Accelerated Students (2D) in Psychiatric Clinical Setting

Strengthening the self efficacy through the use of Motivational Interviewing

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October 2010
Objectives:

- Describe the unique challenges to learning the role of professional nursing for 2nd degree BSN students
- Discuss implications of ambivalence, role confusion, and sense of inadequacy of 2nd degree students
- Summarize components of Motivational Interviewing
- Recognize ambivalence and self efficacy in student communication and behavior
- Identify teaching methods to foster self efficacy and failure tolerance of students
2D Program Attributes

- Higher attrition rates
- Short time
- Intense content
- Test success
2D Student Attributes

- Diverse
- Previous education
- Lived experiences
- Varied career backgrounds
- Drive for success
- Expectation of mastery
Unique Faculty Challenges

- Evaluate faculty poorly
- Higher expectations of self and others
- Do not like busy work or “fluff”
- Read assigned material
- Expect fairness
- Ask “why” questions
- Value evidenced based practice
Self Efficacy

• Resides between cognition, affect and behavior
• Perception and judgment
• Social comparison with peers
• Situational
• Outcome expectations
• Efficacy expectations
Faculty Promotion of Self Efficacy Failure Tolerance

- Individual improvement and mastery
- Recognize effort
- Opportunities for improving
- View mistakes as part of learning
- Encourage use of self regulatory strategies
- Active engagement “Control ability”
- Performance goals vs Mastery goals
- Group strategies
Fundamental Concepts of Motivational Interviewing (Miller, 1983)

- Prochaska & DiClemente (1983)
- Rogers (1951)
- Resolving ambivalence (Miller & Rollnick, 1991)

5 Principles (Miller & Rollnick, 1991)

- Empathy
- Avoid argumentation
- Roll with resistance
- Support self efficacy
- Develop discrepancy
Benefits of Motivational Interviewing

• Student centered
• Mobilizing clarification and resolution of ambivalence
• Active listening
• Responsive
• Goal directed questioning
• Attend to desired change
Faculty Actions

- Address ambivalent feelings
- Reinforce excellent clinical skills in the face of dealing with ambivalence
- Provide positive feedback during learner’s evolving self efficacy
- Spend time face to face on one
- Utilize motivational interviewing to reinforce clinical decisions
- Clarify ambivalence toward the mental health patients
Methods for Rolling with Resistance

• Perhaps you are curious about ...but you seem a little unsure that ... . That’s understandable.
• It’s up to you to decide if you are ready to ... and make a change.
Developing a Discrepancy

• Even though it seems too hard, something makes you feel that it might ...
• You noted ... but it sounds like it really is not that important to you.
Enhancing Motivation

OARS

• Open ended questions
• Affirmations
• Reflective Listening
• Summarizing - Encouraging Evaluation
• Suggesting Collaboration
Eliciting Self Motivating Statements

- Problem recognition
  - How long have you ...
  - What do you hope to gain ...
  - What have you done to try to help yourself ...
- Expressing concern
  - What worries you most about ...
  - How might ... affect your ...
- Intention to change
  - If you were to feel more ... what would be different
  - Are you interested in exploring this further?
Faculty Behaviors to Avoid

• Being too pro change
• Being persuasive
• Acting in an expert role
• Campaigning for participation
• Labeling
• Being solution focused
• Getting ahead of the student’s readiness
• Premature focus
• Doing all the talking
Promoting Success

- Ask students about learning styles
- Discuss individual perceptions of environment
- Collaborate on learning opportunities
- Foster integration with staff
- Offer time for connecting
- Non-evaluative communication
- Affirm incidental learning
- Invite students to express research questions
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Student challenges to psychiatric clinical setting

- Support outside of “work”
- Vulnerable shift on learning curve
- Acute care goals
- High stress demands
- Anxiety related to feeling unable to help
- Anxiety related to feeling not included in staff nurse group (Melrose & Shapiro, 1999)
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Faculty Promotion of Self Efficacy
Failure Tolerance

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Methods for Ambivalence

• It sounds like you are reluctant to .... although doing so will ...

• Let’s look at this together

• On a scale from 0-10 with 0 being the least confident and 10 being the most, how confident are you about ...

• You are trying so you are open to learning new skills in case ...

• What might be an advantage if ... were to improve?
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