

East Tennessee State University

## Digital Commons @ East Tennessee State University

---

ETSU Faculty Works

Faculty Works

---

7-31-2017

### Using Mock Interviews to Evaluate an Interprofessional Education (IPE) Curriculum

Ivy A. Click

*East Tennessee State University, click@etsu.edu*

Jodi Polaha

*East Tennessee State University, polaha@etsu.edu*

Leonard Brian Cross

*East Tennessee State University, crossl@etsu.edu*

Richard A. Hess

*East Tennessee State University, hessr@etsu.edu*

Adam C. Welch

*East Tennessee State University, welcha1@etsu.edu*

*See next page for additional authors*

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>

---

#### Citation Information

Click, Ivy A.; Polaha, Jodi; Cross, Leonard Brian; Hess, Richard A.; Welch, Adam C.; and Burchette, Jessica Epley. 2017. Using Mock Interviews to Evaluate an Interprofessional Education (IPE) Curriculum. Poster Presentation. *Nexus Summit: Creating Results - Interprofessional Vision to Action*, Minneapolis, MN. <https://summit2018.nexusipe.org/sessions/nexus-fair/posters>

This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

---

## Using Mock Interviews to Evaluate an Interprofessional Education (IPE) Curriculum

### Creator(s)

Ivy A. Click, Jodi Polaha, Leonard Brian Cross, Richard A. Hess, Adam C. Welch, and Jessica Epley Burchette

# Using Mock Interviews to Evaluate an Interprofessional Education (IPE) Curriculum

Click I, Polaha J, Cross LB, Hess R, Welch AC, & Burchette J.  
East Tennessee State University

## BACKGROUND

- The evaluation of IPE curricula has traditionally focused on self-reported measures of knowledge and attitudes without regard for real-world outcomes.
- One review of IPE trends showed 77% measured attitudes and knowledge and 76% were assessed through self-report in surveys.<sup>1</sup>
- Cochrane review recommended researchers move beyond measurement of attitudes and evaluate effectiveness of IPE using sophisticated methods to include curriculum-based approaches that weave in qualitative strands.<sup>2</sup>
- Objective:** To evaluate the influence of our IPE program on medical and pharmacy students' knowledge and values around team care as measured in a mock interview.

## THE INTERVIEW

- 20-minute mock interview for an advanced placement position
- Students read a mock advertisement of a training opportunity: included reference to "multidisciplinary team" and "team care opportunities"
- Actor followed semi-structured script with introduction and three questions:
  - What interests you about this position and what skills or training do you bring to us?
  - What do you know about team-based care?
  - What training have you received in interprofessional or team-based care and how might that make you a stronger candidate for this position?

