

BACKGROUND

- Motivational Interviewing (MI) is growing as a critical skill in patient communication
- There is minimal guidance regarding how to integrate MI education into pharmacy curriculums or how to assess student competency and skills
- Existing assessment tools are beneficial but can be complex, especially for inexperienced students, limiting opportunity for valuable feedback and growth
- The MICA was developed as a basic MI coding tool to evaluate 7 core skills
 - Strategy-based skills: strategically responding to sustain talk, strategically responding to change talk
 - Intention-based skills: partnership, evoking, guiding, expressing empathy, supporting autonomy & activation

OBJECTIVE

The purpose of this study is to determine the usefulness and practicality of the MICA tool within SIUE's pharmacy curriculum to accurately assess student comprehension and application of learned MI skills.

METHODS

STUDY DESIGN

- Descriptive, survey-based study including data from 71 first-year pharmacy students at SIUE SOP during the fall 2021 semester
- Completion of 6-week course required a 10-minute pre-recorded mock-encounter with an ambivalent patient; encounters were evaluated using the MICA tool by both instructors and the individual student
- Student surveys also assessed different baseline student characteristics, such as work history

STUDY MEASURES: OUTCOMES

- Primary Outcome: Differences between evaluator-given score and self-given score between individual students
- Secondary Outcomes: Differences in primary outcome scores within various student characteristics, including previous work experience in a pharmacy, primary pharmacy workplace setting, average patient encounters each week, overall understanding of MI, and overall confidence in utilizing MI skills

METHODS

SURVEY DESCRIPTION

Both Instructor and Student Surveys:

- Scoring individual MICA skills from 1-5
- Strategically responding to sustain talk, strategically responding to change talk
- Partnership, evoking, guiding, expressing empathy, supporting autonomy & activation
- Assessing other skills through running tally's of occurrence and providing examples
- Complex reflections, affirmations, sustain talk, change talk

Student Surveys Only:

- Identifying baseline information
- Unique identifier
- Patient ambivalence
- Supplying additional information
- Previous work experience in a pharmacy
 - If yes: Identifying primary setting, indicating average number of patient interactions each week
- Rating understanding of basic ideas and principals of MI
- Rating feelings of competence, ability to use MI skills in pharmacy practice

