

Motivational Interviewing for Social Prescription in People with Parkinson's Disease

BACKGROUND

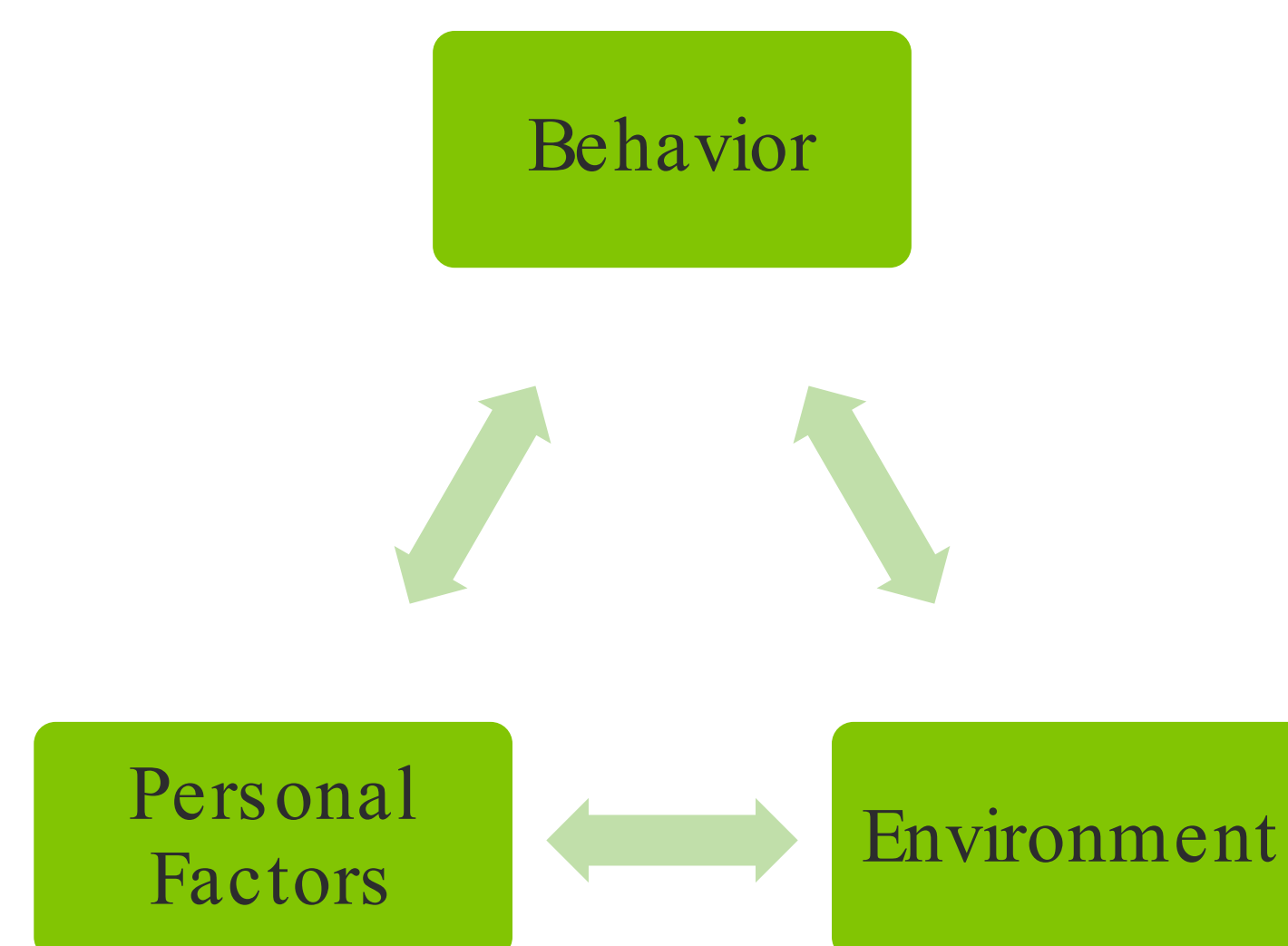
^{1,2}Motor, cognitive, emotional symptoms and perceived stigma contribute to **social withdrawal** and decreased engagement in meaningful occupations for people with Parkinson's Disease (PD).

