



Innovation in Motivational Interviewing Training:

*Simulations to improve COVID-19 Simulations
to Improve COVID-19 Vaccine Confidence in
Students, Faculty, and Target Populations*

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Conflict of Interest

This project is
supported by a
\$70,000 grant
from AACN/CDC

We do not have
any other conflict
of interest

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Objectives



Describe the development of the learning suite to address COVID-19 vaccine confidence in students, faculty and targeted populations



Analyze the effectiveness of the learning suite in increasing students and faculty's COVID-19 vaccine confidence

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Background



Lack of Covid vaccine confidence among certain populations: Hispanic, black, white rural populations

Lack of confidence among nursing students and faculty in Covid vaccine dialogue

Clinical activities/hours

Funding

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Learning suite

Evidence

Chidume et al. (2020)
Vyas et al. (2018)

3 online modules: 2 hours

Motivational Interviewing: students and faculty
Vaccine confidence for healthcare professionals: students
Vaccine confidence for faculty how to work with students: faculty

Simulations: 3 hours = 6 clinical hours

5 Standardized Clinical Scenarios
Patient-centered vaccine education and motivational interviewing

Hands-on clinical: 16 – 20 hours

Community
Public health

Total: 24-28 clinical hours

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Simulations



Pre-brief

30 minutes

Sims

5 scenarios,
15 mins each plus 5 mins of SP feedback,
totaling 1h40m
5 pairs/trios of students

Debrief

40-50 minutes

Participants

2 faculty, 5 SPs, 58 students

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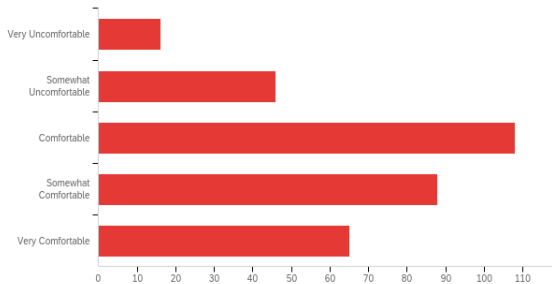
Sample schedule

	Room 210 Pre-brief (Level 2)	Exam # 7 (T Level)	Exam # 9 (T Level)	Exam # 10 (T Level)	Briefing Room # 4 (T Level)	Briefing Room # 5 (T Level)	Room 215 Debrief (Level 2)	Notes	
SP		Ben Jenkins	Frank Stanley	Arthur Beasley	Maria Torres	Harmonie Miller			
8:00 – 8:30	Quyen Phan							Clinical instructor	
8:30 – 8:50		A	B	C	D	E		Alisha's group (8) plus 7	
8:50 – 9:10		E	A	B	C	D			
9:10 – 9:30		D	E	A	B	C			
9:30 – 9:50		C	D	E	A	B			
9:50 – 10:10		B	C	D	E	A			
10:10 – 10:50							Quyen Phan		
10:10 – 10:20	SP break								
9:50 – 10:20	Debbie Silverstein							Sarah's group (6) plus 7	
10:20 – 10:40		F	G	H	J	K			
10:40 – 11:00		K	F	G	H	J			
11:00 – 11:20		J	K	F	G	H			
11:20 – 11:40		H	J	K	F	G			
11:40 – 12:00		G	H	J	K	F			
12:00 – 12:40	SP break 12:00 – 12:30						Debbie Silverstein		

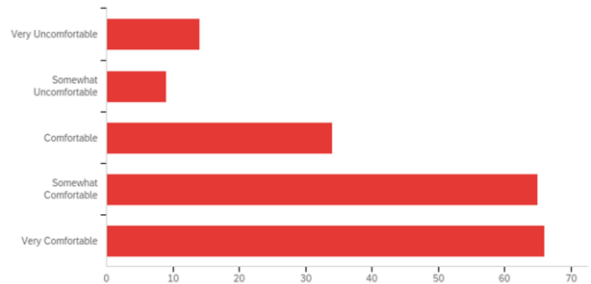
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How comfortable do you feel addressing patient concerns about the COVID-19 vaccine

Pre-training survey



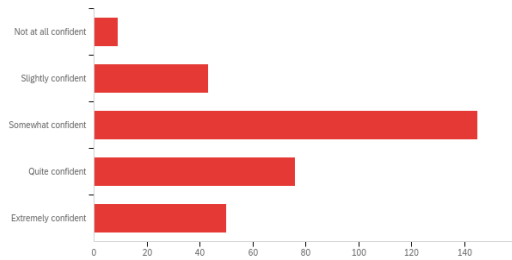
Post-training survey



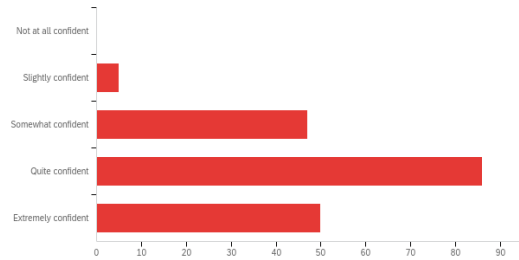
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How confident are you in your ability to address your communities' needs related to COVID-19 vaccine hesitancy?

