

2-14-2024

Implementing Motivational Interviewing to Improve Medication Adherence: A Staff Education Project

Marlon Medina
Walden University

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Walden University

College of Nursing

This is to certify that the doctoral study by

Marlon Medina

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2024

Abstract

Implementing Motivational Interviewing to Improve Medication Adherence: A Staff

Education Project

by

Marlon Medina

MS, Walden University, 2019

BS, Walden University, 2013

Project Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Nursing Practice

Walden University

February 2024

Abstract

Medication nonadherence is a major health issue among psychiatric patients as studies show a significantly high rate of medication nonadherence among psychiatric patients.

This impacts the health outcomes of patients taking psychotropic medications.

Psychiatric nurses have a major role to play in implementing strategies to improve medication adherence among patients. This project proposes the implementation of psychoeducation based on motivational interviewing to improve medication adherence among psychiatric patients. An educational workshop was provided to four nurses over 4 weeks to improve the knowledge, skills, and attitudes of staff members at an outpatient care clinic, ultimately, to improve the patients' medication adherence. The project was informed by the evidence-based practice model, and Orem's self-care theory. The staff members' level of knowledge, skills, and attitude were assessed using questionnaire (rated on a scale of 0–4) and a pretest–posttest method. The mean for the four knowledge questions improved from 7.50 to 14.25; a score of 16 indicates correct answers. The mean for skill on seven questions improved from 11.00 to 24.50; a score of 28 indicates strong agreement across the sample on all seven questions. Also, the mean for the nurses' attitude improved from 3.50 to 10.75; a score of 12 on all three questions indicates strong agreement and positive attitudes. The results indicate an improvement in knowledge, skills, and attitudes among nurses. Enhancing nurses' knowledge, skills and attitudes toward medication adherence in psychiatric patients has the benefit of improved adherence in patients, a positive social change.

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Dedication

I am dedicating this project to three people that mean the world to me, my wife and two children. I have always derived much pride and motivation in my family. I want to thank them for giving me a peace of mind to complete my project, the sleepless nights, and time I was away conducting my staff education.

Acknowledgments

I would like to express my special thanks to my project advisor and mentor, Dr. Barbara Niedz, for her time and efforts in guiding me through this process. She dedicated herself to helping me through this project and providing constructive feedback. Your useful advice and feedback were really helpful to me during the completion of the project.

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Section 1: Nature of the Project

Introduction

In psychiatric care, the role of psychiatric nurses is to assess patients and administer psychotropic medications to help improve their symptoms. According to Dobber et al. (2020), the main aim of administering psychotropic medications is to treat the symptoms associated with the psychiatric conditions and improve the patients' quality of life. However, adherence to medication is a crucial step to achieving the full benefit of the prescribed or administered treatment regimen while also improving the health outcomes of the patients. Harmanci and Budak (2022) found that there is a high rate of medication nonadherence among psychiatric patients. Their study indicated that approximately 49% of psychiatric patients stop taking their medications 3 months after prescription. The high rate of nonadherence compromises the quality and efficiency of the treatment process. For instance, according to Schroeder and Seegert (2023), lack of medication adherence causes excess mortality and morbidity as well as an annual cost of over 1 billion dollars. As a major health issue in the psychiatric care sector, improving medication adherence among the patients through staff education has positive social justice benefits for patients. This project focused on staff education using motivational interviewing techniques for outpatient psychiatric nurses to potentially improve medication adherence among patients. Improving medication adherence among the patients was intended to improve the quality of the care process by training staff members on the different components and aspects of motivational interviewing to implement during the treatment process.

Problem Statement

Medication nonadherence is a prevalent problem among psychiatric care facilities. A survey in the United States' psychiatric hospitals revealed that 33% to 69% of patient readmissions or hospital stays were associated with lack of or inconsistent medication adherence among patients (Schroeder & Seegert, 2023). According to Harmanci and Budak (2022), the rate of medication nonadherence is higher among psychiatric patients because of the lack of motivation to take their medication after their symptoms have improved and the lack of understanding of the importance of medication adherence.

In an outpatient behavioral health (BH) practice, the use of long-acting injections such as Haloperidol are part of standard practice for helping restore the balance of certain natural substances in the brain (Grubor et al., 2020). The medication is often given with self-monitoring tools and reminders to help patients adhere to the medications. However, patients with BH problems are often on more than one BH medication, many of which require daily dosing. Patients with BH problems often experience side effects which can be debilitating. Thus, when symptoms are under control and to avoid the side effects, patients often do not adhere to the medication regimen as ordered. Lack of adherence can cause periods of exacerbation with threats to self or others, resulting in admissions and readmissions. Semahegn et al. (2020) indicated that the rate of admissions among the psychiatric patients is still high and attributable to lack of adherence to medication treatment plan.

Prior to the DNP project, the RNs at the outpatient site provided very basic and traditional methods to address patient education needs. Maybe a pharmaceutical company

brochure was used, or nothing at all. One of the most frequently used instructional strategies used by RNs in outpatient facilities includes the use of reminders and self-monitoring. However, problems in medication adherence are recurring, and booster sessions are often required to consolidate and reinforce gains. Melbye et al. (2020) found that despite the use of reminders and self-monitoring strategies among BH patients, there was still a high rate of reported lack of motivation among the patients, which directly affects the rate of medication nonadherence. Semahegn et al. (2020) found that psychiatric patients stop taking their medication 18 months after discharge. Among schizophrenic patients, medication nonadherence rate is approximated at 75% (Dobber et al., 2020). During this time, the patients often feel their symptoms have been relieved, which results in them stopping their medications. However, psychotropic medications are meant for long-term care, in different mental health disorders. For example, patients suffering from schizophrenia need to take their medications for at least 3 years. This requires a long-term commitment on the part of the patients. Thus, implementing interventions that improve the patients' motivation and understanding of their role in the treatment process helps in enhancing their ability to commit to compliance with their medication instructions.

