Hypertension (HTN) is a common diagnosis in our clinic. A chart review found a large subpopulation of hypertensive patients, many with early evidence of complications from uncontrolled hypertension. Behavioral modifications play a large role in HTN management. These include maintaining a healthy weight, diet modifications, managing stress, smoking cessation, exercise, and complying with medication regimens.

Motivational Interviewing (MI) has shown to be an effective method in addressing behavioral modifications in chronic disease.1 VPIl students are trained in MI and students have been shown in other settings to positively impact patient care through MI.2 We hypothesized that we could impact patient self-management of hypertension through the use of health coaching and motivational interviewing.

**Aim 1:** Using a subpopulation of high-risk patients with hypertension (HTN), implement a student motivational interviewing (MI) intervention that identifies major obstacles to HTN control in 50% of patients before 3/31/2014.

**Aim 2:** Evaluate the learner perspective on implementing student MI and health coaching in our clinic’s chronic care management and its impact on educational experience using qualitative reflections of patient encounters.

### Hypertension Visit WorkFlow

**Observed Cycle Time: 15 minutes**

- **Check-in and placed in room**
- **Nurse: chief complaint, vitals**
- **Student Motivational Interview**
  - Focused H&P
- **Prioritize Patient’s Needs**
- **Prepares data to Provider**
- **New Barriers or Findings**

**Observed Cycle Time: 3 minutes**

- **Focused on patient-centered needs**
- **Provider clarifies need**
- **Home with current plan**

**Observed Cycle Time: 10 minutes**

- **MHT**
- **Patient meets with health coach**

**Provider Intervention**

- **Labs Required**
- **Blood Draw Imaging**
- **Follow-up with home readings/labs**
- **Adjust Treatment Plan**

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### Discussion

#### Impact on Patient Care

- Students able to spend more time understanding patient narratives and allowed patients to guide discussion.
- MI may lead to more meaningful patient engagements that uncover high impact ancillary findings.

#### Impact on Student Learning

- Students able to practice MI skills that carry over into many disease processes.
- Students improved ability to set goals with patients and communicate effectively patient’s needs.
- Learning in clinic centered on hypertension and limited exposure to other diseases.

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### Solutions and Future Directions

- MI is an achievable skill for learners to master and employ in the clinic and can be expanded to other disease processes to improve care delivery.
- Student engagement can improve communication with patients about chronic disease management.
- Student conversations with patients can uncover ancillary findings that can profoundly impact patient health.
- Students can add value to outpatient clinics through MI and potentially increase clinic billing codes through ancillary findings.

- Measuring student impact on patient care and the cost of employing students in clinic requires additional analysis.

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