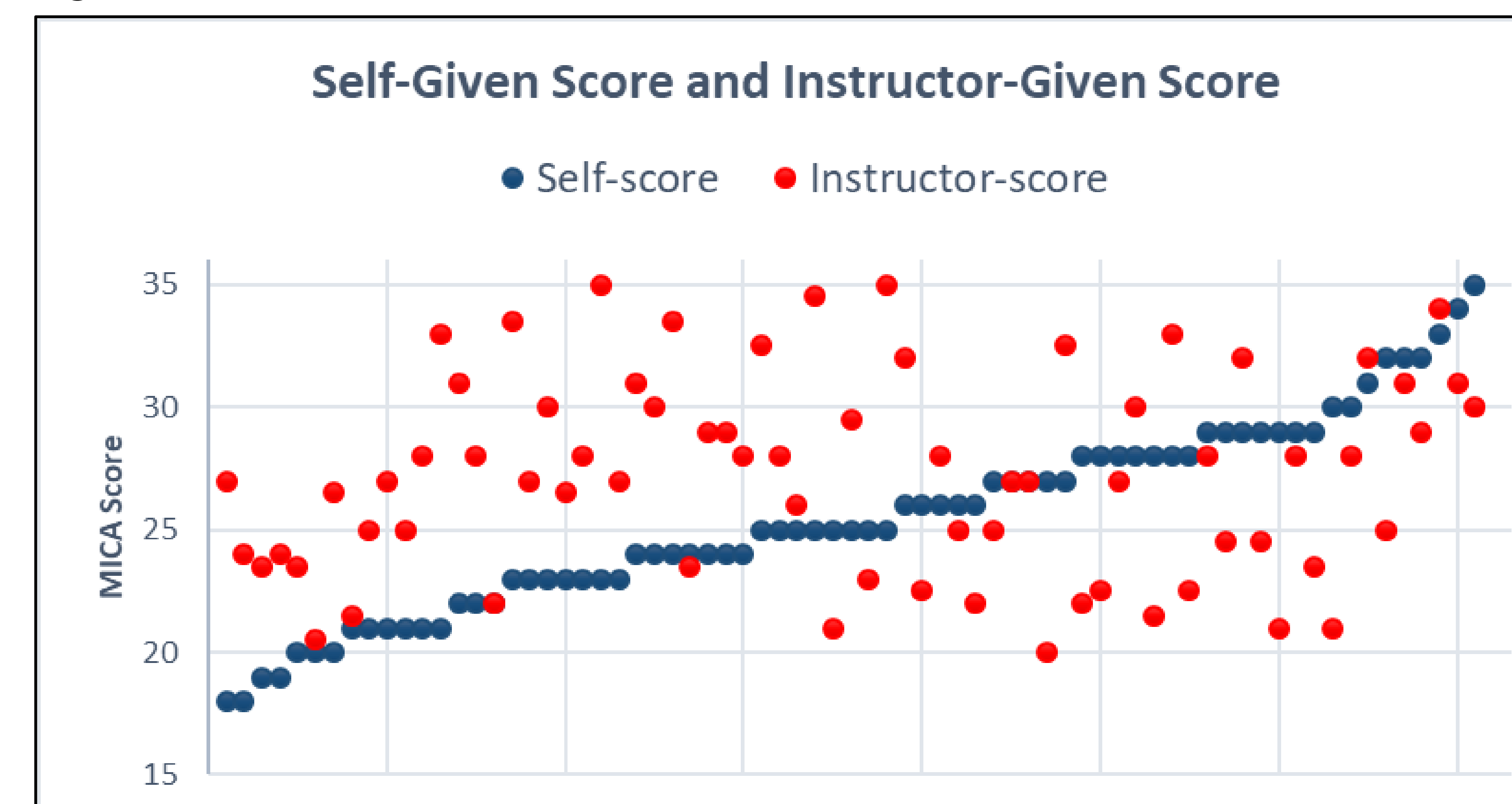
RESULTS

Primary Outcome

Table 1: Overall mean (SD) of all student-given scores and all instructor-given scores

	Student-given	Instructor-given