## AIM 1

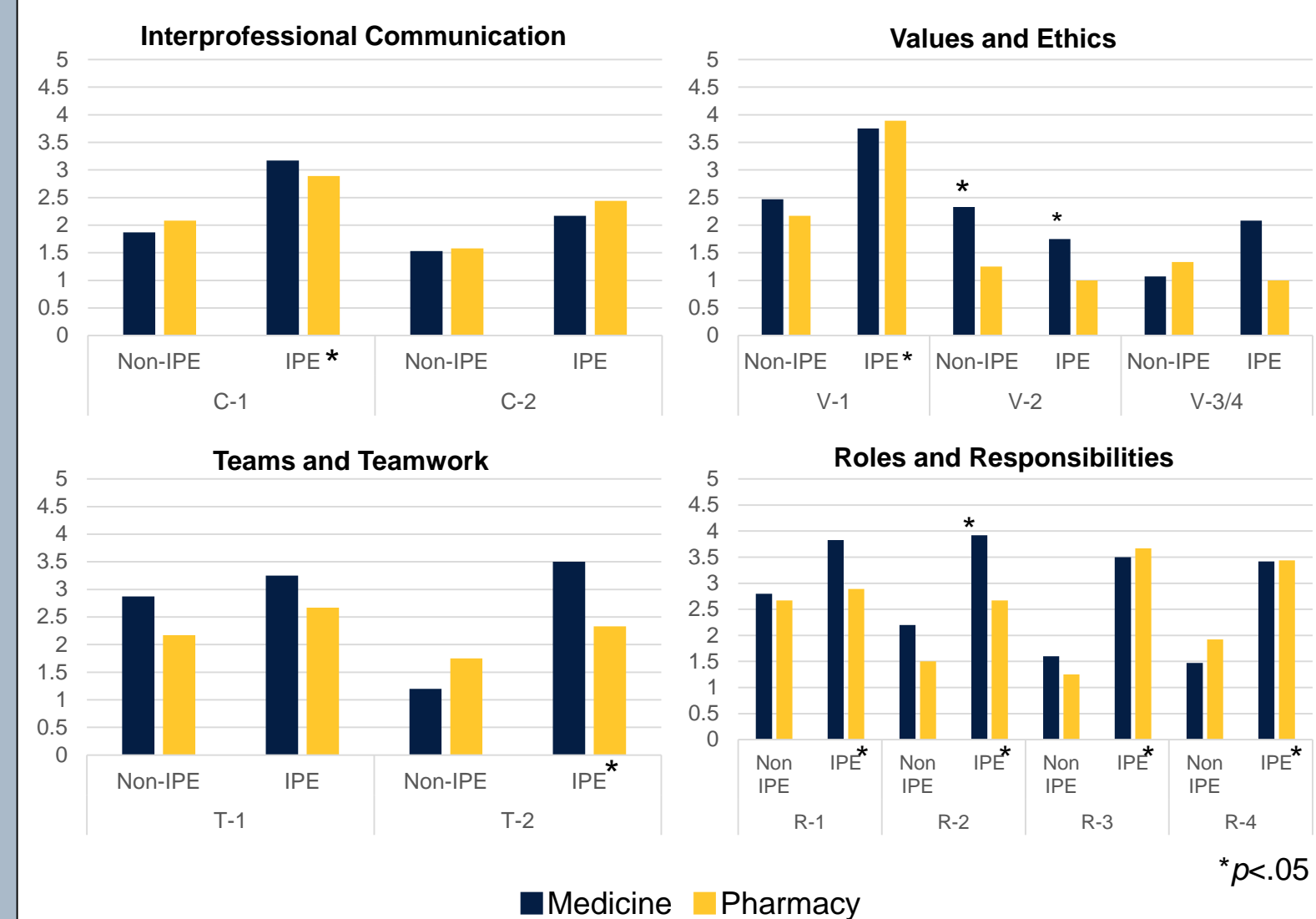
- To compare IPE and non-IPE students' knowledge of IPE competencies
- Three blinded study staff assessed 16 student transcripts for 11 IPE competencies

### Core Competency Ratings\*

| Competency                      | Program   |           | Curriculum        |           |
|---------------------------------|-----------|-----------|-------------------|-----------|
|                                 | Medicine  | Pharm     | IPE               | Non-IPE   |
| Interprofessional Communication | 2.12±0.92 | 2.19±0.52 | <b>2.67±0.19†</b> | 1.76±0.69 |
| Values and Ethics               | 2.21±0.73 | 1.75±0.36 | 2.29±0.69         | 1.79±0.51 |
| Teams and Teamwork              | 2.63±0.75 | 2.19±0.86 | <b>3.00±0.80†</b> | 2.00±0.49 |
| Roles and Responsibilities      | 2.75±0.91 | 2.40±0.99 | <b>3.45±0.70‡</b> | 2.60±0.93 |
| Overall                         | 2.47±0.65 | 2.15±0.61 | <b>2.91±0.49‡</b> | 1.88±0.21 |

\*All values expressed as M±SD. †p<.05; ‡p<.01

### Individual Competency Ratings



### Competency Descriptions

|       |   |
|-------|---|
| C-1   | To describe the relevance of team communication to improved patient safety and outcomes.  |
| C-2   | To demonstrate essential communication competencies around crucial conversations.   |
| V-1   | To identify one's own personal and professional values and how these relate to values and ethics in team care.                            |
| V-2   | To discuss health care policy and best practices in the context of values in team care.   |
| V-3/4 | To explain what social determinants of health are, why they are part of ethical patient-centered care, and how to address them as a team. |
| T-1   | To discuss aspects to team work in any setting (even non-clinical) that impact team functioning and outcomes.                             |
| T-2   | To describe team processes/ infrastructure that allow for better-coordinated care such as team huddles and/or hand-offs.                  |
| R-1   | To discuss various team members' roles and training.  |
| R-2   | Describe and discuss the flexible application of roles within the healthcare team.  |
| R-3   | Discuss leadership as a team role (guild vs. team).   |
| R-4   | Practice the skill of articulating your role as a member of the healthcare team.  |