Despite the use of reminders and self-monitoring strategies among patients, there is still a high rate of nonadherence to medication, which results in unplanned emergency department visits as well as admissions and readmissions to inpatient facilities. According to Gewirtz and Minen (2019), the use of reminders is meant to notify patients when to take their medication, which has been used to improve their medication

compliance. Psychiatric nurses within the outpatient practice conduct the implementation of any treatment process. With the high rate of medication nonadherence among patients, this project focuses on educating the staff members, psychiatric nurses, to implement psychoeducation based on motivational interviewing, which has been shown to be effective to address the problem in psychiatric patients (Semahegn et al. 2020). The aim is to influence a change in practice from the use of Haloperidol, reminders, and self-monitoring as the preferred medication adherence strategies to the implementation of psychoeducation based on motivational interviewing.

Purpose Statement

As found by Semahegn et al. (2020), the lack of motivation and education among the patients play an important role in increasing the rate of medication nonadherence. This suggests a significant gap in outpatient nursing practice and suggests the need for a more educative and motivational approach with outpatient staff, who can potentially implement strategies with patients. According to Lehane et al. (2019), the implementation of evidence-based practice interventions is more effective by developing an education system that supports the healthcare professional in acquiring competencies required to implement the interventions. Thus, the purpose of the project is to conduct a staff education program for four nurses with the aim of improving their knowledge and skills in implementing psychoeducation based on motivational interviewing. The guiding practice-based question is as follows: To what extent will nurses' knowledge, skills, and attitudes, towards psychoeducation, including understanding the patient's own

motivations, resisting righting reflex, listening with empathy, and their ability to empower and educate patients, improve after an educational workshop?

The staff education was premised on four principles, including resisting righting reflex, understanding the patient's own motivations, listening with empathy, and educating and empowering patients to take charge of their medications, and took 4 weeks to complete. As such, the project seeks to assess the level of knowledge, skills, and attitudes among nurses' in the implementation of psychoeducation based on motivational interviewing using questionnaires and measuring the impact after the training.

Nature of the Doctoral Project

The intended setting for the project implementation was an outpatient BH clinic located in northeastern Pennsylvania that provides care for the psychiatric patients. The psychiatric nurses in the facility are responsible for implementing treatment plans and administering psychotropic medications to help the patients recover from the various mental health problems. The project mainly focused on educating the staff members on the importance and the strategies for implementing psychoeducation based on motivational interviewing and assesses their knowledge, skills, and attitudes on the intervention using questionnaires. As such, four psychiatric nurses participated in the project. I used questionnaires to assess their knowledge, skills, and attitudes based on the four principles, namely understand the patient's own motivations, resist the righting reflex, listen with empathy, and empower the patients through education on their illness, treatment strategies and managing medication side effects.

Questionnaires were used to assess their knowledge and skills on the four principles before and after the implementing the staff education project. A comparison of the questionnaire results was done to understand whether they have improved their knowledge and skills in the implementation of psychoeducation based on motivational interviewing. The aim was to ensure staff members acquire the knowledge and skills to implement motivational interviewing and psychoeducation for psychiatric patients. By empowering and educating staff members, the project improved the competencies of the staff members to implement the evidence-based intervention and improve the psychiatric patients' medication adherence. Educating the staff members allowed them to acquire the knowledge and skills to empower and motivate patients to improve their medication compliance and close the practice gap.

Significance

Patients and the nurse caregivers in the outpatient setting are the key stakeholders in the DNP project. The primary aim of administering psychotropic medications to psychiatric patients is to manage their symptoms and improve their health outcomes. However, the high rate of medication nonadherence has become problematic leading to the exacerbation of their illness, reduction of the effectiveness of the medications, and unresponsiveness to subsequent treatments (Semahegn et al. 2020). According to Schroeder and Seegert (2023), approximately 33%–69% of hospital stays and readmissions in psychiatric care facilities are linked to medication nonadherence. Lassemo et al. (2021) found that the rate of readmission is increased by at least 32%

when patients stop taking their medication before the prescribed period. All these factors demonstrate the need for improved medication adherence among psychiatric patients.

As a standard practice, reminders and self-monitoring instructions have been used as methods to ensure the patients comply with their medication instructions. However, the lack of motivation among patients is a major contributing factor in the high rate of medication nonadherence (Semahegn et al., 2020). This project seeks to introduce an intervention that focuses on motivating and educating patients on medication adherence. The project mainly focused on staff education to improve the nurses' knowledge, skills, and attitudes in implementing psychoeducation based on motivational interviewing. By improving the nurses' knowledge, skills, and attitudes, the project can potentially influence the integration of the intervention as part of the treatment process while also improving the patients' motivation and understanding of the need for their compliance with the medication instructions. As such, the project is a staff education initiative that will influence practice change and ultimately improve psychiatric patients' outcome.

Summary

This section introduced the topic and staff education DNP project. The purpose statement, nature of the project, problem statement, and significance of the project are all discussed. The section laid the foundation for the project and identified the gaps in practice that must be bridged to improve the quality of care among psychiatric patients. For instance, the introduction highlighted the high rate of medication nonadherence among psychiatric patients and provided statistics that show the need to address the

problem. Section 2 includes a description of the major concepts and theories that guide the project, in addition to an overview of the published research that support the project.

Section 2: Background and Context

Introduction

The project focused on educating staff on the use of motivational interviewing and psychoeducation to improve medication adherence among psychiatric patients, which is a pressing problem in BH patients. The purpose of conducting staff education was to improve the knowledge, skills, and attitudes of staff members in effectively implementing psychoeducation based on motivational interviewing to improve medication adherence among psychiatric patients. As such, the project sought to answer the project question: To what extent will nurses' knowledge, skills, and attitudes, towards psychoeducation, including understanding the patient's own motivations, resisting righting reflex, listening with empathy, and their ability to empower and educate patients improve after an educational workshop? To answer the practice question, theories in nursing provide the framework and models for nursing practice. Theories expand the "what" question by addressing the "how" and "why" these educational strategies proposed by the project and their components might or might not be effective. This project used of different theoretical frameworks and models to help understand why and how the project was implemented under the set conditions. In this regard, this section explores the theoretical frameworks, concepts, and models that helped in the implementation of the project.

