter the change cycle. • Determine where he/she is re-entering the cycle so you can provide appropriate support. • Commend any willingness to reconsider positive change. • Explore the relapse as a learning opportunity. • Emphasize the positive aspects of the student's attempts to change. • Express concern and disappointment about the relapse. • Support the student's self-efficacy. 	<ul style="list-style-type: none"> • What did you learn as a result of the process? • How are you feeling now? • Prior to (the relapse), what was working for you? • Prior to (the relapse), what wasn't working so well? • What other skills or resources do you think you might benefit from? • Would it be OK if I offer my views on where you're at right now?
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Key Concepts in Motivational Interviewing



Sample Script for MI with a FW Student

FW Educator:	I asked to meet with you today to talk about how things are going for you so far on this placement. What are your thoughts about your performance so far?	Open-ended question
Student:	I think it's good. My patients like me. Things are good.	
FW Educator:	You've worked hard to build rapport with your patients.	Affirmation
Student:	Yes, I like them and they like me.	
FW Educator:	What other things are you noticing in your performance so far?	Open-ended question
Student:	Nothing else really. I think I'm doing pretty good.	
FW Educator:	I agree that you're doing well with your patients so far. How are you feeling about your time management?	Open-ended question
Student:	Well, sometimes I have really busy days, like on Tuesdays. And other days there aren't as many patients scheduled. Or they cancel.	
FW Educator:	Sometimes you have a lot going on, and other times you have a little break.	Reflection
Student:	Yes. Those busy days really make me tired.	
FW Educator:	You work really hard on those days.	Affirmation
Student:	Yeah. I go home and I'm exhausted.	
FW Educator:	And what about the days when you don't have as many patients scheduled? How do you feel about how you use your time on those days?	Open-ended question
Student:	Pretty good. I try to help around the clinic when I can. I get my notes done, then I clean up or find something else to do to help.	
FW Educator:	Staying busy and contributing to the clinic is important to you.	Reflection
Student:	I want to contribute. And I get bored when I don't have much to do.	
FW Educator:	I can understand that. Do you mind if I offer an observation about your use of unscheduled time?	(Asking permission)
Student:	Sure, I guess. I mean, I try to help out. I don't see why we would need to talk about that. But go ahead.	
FW Educator:	You contribute a lot around here. It doesn't seem that important to talk about the other ways you use your free time.	Reflection
Student:	Right. But go ahead.	
FW Educator:	Well, I've noticed that sometimes when you have a cancellation or some unscheduled time, we can't find you when we're looking for you. Other staff have reported that they've seen you taking breaks outside.	(Sharing subjective data)
Student:	Yeah, I take breaks every so often. I don't know why we need to talk about that, though.	
FW Educator:	Taking an extra break during the day doesn't seem like a big deal, as long as you get all your work done.	Reflection
Student:	Well, yeah. I mean, what else am I supposed to do? Plus, it's stressful here sometimes. I need to get outside.	
FW Educator:	You take breaks because this work is difficult sometimes, and you just need to get away and collect your thoughts. And you're getting all your work done.	Reflection
Student:	Right. And it's not like anyone needs me at that time.	
FW Educator:	What might happen if someone did need you?	Open-ended question
Student:	I guess they'd have to go outside to find me. But that isn't that difficult.	
FW Educator:	When a staff member needs your help or you get a call from a patient, we should go out to the parking lot to call you in.	Amplified Reflection
Student:	Well, I can see where that could be difficult...	