## AIM 2

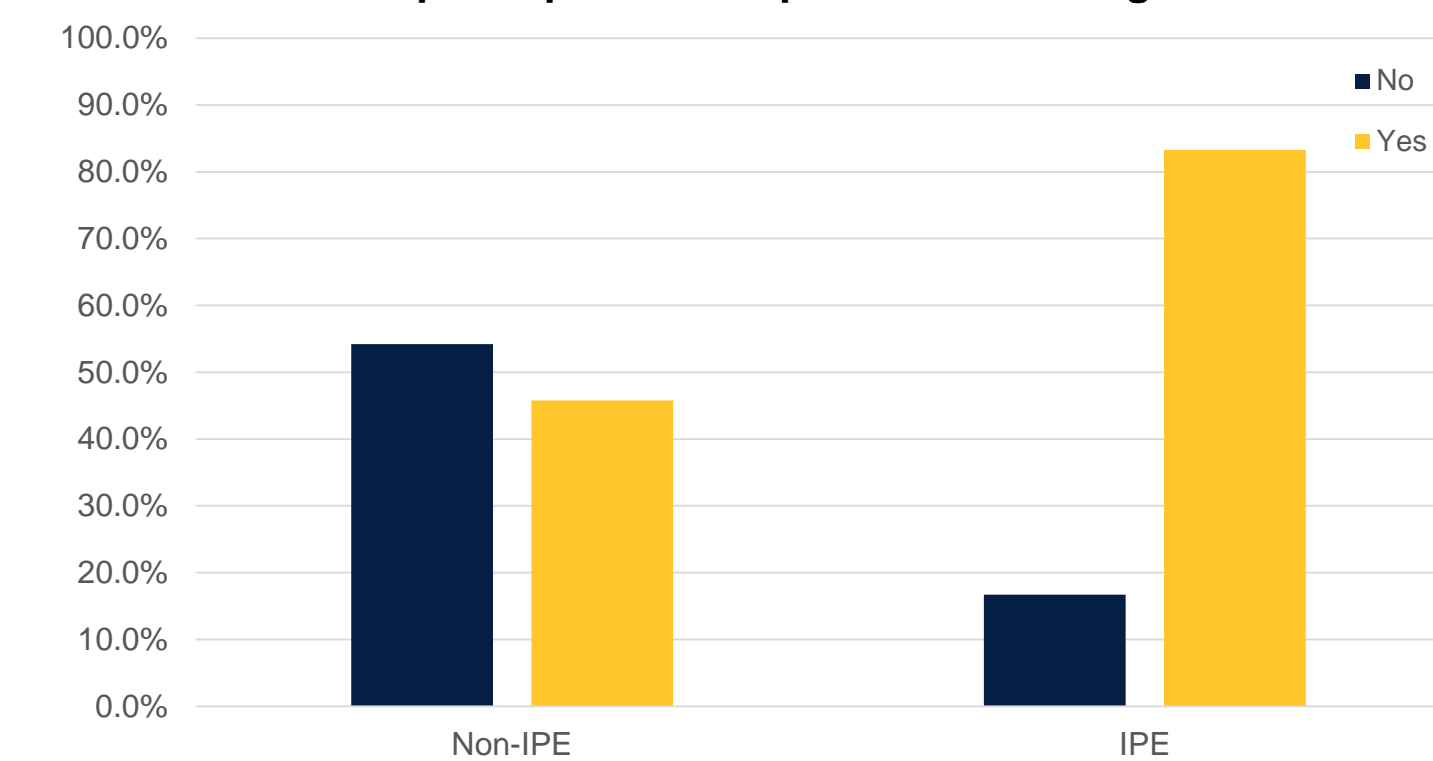
- To compare IPE and non-IPE students' interview responses as rated by clinicians practicing team-based care.
- 12 blinded clinician experts reviewed and rated 4 randomly assigned transcripts (N=48)
- Ranked their 4 students in terms of which they would most like to hire as part of their team-based practice

### Clinical Experts' Evaluation of Students' Responses\*

| Question                                | Program   |           | Curriculum        |           |
|---|-----------|-----------|-------------------|-----------|
|   | Medicine  | Pharm     | IPE               | Non-IPE   |
| Values around IPE                       | 3.42±1.32 | 3.42±1.25 | <b>3.92±1.02‡</b> | 2.92±1.32 |
| Values around team based care           | 3.67±1.05 | 3.46±1.06 | <b>3.92±1.06†</b> | 3.21±0.93 |
| Knowledge and skills in team based care | 3.38±1.01 | 3.33±1.05 | <b>3.75±0.94‡</b> | 2.96±0.95 |