Concepts, Models, and Theories

As a staff education project, the purpose was to improve the knowledge, skills, and attitudes of staff members in effectively implementing psychoeducation based on

motivational interviewing to improve medication adherence among psychiatric patients. Different theoretical models that help in understanding the significance of the project in practice include evidence-based practice model and self-care deficit theory by Dorothea Orem.

Evidence-Based Practice Model

The classic definition of evidence-based practice model was advanced by Dr. David Sackett. He defined evidence-based practice as “the conscientious, explicit, and judicious use of current best practice in making decisions about the care of an individual patient. It means integrating individual clinical expertise with best available external clinical evidence from systematic research” (Sackett, 1997, p. 3). The Johns Hopkins evidence-based practice model helped guide the scholarly project. According to Dang et al. (2022), this model is a powerful problem-solving approach that is adapted to clinical decision-making processes. The project adopted the model’s three-step process called the practice question, evidence, and translation (PET). In the PET process, a practice question is developed to help guide the project plan. For instance, in this project plan, the practice question relates to whether improving staff knowledge, skills, and attitudes in using psychoeducation based on motivational interviewing can help improve medication adherence among psychiatric patients at an outpatient BH facility. In the second step, the intervention (staff education) was implemented in a psychiatric outpatient facility and data obtained to understand its impact on improving medication adherence. In the last step, the intervention was translated based on the data provided by implementing the intervention in the psychiatric outpatient facility among four psychiatric nurses. The aim

was to understand the impact of improving the knowledge, skills, and attitudes of the nurses concerning the use of psychoeducation based on motivational interviewing in improving medication adherence among psychiatric patients.

Orem's Self-Care Deficit Theory

Nursing theory is integral to any changes and improvements in healthcare. The theories provide a foundation or basis for understanding different challenges within healthcare. The self-care deficit theory by Orem supports the project. This theory focuses on the ability of every individual to perform self-care (Ali, 2018). According to Ali (2018), self-deficit theory focuses on improving one's capacity and empowering individuals to take part in the care process. This project emphasized staff education. Staff education also empowers healthcare professionals by improving their knowledge and skills to implement evidence-based interventions. According to Zdravkovic et al. (2022), patients make their recovery more effective if they also take responsibility and initiatives to comply with their medication instructions or commit to their medication process. Through staff education, the project improves the knowledge, skills, and attitudes of psychiatric nurses to implement psychoeducation based on motivational interviewing to enhance the patients' understanding of their responsibility in the treatment process while also motivating them to comply with the medication instructions. Therefore, the self-care deficit theory is relevant and supports the project plan.

Educating staff members on psychoeducation based on motivational interviewing requires an understanding of the key components and concepts associated with motivational interviewing and psychoeducation. According to Bischof et al. (2021),

motivational interviewing aims at motivating patients to comply with their medication process while psychoeducation improves their understanding of self-responsibility and importance of complying with the medication instructions. The education process focused on improving the nurses' knowledge on key components such as the patient's own motivations, resisting righting reflex, listening with empathy, and their ability to empower and educate patients. The process helps in improving the nurses' knowledge and skills in implementing these components to improve patients' motivation to perform self-care, collaborate, and cooperate with the care providers to implement the medication process fully and effectively (Çakmak & Kapucu, 2021). In this regard, because self-deficit theory focuses on improving one's capacity and empowering them to take care in the care process, staff education equipped staff members with the knowledge, skills, and attitude to motivate and improve their patient's capacity to perform self-care. Thus, Orem's self-care theory was relevant in the implementation of the project.

The key terms in this project are *motivational interviewing* and *psychoeducation*. Motivational interviewing is a client or patient-centered counselling approach aimed at eliciting behavioral change by helping patients explore and resolve ambivalence (Bischof et al. 2021). Psychoeducation, on the other hand, is the process of educating patients and their families regarding the treatment process, their role in the treatment process, and the need for compliance with the medication process. These terms are key to the implementation of the project.

Relevance to Nursing Practice

Nursing is an evidence-based practice. This means that evidence is integral in improving practice and patient outcomes. The project focuses on staff education, with an emphasis on improving the psychiatric nurses' knowledge, skills, and attitudes in using psychoeducation based on motivational interviewing. The overall goal is to improve medication adherence among psychiatric patients. This project is relevant to nursing practice because it focuses on improving practice among psychiatric nurses. According to Alley et al. (2021), the role of RNs at the outpatient site provides very basic and traditional methods to address patient educational needs. This also includes implementing treatment strategies and ensuring patients have the required knowledge and motivation to comply with their medications or treatment plans. In this regard, by improving the knowledge, skills, and attitudes of the RNs regarding the use of psychoeducation based on motivational interviewing, they will be able to provide the patients with their educational needs and motivate them to comply with their medication instructions. As a result, the patients' motivation and education should improve their medication adherence. Therefore, the project's focus on staff education is relevant to nursing practice. The goal is to improve practice by enhancing RNs knowledge, skills, and attitudes regarding the use of psychoeducation based on motivational interviewing, which helps in improving medication adherence among psychiatric patients in outpatient care facilities.

A number of researchers have discussed the link between staff education and patient outcomes. A study by Garzonis et al. (2019) emphasized the importance of staff training in improving health outcome. In psychiatric practice, the authors found that

professionals training in skills including communication, referral, and diagnosis experienced an improved level of quality in their practice and thus an improvement in the health outcomes of their patients. Matzke et al. (2021) also conducted a prospective, single group, pretest-posttest study to establish the correlation between staff education and patient outcomes. The authors found that staff training improved patient outcome through improved collaboration between patients and providers. The staff members acquired the communication skills to improve their interrelation with their patients. In other words, staff education remains an important approach in improving practice. In the current project, the aim is to improve the staff members' knowledge and skills in implementing psychoeducation based on motivational interviewing. By improving the staff members' knowledge and skills, the aim was to enhancing patient outcome through improved medication adherence. In this regard, staff education is an effective strategy in ensuring the staff members are equipped to implement psychoeducation based on motivational interviewing to improve medication adherence among psychiatric patients.

