

## E-learning „Motivational Interviewing“

### A useful tool to improve the skills and competence of communication?

#### The Aim of the online course

Online courses are a simple and rapid way to impart useful knowledge. The motivational interviewing (MI) is an effective way of communication to invite and to encourage the patient to talk about behavior change. It is very patient centered and low invasive. To offer this method independently from time and space it appears suitable to make practitioners familiar with. This could increase the utilisation of the motivational interviewing in the daily practice.

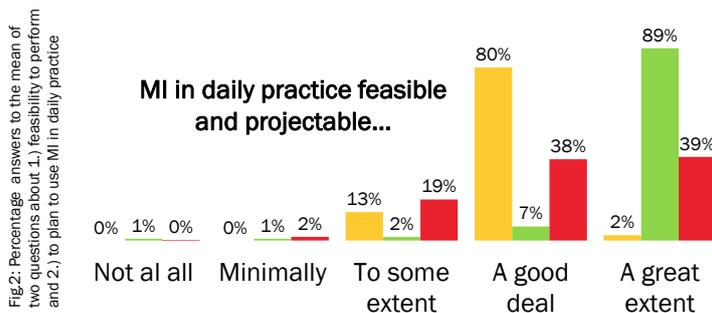
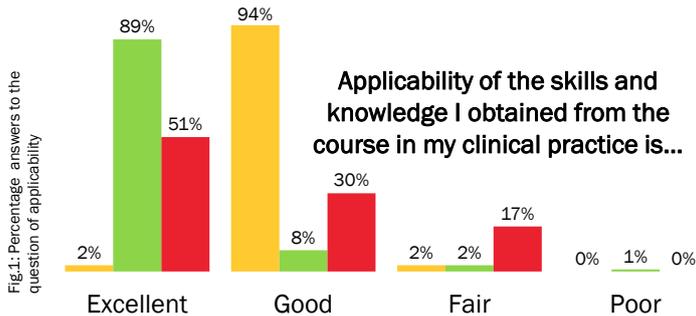
#### Three professions with a little different view at the course

Four professions and one non-specific group („Other“) left their feedback, but only three of them were in numbers enough for meaningful conclusions: medical students **MS** (N=84), physicians in specialist training **PST** (N=123) and general practitioners **GP** (N=355). Unfortunately these groups are not equally and normal distributed so statistical testings are not feasible. Only trendical and percental views were realised.

#### The Evaluation

In 2014 and 2015 the online course was available in English and in German. The participants were asked to evaluate the course after the execution. 17 questions were to answer.

607 participants from 24 countries took part on the evaluation.



**MS** and **PST** evaluated a better applicability of the skills and knowledge than **GP** (**PST** more excellent). The **GP** who are associated with patients day by day evaluated more critically.

Young doctors (without specification), **MS** and **PST**, attested the MI a greater feasibility and more often planned to use the MI in their daily practice than the **GP**. In this point the **PST** were also more optimistic than the **MS**.

It seems that the benefit from the online course is higher for **MS** and **PST** than for **GP**.

#### Supplementary notes to the most essential yields

Free text notes were summarized to 17 clusters. The most frequent clusters were „self reflection“<sup>A</sup> (137/562), „practical examples“<sup>B</sup> (130/562), „patient motivation“<sup>C</sup> (79/562), „videos“<sup>D</sup> (77/562), „interactivity“<sup>E</sup> (69/562), „simple and practical to use“<sup>F</sup> (64/562) and „great tool for students“<sup>G</sup> (62/562). **MS** and **PST** mentioned the methodic of the course<sup>(B, D, E, G)</sup> more than **GP**. Whereas the **GP** mentioned the self reflection<sup>(A)</sup> and also „reinforcement my current way of communication“ more than the **MS** and **PST**.



Fig.3: A word cloud from all free text supplementary notes to the question about „The most essential yields of the course for me was...“

**Conclusion** It seems that an online course about MI have the biggest benefit to people within the medical education (**MS**, **PST**). They attest the course more applicability and feasibility, they more often plan to use MI in the daily practice after taking the course and they recommend the course als a great tool for students (and also nurses). People with a daily contact to patients (**GP**) using the course rather for reflecting or reinforcement their own communication.