Pre-training

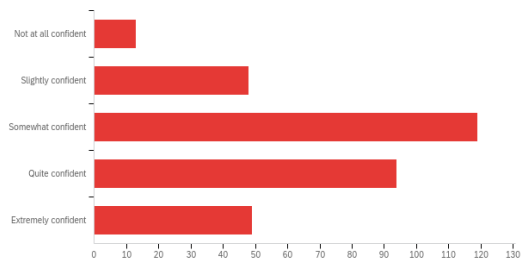


Post training

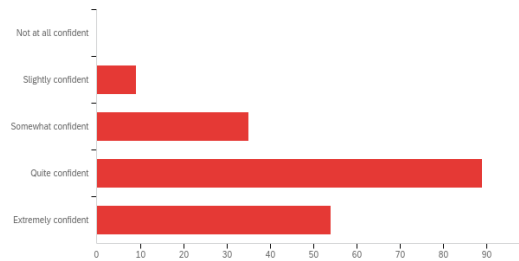


How confident are you in your ability to respond to misinformation related to COVID-19 on social media?

Pre-training survey

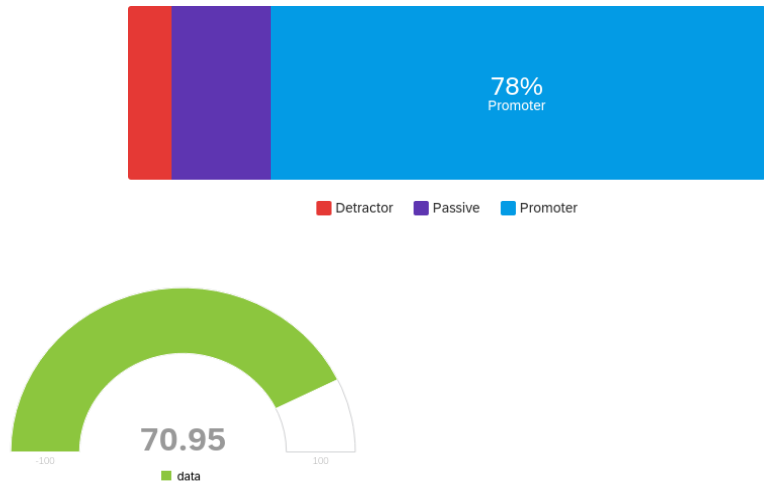


Post-training survey



Simulation feedback:

On a scale of 0 – 10, with 0 being the lowest and 10 being the highest, how likely are you to recommend this training to a colleague?



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Qualitative feedback

Students value the standardized patient aspect:

- *I really like how personal it was. It was very cool to have a real life interactive patient. I am very thankful for this experience. Please continue this with other courses!*

Students liked the 5 different scenarios:

- *I thought that the SPs who were scripted different scenarios did a great job putting us into different environments and ways of working towards getting them to open their views on covid-19 vaccine confidence issues.*

Students appreciate the immediate feedback by SPs:

- *I found it extremely helpful that they were able to give us a quick debrief after each scenario; I felt like we were able to continue getting better as we went on to other rooms.*

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Project impact

- 379 students and 10 faculty were trained
- Students and faculty spent 1,773 clinical hours using MI promoting the COVID-19 vaccine
- 700 clients from 10 communities with historically low vaccination rates were reached
- Hundreds of Covid vaccine shots given

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References

Chidume, T., Jones, M. C., Lambert, A. W., & Yordy, M. (2020, September). Preparing students for difficult conversations with patients and families. *Clinical Simulation in Nursing*, 46(C), 62-65.

<https://doi.org/10.1016/j.ecns.2020.03.009>.

Vyas, D., Galal, S., Rogan, E. L., & Boyce, E. G. (2018). Training students to address vaccine hesitance and/or refusal. *American Journal of Pharmaceutical Education*, 82(8), 944-953. <https://doi.org/10.5688/ajpe6338>

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Questions



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