Psychiatric-informed practice is diverse. Recommendations to improve psychiatric practice include developing skills to effectively interact and communicate with patients. Caulfield et al. (2019) explained that staff training should emphasize improving professionals' ability to conduct effective and meaningful interaction with their patients. For instance, Caulfield et al. found that establishing a collaborative relationship with patients improved their motivation to comply with the instructions provided by care providers. Stuber et al. (2021) also highlighted the importance of enhancing the knowledge of health professionals in implementing different psychological

or psychiatric approaches. Regularly expanding the health professionals' evidence-based knowledge on diagnoses and treatment creates the need to constantly train staff members. For instance, there are constant changes and developments in psychiatric care. Staff training helps improve and update the staff members' knowledge and skills to improve their practice. This project proposed staff education because of its impact on improving staff knowledge and skills. Motivational interviewing and psychoeducation are developing areas of practice in psychiatric care. In this regard, by expanding the staff members' knowledge and skills on motivational interviewing, the project seeks to improve the patients' health outcome through training. Thus, staff education was integral in improving practice within the care environment.

Local Background and Context

The intended setting for the project implementation is an outpatient BH clinic located in northeastern Pennsylvania that provides care for the psychiatric patients. The psychiatric nurses in the facility are responsible for implementing treatment plans and administering psychotropic medications to help the patients recover from the various mental health problems. The project mainly focuses on educating the staff members on the importance and the strategies for implementing psychoeducation based on motivational interviewing and assesses their knowledge, skills, and attitudes on the intervention using questionnaires. As such, four psychiatric nurses were the participants of the project. The project used questionnaires to assess the nurses' knowledge and skills based on the four principles, namely understanding the patient's own motivations, resisting righting reflex, listening with empathy, and their ability to empower and

educating patients. After implementation of the staff education project, questionnaires were used to assess the nurses' knowledge and skills on the same four principles. A comparison of the questionnaire feedback was done to understand whether participants improved their knowledge and skills in the implementation of psychoeducation based on motivational interviewing.

Role of the DNP Student

The project proposes an effective strategy for improving medication adherence among psychiatric patients. As a psychiatric nurse with a few years of practice, I understand the need to improve medication adherence among psychiatric patients. Medication nonadherence compromises the quality of the care process. As a DNP student, I understand my role in influencing change and improving the quality of the care process. In this regard, my primary role is to present the project to the relevant stakeholders and discuss its implication in practice.

In this project, my role as a DNP student included conducting a needs assessment. The project aimed to influence practice change through staff education. In this regard, resistance to change presents a major challenge to the implementation process. I focused on performing a needs assessment within the organization to identify the gaps in practice and the need for the DNP project implementation. I also analyzed the system within the organization, identified key stakeholders, and formed a relationship with the stakeholders for the successful implementation of the project. In this regard, as the DNP student, I played an important role in the implementation of the project within the project site.

Role of the Project Team

The project team involved key stakeholders within the organization. To identify the key stakeholders, I considered the target population, the purpose of the project, and its potential implication to practice. In this regard, the role of the project team was to implement the project within the project site. The project proposed a staff education exercise with the aim of educating them on the key components of motivational interviewing and the approaches needed to conduct psychoeducation. The key stakeholders and project members were the four practice nurses within the organization. The team members were integral in the implementation process. They took part in the staff education process, provided feedback on the project implementation, and helped in the interpretation of the project. As the project leader, I was tasked with conducting the education process. This involved educating and training the four nurses about the components of motivational interviewing and psychoeducation, as well as the approaches to use in the implementation process. I also interpreted feedback from the nurses and evaluated evidence to support the project outcomes.

Summary

In this section, I provided the theoretical basis of the project, the relevance of the project to nursing practice, the local background and context, the role of the DNP student, and the role of team members. The section focused on providing an understanding the theoretical premise of the project and its implementation process. Thus, explaining the role of team members and the DNP student, as well as the relevance of the project to nursing practice elucidated the project and provided the rationale for its implementation.

Section 2 provided the basis for the intervention; the next section identifies the specific ways to operationalize.

Section 3: Collection and Analysis of Evidence

Introduction

This section of the project highlights the project-focused questions, sources of evidence, and analysis and synthesis of the project. The project is a staff education project that focuses on improving nurses' knowledge and understanding of psychoeducation based on motivational interviewing as an intervention for improving medication adherence among psychiatric patients. In this regard, this section provides the practice-focused questions and sources of evidence to support the project, as well as the synthesis and analysis methods to be used.

Practice-Focused Question

The use of Haloperidol, reminders, and patient self-monitoring to improve medication adherence has been ineffective at the project site, an outpatient BH clinic in northeastern Pennsylvania that provides care for the psychiatric patients, resulting in increased rate of medication nonadherence and inpatient admissions among psychiatric patients. The project explores the impact of implementing the psychoeducation based on motivational interviewing by assessing the knowledge, skills, and attitudes of four nurses before and after the implementation of the project. According to Alizioti and Lyrakos (2021), psychoeducation focuses on empowering patients to take charge of their treatment process. In motivational interviewing and psychoeducation, emphasis is placed on affirmations, reflective listening, understanding roles and responsibility, and engaging in collaborative care. The project assessed and educated the nurses on four key principles, namely the ability to understand the patient's own motivations, resisting righting reflex,

listening with empathy, and their ability to empower patients. As such, the project was guided by the following practice-focused question:

To what extent will nurses' knowledge, skills, and attitudes, towards psychoeducation, including understanding the patient's own motivations, resisting righting reflex, listening with empathy, and their ability to empower and educate patients improve after an educational workshop?

Sources of Evidence

The literature on medication compliance in the BH patient is abundant. Harmanci and Budak (2022) justified the need to address the problem by highlighting the rate of medication nonadherence and how it impacts the process of treatment among psychiatric patients. Lassemo et al. (2021) also reiterated that unplanned readmissions among psychiatric patients is 47% more likely a result of medication nonadherence than other causes, and improving medication adherence helps reducing the readmission rates. Murad et al. (2022) reflected similar findings in their study, attributing readmission of psychiatric patients to nonadherence to medication. The likelihood of readmission for patients that do not adhere to medication was increased by 37%. Thus, the findings of the studies justify the need to improve medication adherence among psychiatric patients.