Score – mean (SD)	25.5 (3.9)	27.2 (4.1)

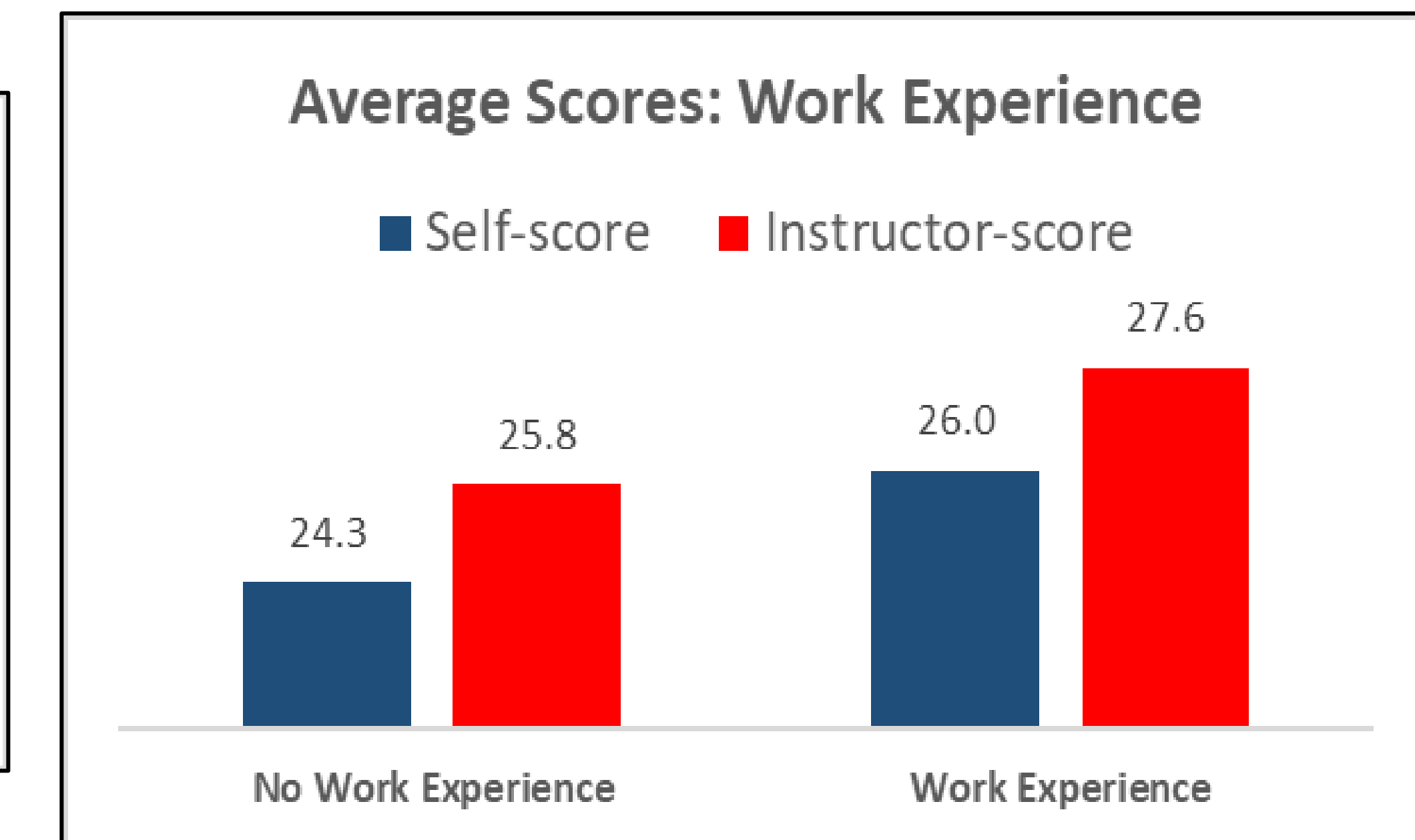
Figure 1: Self-Given Score and Instructor-Given Score for each student