³This leads to **loneliness, worsened PD symptoms and reduced independence**.

⁴The research study uses social prescription to connect individuals to community-based activities to promote meaningful engagement and reduce social isolation and loneliness. Monthly follow up calls are conducted by research interventionists to provide support and facilitate changes in social routines. These behavior-change demands, compounded by motor, cognitive, and psychosocial challenges associated with PD, create a **need for Motivational Interviewing (MI)** when working with study participants.

⁵MI can address ambivalence, enhance engagement, and promote sustained participation in social activities. This MI training program aims to improve training for current and future interventionists working on this research project. Improved training will result in **sustained participation in social prescription and improved quality of life**.

Social Cognitive Theory (SCT) informed the development of the MI training program through emphasis on ⁶reciprocal determinism and observational learning.



GOAL AND OBJECTIVES

Goal: Develop and implement an MI training program for research interventionists, equipping to deliver MI interventions to individuals with PD to enhance social participation.

Objectives

1. Develop an initial MI training curriculum tailored for interventionists with at least two instructional components.
2. Deliver the pilot MI training program to a minimum of two interventionists.
3. Revise the training curriculum based on feedback from research assistants, the site mentor, and observational notes.
4. Finalize the revised curriculum into an editable, accessible format that is sustainable

ACTIVITIES

Activity Category	Activities Completed
Stakeholder Engagement	• Meetings with research stakeholders • Focus groups • Research assistant meetings
Research Process Participation	• Participant recruitment • Data entry and verification • Pre-assessments, follow-up phone calls, and post-assessments
Motivational Interviewing Informant	• Consulted with second-year OT students MI-related programmatic intervention project • MI literature review for second-year students and developing five-minute MI prompts
Resource Development	• Updated social prescriptions list • Created transportation resource list
Primary Deliverable Development	• Gathered and integrated information from multiple sources • Attended MI trainings • Implemented information into comprehensive deliverable



OUTCOME EVALUATION

I received feedback from my site mentor, PhD student mentor, research assistants, and my learning community throughout the development of my MI training to evaluate my performance and final product. This feedback included use of videos, case studies, pop culture references, gamification and addressing mental health.

Formal assessments such as baseline and post training questionnaires were not used as part of my capstone project due to time constraints with research interventionists. The site mentor, Dr. Swink intends to **implement pre and post questionnaires** to assess knowledge and confidence in future delivery of the training program.



FINDINGS

MI can be successfully applied to social prescription. People with PD are an appropriate match for MI to support their behavior change as they fulfill their social prescription.

The MI training development and dissemination revealed that **videos and interactive practice** methods were required for an engaging training. Feedback from the capstone mentors and training attendees outlined that videos, role play opportunities, background information were necessary for an applicable training. These elements ensured that the training was engaging and **relevant for MI beginners and those with experience**.

DISCUSSION

This project demonstrated the feasibility and value of developing an MI training program tailored to a social prescription initiative for individuals with PD.

Developing the training through an iterative and stakeholder-informed process strengthened its relevance to the social prescription context. Continued evaluation of training outcomes will be important for understanding the broader impact of MI within this research initiative.

The long-term impact of the MI training is **increased interventionist confidence**, improved participant self-efficacy, enhanced follow-through with social prescriptions, and potential **improvements in participants' quality of life**.

In the future this project will be used to train new interventionists and modified for different social prescription studies.

ACKNOWLEDGEMENTS

Laura Swink - Capstone Site Mentor
Becca Willman - Mentor
Colorado State University - Site
Aaron Eakman - Faculty Mentor
Julie Silver-Seidel - Doctoral Capstone Coordinator
OTLed Social Prescription Participants

REFERENCES