Published Outcomes and Research

In supporting the project, I conducted a literature review to establish the gaps in practice, the effectiveness of current standard practices, and the effectiveness of staff education on improving health outcomes. To identify the relevant studies, the practice-focused question provided the key terms. Particularly, key terms such as *staff education*,

psychoeducation, motivational interviewing, medication adherence, and patient outcomes formed the basis of the search. The search was conducted in different databases including PubMed, ScienceDirect, Medline, Cochrane Library, and Google Scholar. These databases helped in identifying the relevant literature to support the project. The scope of reviewing the studies emphasized the impact of staff education on health outcomes, the current practices aimed at improving medication adherence, the limitations of the current practices, and the impact of improving staff members' knowledge on psychoeducation based on motivational interviewing on the rate of medication adherence. By reviewing studies covering these topics, I aimed to support the staff education project and establish the need to improve staff members' knowledge, skills, and attitude in using psychoeducation based on motivational interviewing technique in their practice.

Evidence Generated for the Doctoral Project

In every project, identifying the participants and procedures for collecting evidence is key to implementing the project. This section identifies the participants in the project, the procedures for collecting evidence, and the protections relating to ethical considerations.

Participants

Participants were four psychiatric nurses at the project site. The nurses volunteered to take part in the project. An email detailing the nature of the project, its impact on practice within the project site, and the role of each participant, was sent to eight staff members at the site. Four psychiatric nurses wrote back accepting and

volunteering to take part in the project. As such, the four psychiatric nurses underwent the staff training.

Procedures

The training process took 4 weeks. Before and after the training process, the four psychiatric nurses were provided with questionnaires to assess their knowledge and skills of the four principles highlighted. The curriculum (see Appendix A) included four 30-minute workshop sessions over a span of 7 days. Each session was focused on training the staff members on a single component of motivational interviewing and psychoeducation approaches. For instance, the first session focused on resisting righting reflex, the second session, understanding patients' own motivations, the third session, listening with empathy, and the last session, empowering of patients.

Data were collected through pretest and posttest questionnaires from the four participating nurses. Because this a staff education project, data were based on the participants' knowledge of the subject discussed in the project. For instance, the first pretest questionnaire assessed the staff members' knowledge of motivational interviewing technique and their approaches in psychoeducation. The questionnaire also determined whether the staff members have used psychoeducation and motivational interviewing techniques in providing psychiatric care to patients. The second phase of data collection took place after the staff education. The posttest questionnaire assessed their knowledge of the different components of motivational interviewing and psychoeducation, specifically, resisting righting reflex, listening with empathy, recognizing patients' own motivations, and empowerment of patients. These components

were key in assessing the staff members' knowledge, skill, and attitude in using psychoeducation and motivational interviewing in practice. The instruments used as pretest and posttest to assess knowledge, skills, and attitude can be found in Appendix B.

Protections

The role of Walden University Institutional Review Board (IRB) is to protect the rights, welfare, and privacy of the human subjects. In this project, participants are four psychiatric nurses. By reviewing the steps taken to ensure ethical considerations are addressed as per the Walden manual for staff education DNP projects, I protected the rights, privacy, and welfare of the participants. The Walden IRB process for staff education projects and Form A was after the approval of the proposal.

Analysis and Synthesis

The aim of this staff education project was to educate and train four psychiatric nurses on the key aspects of motivational interviewing, how to implement motivational interviewing, and assess its impact on medication adherence among psychiatric patients. The project was a comparative analysis of two questionnaires of the four psychiatric nurses identified for the project.

In analyzing the data obtained from the questionnaire, a pretest–posttest approach was used. For instance, the questionnaire rated the staff members' responses on a 5-point scale, with 4 indicating the staff members' understanding of the concepts and 0 indicating the staff members' lack of understanding of the concepts. A comparative analysis was conducted to identify understand whether the nurses' have improved in knowledge, skills, and attitude with regard to the implementation of psychoeducation based on motivational

interviewing. The aim was to improve their skills, knowledge, and attitude in implementing the intervention to improve medication adherence among patients.

A sum total of participants' responses to knowledge, skill, and attitude questions was calculated and averaged for the responses in the pretest and the responses in the posttest questionnaires. The total on the three subscale average was compared to establish the effectiveness of implementing the project. The scores for each participant were recorded in the tables below and the pretest and posttest mean averages compared to demonstrate the staff members improvement in knowledge, skills, and attitude.

Summary

This section provided key steps in analyzing and synthesizing the project. The practice-focused questions guided the data collection and analysis process. The procedures provided a step-by-step breakdown of how the project was conducted. Questionnaires were used to extract data before and after the implementation of staff education. The analysis focused on assessing the staff members' knowledge on the use of psychoeducation based on motivational interviewing to improve medication adherence among patients.

Section 4: Findings and Recommendations

Introduction

This section presents the results and findings of the project. I conducted a staff education for four nurses at an outpatient clinic. Before the staff education, participants were presented with the pretest questionnaire (see Appendix B) to assess their knowledge, skills, and attitudes in the use and implementation of motivational interviewing and psychoeducation techniques to improve medication adherence among psychiatric patients. After the staff education, the four nurses were asked to complete a posttest questionnaire (see Appendix B) to reassess their knowledge, skills, and attitude after their participation in the training. This section provides the results and findings of the pretest and posttest questionnaire responses.

Findings and Implications

I conducted a staff education for four nurses who work in an outpatient mental health facility. The aim of the project was to improve the staff members' knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation techniques to improve medication compliance among psychiatric patients at the facility. As established by research, the use of motivational interviewing and psychoeducation techniques are effective strategies in improving patients' medication adherence, mainly because they focus on empowering and motivating patients to comply with their medication instructions. Harmanci and Budak (2022) found that the implementation of psychoeducation based on motivational interviewing improved medication adherence among schizophrenic patients by 31%. The educational intervention focused on

implementing the components of motivational interviewing such as resisting righting reflex, listening with empathy, recognizing patients' own motivation, and empowering patients. By improving the nurses' knowledge, skills, and attitude in implementing the intervention, the project sought to improve the patients' medication adherence.