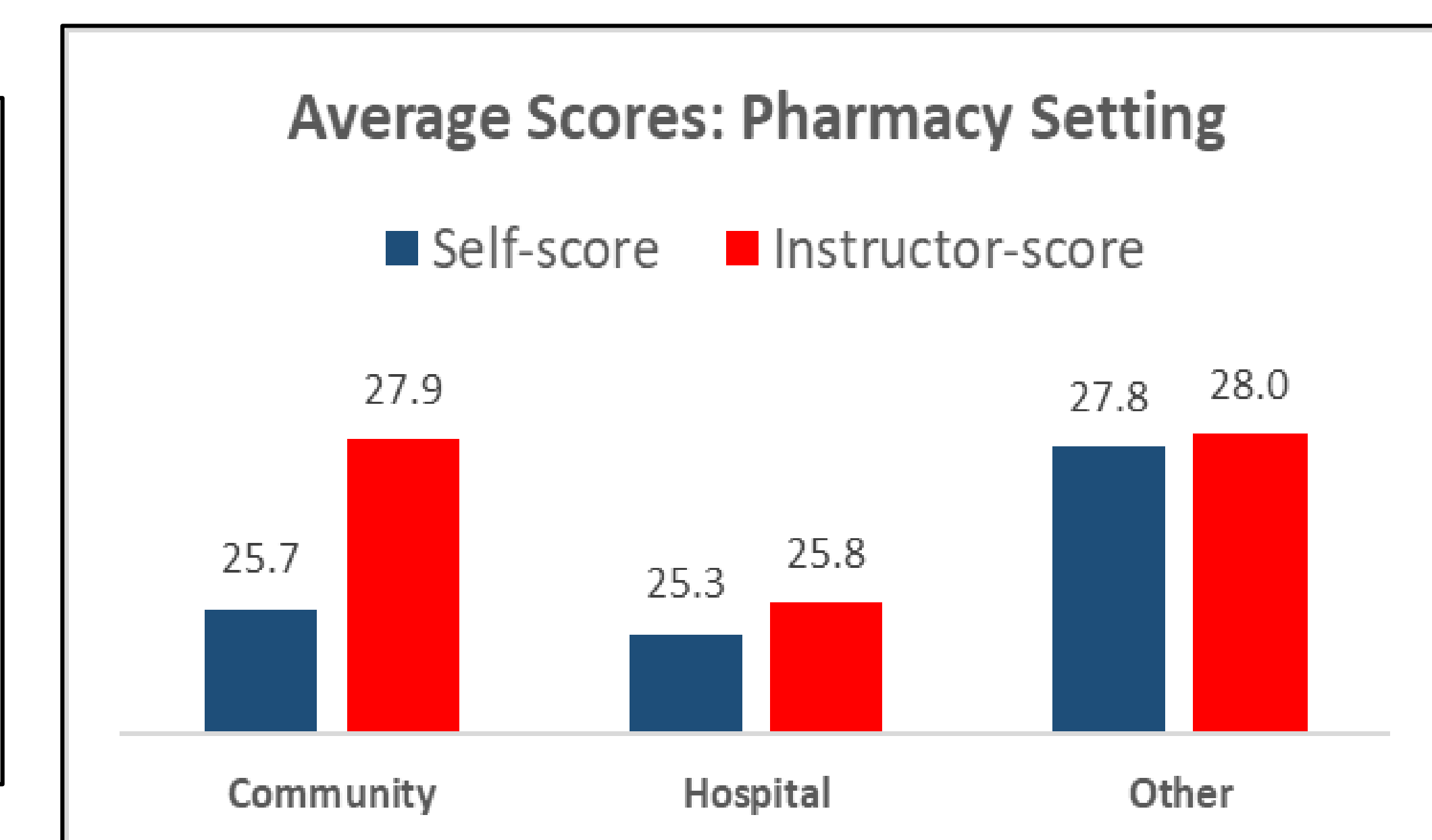
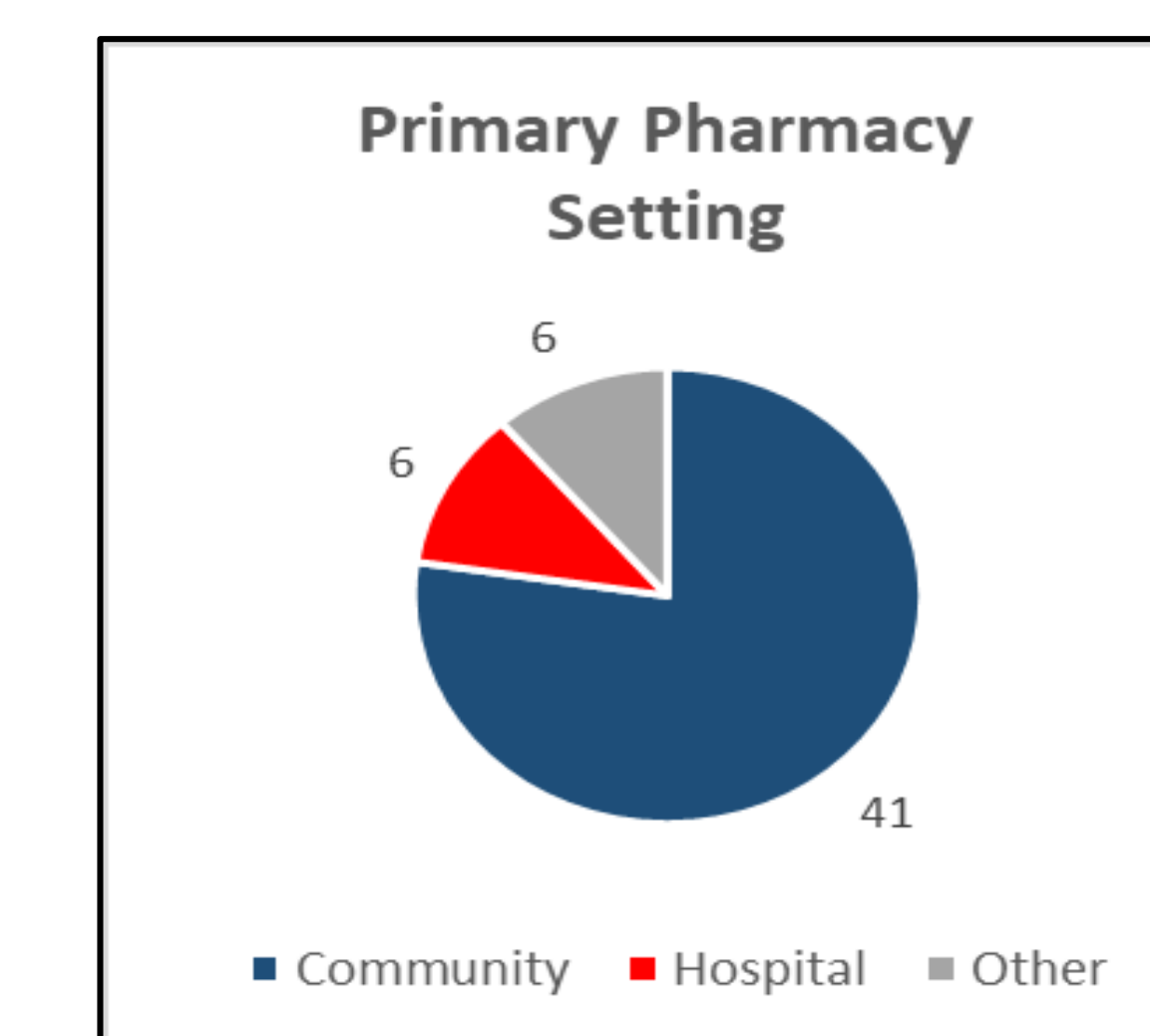
RESULTS

