

From Practice to Classroom: An Interprofessional Collaborative Partnership to Teach Motivational Approaches in Building Therapeutic Relationships

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Faculty/Presenter Disclosure

- **Faculty:** *Wayne Skinner*
- **Relationships with commercial interests:**
 - **Grants/Research Support:** none
 - **Speakers Bureau/Honoraria:** none
 - **Consulting Fees:** none
 - **Other:** Employee of Centre for Addiction & Mental Health

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Disclosure of Commercial Support

- This presentation has not received financial support from.
- This program has not received in-kind support

Potential for conflict(s) of interest:

- None

Mitigating Potential Bias

- There are no mitigating potential bias

Learning objectives

- To gain an understanding of how interprofessional collaborative educational partnerships can enhance the faculty and undergraduate Nursing student experience.
- To acquire the fundamentals of Motivational Interviewing (MI) as an approach to building the therapeutic relationship in teaching relational skills.
- To explore the applications of MI as a way to teach relational skills that can be utilized across the health care continuum.

Setting the Stage at the Faculty

- Given the increasing complexity of clinical care, there was an identified need by Nursing faculty to teach strategies such as MI that would enable students to be better equipped to motivate and support patients along the health continuum, including those with concurrent conditions.

MI Interprofessional Collaboration...

- Building on each other's clinical practice expertise in mental health and addictions, Nursing faculty partnered with Social work in developing and co-teaching course content that incorporated practical MI principles as an approach to build the therapeutic relationship in the context of relational skills.

“Outsider” Observations

- MI – going beyond the what (the instrumental skills) of practice to the how of helping (the relationship between nurse and patient)
- The process of curriculum change – better and worse practices

Better Practices ...

- Engagement of full undergraduate faculty
- Orientation of clinical instructors
- Student instruction in MI Spirit & Skills
- Monitoring and support by faculty and clinical instructors
- Follow-up with students & clinical instructors
- Student evaluations & feedback

What is Motivational Interviewing?

- *... a way of being with people*
- A set of clinical methods that can be taught and learned
 - Miller and Rollnick (2002)

More recently...

‘a collaborative, person-centred form of guiding to elicit and strengthen motivation...’

Miller & Rollnick, 2013

MI's Growing Evidence Base...

- Growing evidence showing MI's effectiveness on improved outcomes across clinical populations (Rollnick, Miller & Butler, 2008).
- Initially developed for addiction specialists treating problem drinkers, MI has demonstrated potential to enhance how nurses practice and interact with patients across health care settings (Dart, 2011).
- Evidence base extends beyond addiction (and mental health) to the broad realm of health behaviour change.

O-A-R-S



OPEN Questions

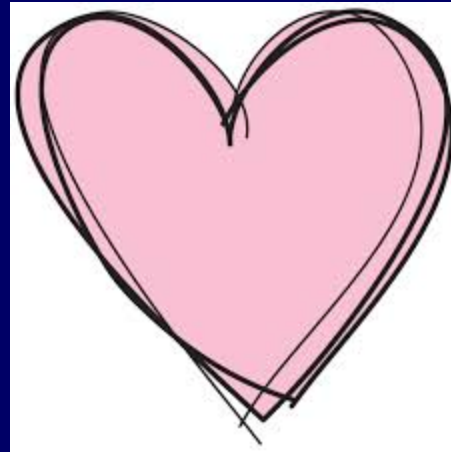
AFFIRM

REFLECT

SUMMARIZE



The Heart of MI



Empathy

Key Learning's from our Collaboration

- Nursing and social work to provided introductory training in MI to clinical instructors to bridge course content into clinical teaching
- Collaboration X 2:
 - Nursing & Social Work
 - University Faculty & Health Science Centre (CAMH)
- Undergraduate Nursing curriculum was expanded to include MI simulation scenario for students
- Anecdotal feedback was very favorable with students making the connection of the application of MI across clinical populations

Final Thoughts...

- Through this partnership, nursing and social work faculty role modeled collaboration by co-teaching lectures and jointly shared clinical examples which demonstrated a collaborative collegial approach to enhancing patient/client care across settings using MI.

Thank You!

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