The four nurses who underwent the staff education all have a background in psychiatric nursing and work in the outpatient psychiatric setting, but none have prescriptive rights. Before the staff education, the four staff members completed a pretest questionnaire assessing their knowledge, skills, and attitudes. The questionnaire rated the staff members' responses on a scale ranging between 0 and 4, with 4 indicating the staff members understanding of the concepts and 0 indicating the staff members' lack of understanding of the concepts. The knowledge subscale had four items, thus a high score of 16 indicated a positive outcome and a low score of 0 indicated low knowledge for those four questions. Similarly, skills were measured using seven questions, with the highest score of 28 indicating a positive outcome and 0 indicating low or lack of skills. Attitude was using three items with a score of 12 indicating positive outcome and 0 indicating no attitude among the nurses. With only four nurses participating, an inferential analysis was not performed due to the very small sample size. However, the descriptive statistics support the positive outcome of the project.

The mean and standard deviation of pretest results were calculated and presented in a table format (see Table 1). After the staff education, the nurses were again administered with the posttest questionnaire assessing their knowledge, skills, and attitude after participation in the psychoeducation and motivational interviewing

techniques educational workshop. The aim of asking the same questions as in the pretest questionnaire was to assess whether the nurses' knowledge, skills, and attitudes improved after the staff education. The means were calculated for each dimension (knowledge, skills, and attitudes) and presented in Table 2.

Table 1

Descriptive Statistics Before Staff Education on Knowledge, Skills, and Attitude

Item	<i>N</i>	Minimum	Maximum	Mean	Std. Dev.
Knowledge	4	6.00	8.00	7.50	1.00
Skills	4	8.00	13.00	11.00	2.16
Attitude	4	2.00	5.00	3.50	1.29

Table 2

Descriptive Statistics After Staff Education on Knowledge, Skills, and Attitude

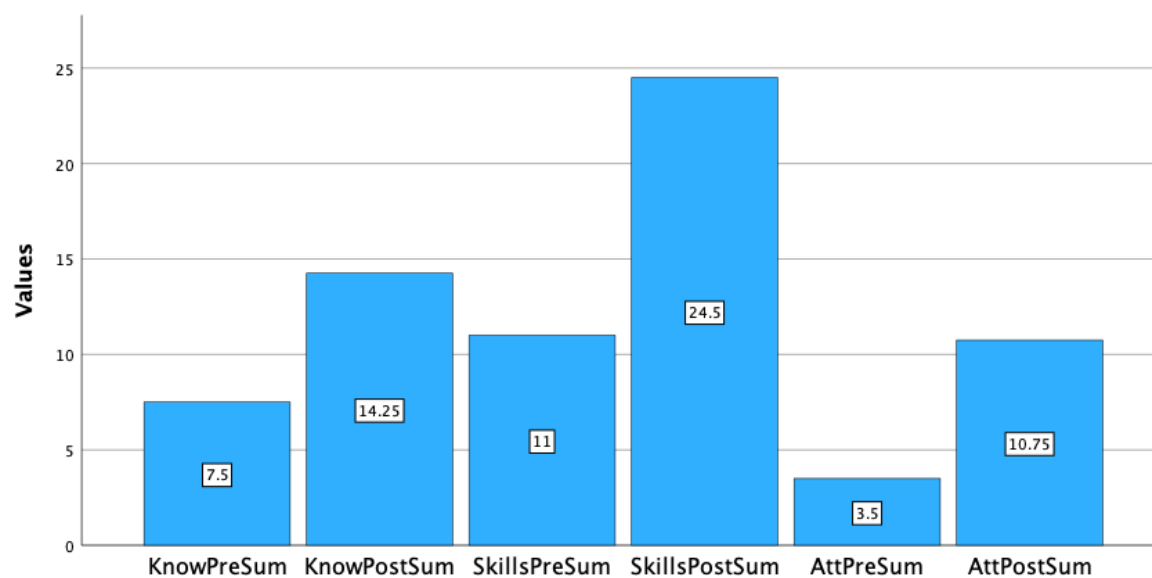
Item	<i>N</i>	Minimum	Maximum	Mean	Std. Dev.
Knowledge	4	14.00	15.00	14.25	.50
Skills	4	24.00	25.00	24.50	.58
Attitude	4	9.00	12.00	10.75	1.26

The results of project show an improvement in knowledge, skills, and attitude after the staff education. Before the staff education, the mean for the nurses' knowledge on the use of motivational interviewing and psychoeducation techniques was 7.50 with a standard deviation of 1.00. The mean of their skill in the use of motivational interviewing

and psychoeducation was 11.00 with a standard deviation of 2.16. The mean for their attitude towards the use of the intervention was 3.50 with a standard deviation of 1.29. However, after the staff education, there was an improvement in knowledge, skill, and attitude. The mean for knowledge improved from 7.50 to 14.25 with a standard deviation of .50. The mean average for skill improved from 11.00 to 24.50 with a standard deviation of .58. Also, the mean for the nurses' attitude improved from 3.50 to 10.75 with a standard deviation of 1.26. These improvements demonstrated the effectiveness of the staff education in instilling the knowledge, skills, and attitudes on the nurses to use motivational interviewing and psychoeducation techniques in improving their patients' medication adherence. Figure 1 is the graphical presentation of the mean difference for knowledge, skills, and attitudes.

Figure 1

Mean Differences for Knowledge, Skills, and Attitudes Before and After Staff Education



Recommendations

The project emphasizes the need to improve nurses' knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation techniques to improve medication adherence among psychiatric patients. As stated by Harmanci and Budak (2022), the lack of motivation among patients is the major contributing factor to the high rate of medication nonadherence. With nurses incorporating motivational interviewing and psychoeducation techniques into the treatment process, they are able to empower patients and improve their motivation to comply with their medication instructions. As a staff education project, this project demonstrates how educating staff members can help improve their knowledge of the key components of motivational interviewing and psychoeducation, their skills in implementing these strategies, and their attitude in incorporating the strategies into practice. Thus, staff education was integral in improving practice and enhancing the effectiveness of the treatment strategies for psychiatric conditions.