Secondary Outcomes

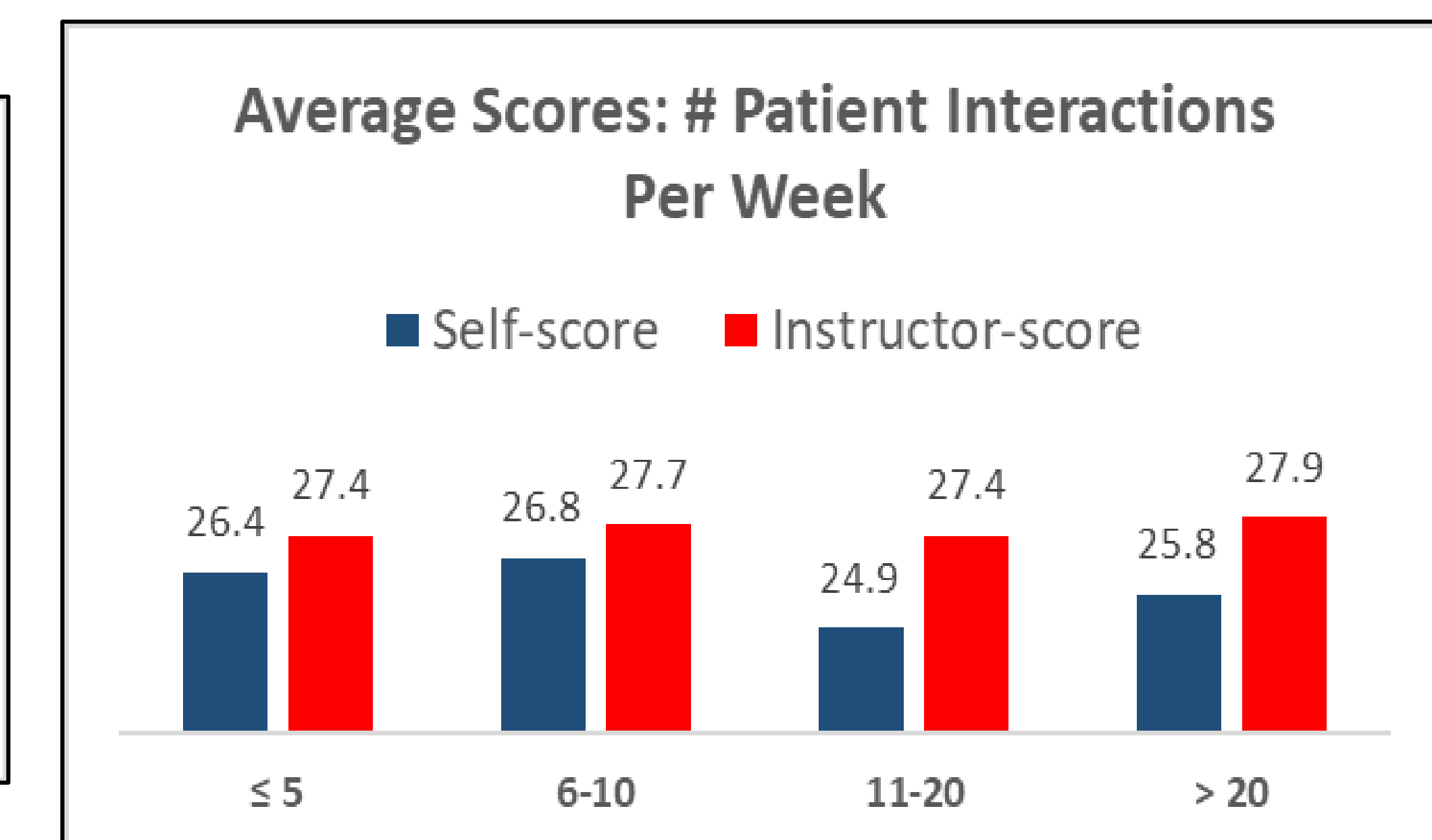
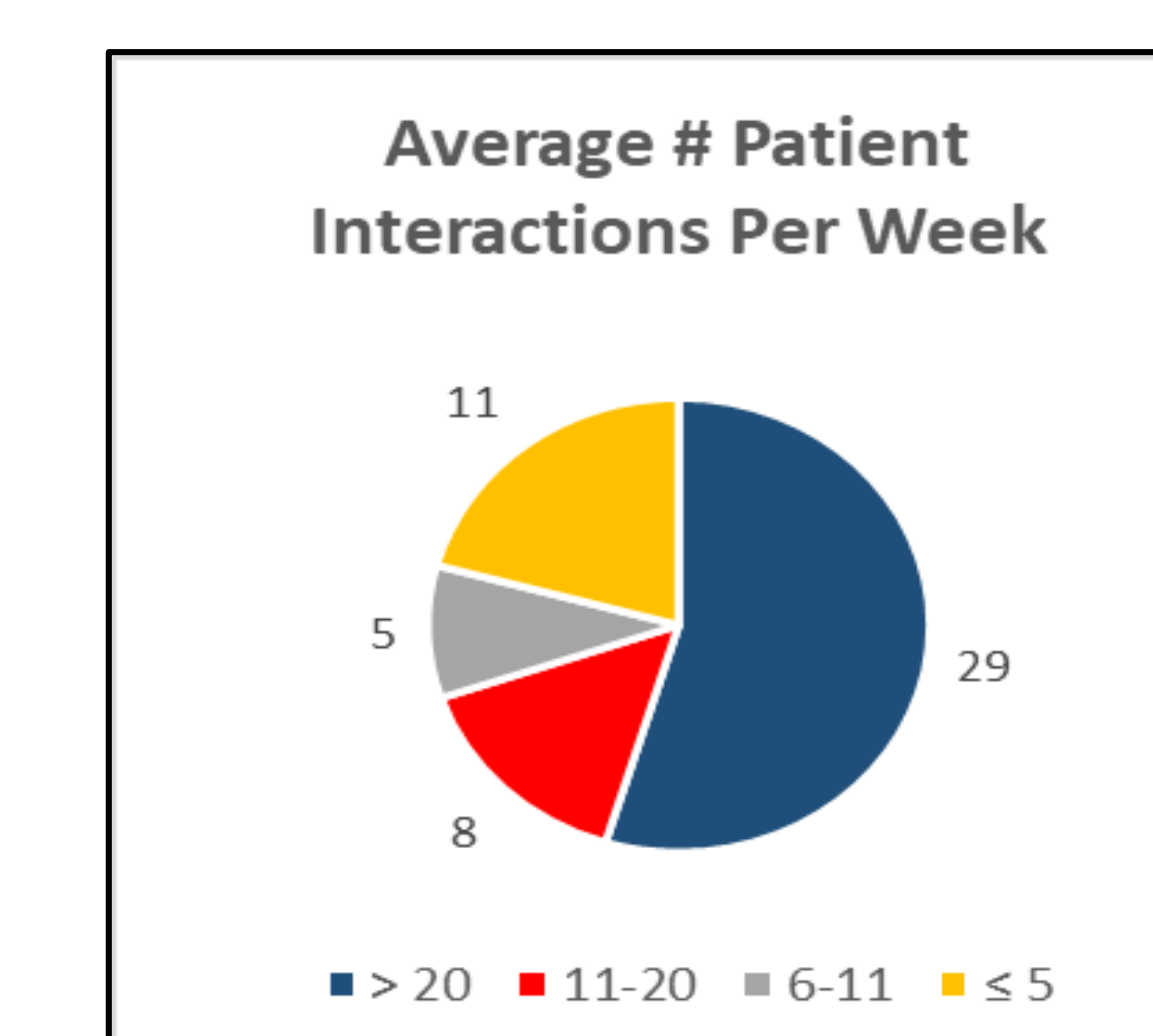
Figures 2 & 3: Overall scores by previous work experience



Figures 4 & 5: Overall scores by primary pharmacy workplace setting



Figures 6 & 7: Overall scores by average number of patient interactions each week



CONCLUSION

- Minimal variability between self-scores and instructor-scores supports the practicality and ease-of-use of the MICA in both students and evaluators
- Student characteristics gathered in this study do not indicate the likelihood of variability in scores
- The use of the MICA tool should be considered in pharmacy curriculums as a basis to evaluate student comprehension and utilization of MI skills.**