This project involved a staff education of only four nurses. Medication nonadherence is a major health issue in psychiatric care. With Semahegn et al. (2020) indicating that approximately 49% of psychiatric patients stop taking their medication at least 3 months after prescription, it is important to implement strategies that will help address the problem. However, nurses are integral in the treatment process because they administer the treatment strategies. Improving the staff members' knowledge, skills, and attitudes in implementing strategies such as motivational interviewing and psychoeducation can help improve the effectiveness of the treatment process. Including

standardized education for newly hired nurses on the implementation of motivational interviewing and psychoeducation for patients' treatment process will have a positive impact on the quality of the psychiatric care process. As such, using a larger sample population would improve the project's generalizability and its implementation in practice, mainly because of the impact of medication nonadherence on the quality of care.

Contribution of the Doctoral Project Team

The project team was effective in conducting the staff education, collecting data, and analyzing data. The doctoral project team was comprised of myself as the project leader and coordinator, my project advisor, and four outpatient staff nurses. I coordinated the staff education exercise by distributing the PowerPoint presentation detailing different concepts of motivational interviewing and psychoeducation. I administered the pretest questionnaire before the staff education process, and collected and analyzed the pretest data. I also administered the posttest questionnaire after the education process and analyzed the data. I then conducted an analysis of the data and developed the project. My project advisor was helpful in guiding me through the whole project implementation process. Through feedback, she was able to make contributions as to how the project could be improved. The four nurses were integral in the implementation of the project. They provided feedback before and after the staff education, which was central to the project. Thus, every member of the doctoral team played an important part in the success of the project.

Strengths and Limitations of the Project

The main strength of the project is its impact on practice. The project highlights the importance of improving nurses' knowledge, skills, and attitude in implementing strategies such as motivational interviewing and psychoeducation. By using a pretest and posttest approach, the project comparatively assesses the impact of improving the nurses' knowledge, skills, and attitudes, which demonstrate how the staff education exercise can help improve practice. The major limitation is the small sample size. The project recommends the use of motivational interviewing and psychoeducation in improving medication adherence in psychiatric care, which is a major health issue. A small sample size may create difficulties in the generalizability of the findings. Thus, a larger sample size would be recommended for future projects.

Summary

The findings of the project indicate a positive improvement of the knowledge, skills, and attitudes of nurses after the staff education. Improving the knowledge, skills, and attitudes of nurses in implementing effective strategies for care practice can have a positive impact on the quality of care for psychiatric patients. In this project, the aim was to improve their knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation strategies to improve patients' medication adherence. The findings indicate the effectiveness of staff education, which may have a positive influence of practice within psychiatric care settings. Psychiatric care facilities may be influenced by the findings to establish standardized educational practices for existing and newly hired nurses with the aim of improving their knowledge, skills, and attitudes in the

implementation of motivational interviewing and psychoeducation. Thus, the findings of the project may influence a change in practice in the outpatient mental health facility.

Section 5: Dissemination Plan

The project was meaningful at the site, and recommendations included integrating staff training program for both existing and new nurses. The project demonstrates how staff training is effective in improving the knowledge, skills, and attitudes of staff members in implementing different interventions. By improving the knowledge, skills, and attitudes of staff members in implementing effective interventions, the project site stands to benefit by improving the quality of their care process. This project's findings will be disseminated using a PowerPoint presentation to the facility's management and the human resources department. The human resources department and management teams are key in decision-making and can help in the integration of the staff education programs in the project site. Workshops will be organized to present the project findings. The aim is to present why staff education on the use of motivational interviewing and psychoeducation can help the project site improve psychiatric care through improved medication adherence among patients. There is also the potential for disseminating the training to other BH sites in the region through the local nurse practitioner specialty organization for psychiatric nurse practitioners.

Analysis of Self

The project was conducted as a response to the high medication nonadherence at the outpatient clinic. As a psychiatric nurse, I understand the need for constant improvement in practice. Medication nonadherence among psychiatric patients negatively impact on the quality of the care process. In the outpatient clinic, the nurses indicated that there was an increase in the number of readmissions, mainly as a result of

the high rate of medication nonadherence. This project focused on improving the nurses' knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation as strategies to improve medication adherence among the patients. The dissemination will be conducted through a PowerPoint presentation at a workshop. The audience will be the nurses at the clinic and the leadership. The aim will be to help them understand the importance of staff education and why improving their nurses' knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation can help improve the patients' medication adherence.

The project provided me an opportunity, as a DNP student, to translate evidence into practice. The role of DNP-prepared nurses is to strengthen practice and care delivery by providing the highest level of competent care. This includes identifying health issues within their respective practice environment, conducting research, and translating the research findings into practice. The project was a perfect opportunity to help address the high rate of medication nonadherence by assessing the effectiveness of staff education. Nurses provide primary care to patients. As such, improving their knowledge, skills, and attitudes in implementing certain effective strategies helps improve the care process. The findings of the project demonstrate my role as the project manager, scholar, and practitioner in improving practice. My professional goal is to use my skills in evidence translation skills to improve practice in psychiatric care. Thus, the project was an opportunity to demonstrate how the implementation of my evidence translation skills can have a social impact on the project site.

Summary

I conducted a staff education project to improve nurses' knowledge, skills, and attitudes in implementing motivational interviewing and psychoeducation in the treatment process for psychiatric patients. I found that, after the staff education, the nurses' knowledge, skills, and attitudes improved significantly. The mean average of the pretest and posttest questionnaire responses were compared, indicating how the staff education was integral in improving practice. By improving the knowledge, skills, and attitude of the nurses in using motivational interviewing and psychoeducation techniques to improve medication adherence among psychiatric patients, this project made a positive contribution to social change.

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Appendix A: Planning Grid for Psychoeducation Based on Motivational Interviewing

<p>Learning Outcome(s): Improving staff members' knowledge and skills in implementing psychoeducation and motivational interviewing techniques to improve medication adherence among psychiatric patients.</p> <p>Nursing Professional Development:</p> <ul style="list-style-type: none"> • Learning how to resist righting reflex when providing care to patients. Staff members will learn how to explore patient's motivation to change and how to partner with patient and acknowledge their expertise about themselves. • Learning how to listen to patients with empathy. Staff members will learn to actively listening to patients and how to balance between listening and talking to patients. • Learning how to understand and interpret patient's motivations. Staff members will learn how to evoke patients' reason for change and how to connect health behavior change to the patients' own interests • Learning how to empower patients. Staff members will learn how to honor patients' autonomy and acknowledging patients' right and freedom to change. <p>Patient Outcome:</p> <ul style="list-style-type: none"> • Improved motivation to comply with the medication instructions. • Improved knowledge and understanding of the need to adhere to medication instructions. <p>Organizational Outcome:</p> <ul style="list-style-type: none"> • Reduced medication nonadherence among psychiatric patients. • Reduced admission and readmission rates for psychiatric patients. 			
Topical Content Outline	Time frame	References	Teaching method/learner engagement and evaluation method
<p>Topic: Resisting righting reflex</p> <p>Teaching/Learning Objectives:</p> <ul style="list-style-type: none"> - Learning how to explore patient's motivation to change. - Learning how to partner with patient and acknowledge their expertise about themselves. 	30 minutes	<p>Frey, A. J., Lee, J., Small, J. W., Sibley, M., Owens, J. S., Skidmore, B., ... & Moyers, T. B. (2021). Mechanisms of motivational interviewing: A conceptual framework to guide practice and research. <i>Prevention Science</i>, 22, 689-700. https://doi.org/10.1007/s11121-020-01139-x</p>	<p>Method: Role playing and collaborative training. Role playing will be based on fictitious patient scenarios.</p> <p>Evaluation: Questionnaire to explore the staff members' knowledge and skill.</p>

<p>Listening with Empathy Teaching/Learning Objectives:</p> <ul style="list-style-type: none"> - Learning to actively listening to patients. - Learning how to balance between listening and talking to patients. 	30 minutes	<p>Frey, A. J., Lee, J., Small, J. W., Sibley, M., Owens, J. S., Skidmore, B., ... & Moyers, T. B. (2021). Mechanisms of motivational interviewing: A conceptual framework to guide practice and research. <i>Prevention Science</i>, 22, 689-700. https://doi.org/10.1007/s11121-020-01139-x</p>	<p>Method: Role playing and collaborative training. Role playing will be based on fictitious patient scenarios.</p> <p>Evaluation: Questionnaire to explore the staff members' knowledge and skill.</p>
<p>Understanding Patients' Motivations Teaching/Learning Objectives:</p> <ul style="list-style-type: none"> - Learning how to evoke patients' reason for change. - Connecting health behavior change to the patients' own interests. 	30 minutes	<p>Zweben, A., Piepmeier, M., & Leak, K. (2022). Training Incoming Social Work Students in Motivational Interviewing Skills: An Experiential Lab Model for Advancing Social Work Education. <i>Advances in Social Work</i>, 22(1), 178-196. https://doi.org/10.18060/25478</p>	<p>Method: Role playing and collaborative training. Role playing will be based on fictitious patient scenarios.</p> <p>Evaluation: Questionnaire to explore the staff members' knowledge and skill.</p>
<p>Empowering Patients Teaching/Learning Objectives:</p> <ul style="list-style-type: none"> - Learning how to honor patients' autonomy. - Acknowledging patients' right and freedom to change. 	30 minutes	<p>Zweben, A., Piepmeier, M., & Leak, K. (2022). Training Incoming Social Work Students in Motivational Interviewing Skills: An Experiential Lab Model for Advancing Social Work Education. <i>Advances in Social Work</i>, 22(1), 178-196. https://doi.org/10.18060/25478</p>	<p>Method: Role playing and collaborative training. Role playing will be based on fictitious patient scenarios.</p> <p>Evaluation: Questionnaire to explore the staff members' knowledge and skill.</p>

Appendix B: Pretest and Posttest to Measure Knowledge, Skills, and Attitude

Pretest/Posttest Questionnaire: Motivational Interviewing

Participant's Code:

Role in the Project Site:

Title:

Knowledge, skill, and attitude assessment questions for measuring motivational interviewing and psychoeducation**Knowledge Assessment**

Q1: Motivating a patient requires my ability to resist the righting reflex.

Strongly disagree 0 1 2 3 4 strongly agree

Q2: As a practitioner, I must listen to my patients with empathy.

Strongly disagree 0 1 2 3 4 strongly agree

Q3: As a practitioner, I must understand the patient's motivations before recommending a treatment plan.

Strongly disagree 0 1 2 3 4 strongly agree

Q4: When interviewing and assessing a patient, I must focus on empowering them by emphasizing on their strengths.

Strongly disagree 0 1 2 3 4 strongly agree

Skill Assessment

Q1: I understand what is needed to explore the patient's motivation to change.

Strongly disagree 0 1 2 3 4 strongly agree

Q2: I understand how to actively listen to my patients during assessment.

Strongly disagree 0 1 2 3 4 strongly agree

Q3: I know how to balance between listening and talking to my patients.

Strongly disagree 0 1 2 3 4 strongly agree

Q4: I understand how to evoke patient's reason for change.

Strongly disagree 0 1 2 3 4 strongly agree

Q5: I can connect health behavior change to the patients' own interests.

Strongly disagree 0 1 2 3 4 strongly agree

Q6: I honor my patients' autonomy during treatment.

Strongly disagree 0 1 2 3 4 strongly agree

Q7: I acknowledge the patients' rights and freedom to change.

Strongly disagree 0 1 2 3 4 strongly agree

Attitude Assessment

Q1: I understand the need motivate patients to comply with their medications.

Strongly disagree 0 1 2 3 4 strongly agree

Q2: My aim as a practitioner is to implement strategies that motivate my patients to take their medication.

Strongly disagree 0 1 2 3 4 strongly agree

Q3: I have a role to place in educating patients on their medication process.

Strongly disagree 0 1 2 3 4 strongly agree