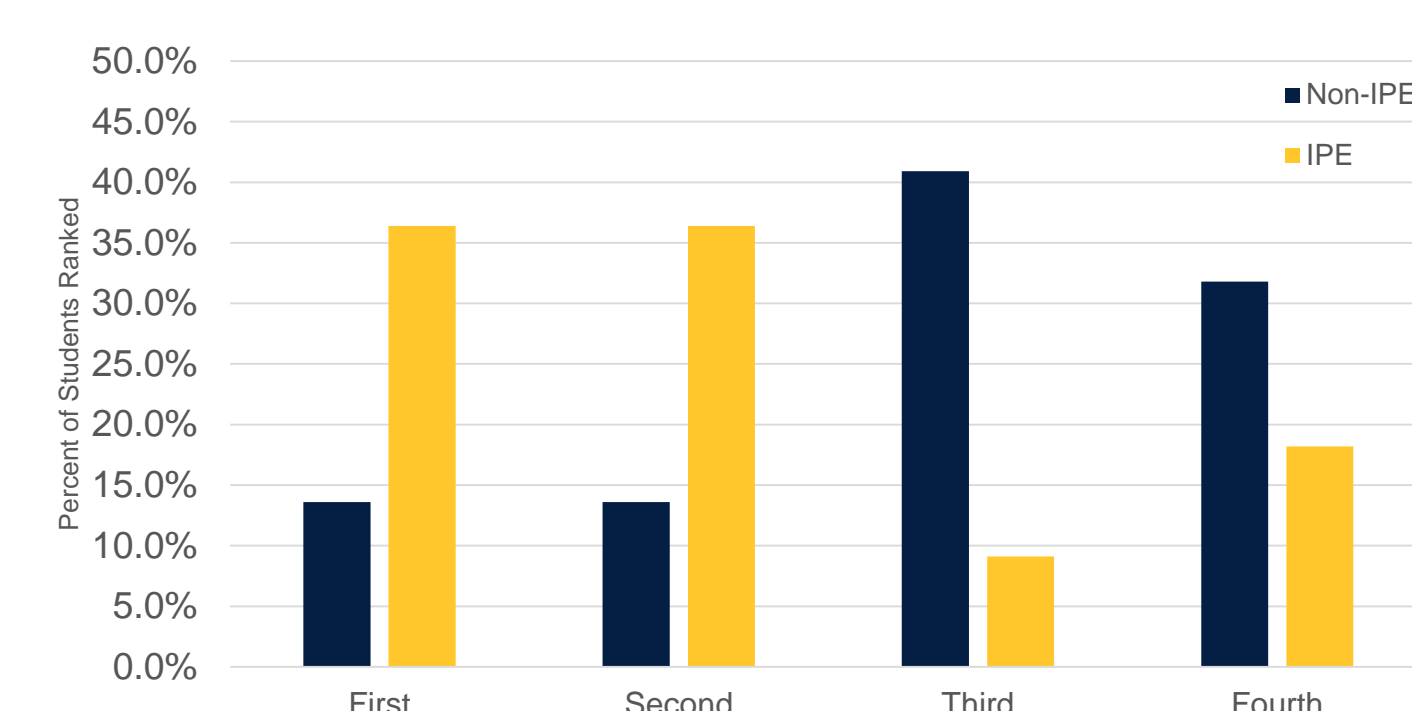
\*All values expressed as M±SD. †p<.05; ‡p<.01

### Does the participant have specialized training in IPE?



Experts predicted 83.3% of IPE students receiving specialized IPE training versus 45.8% of non-IPE students (p=.007)

### Expert Clinicians' Rankings of Students by Preference to Hire for Team-Based Care



Experts ranked IPE students as significantly more preferred (where "1" is most preferred) than non-IPE students (p=.02)

## CONCLUSIONS

- IPE students scored higher than non-IPE students on three of four core areas and seven of eleven competencies addressed in the curriculum.
- Clinician experts rated IPE students higher in terms of knowledge of team care, values around team care, and values for IPE.
- Clinician experts could discriminate which students had IPE from those who had not and ranked IPE students as more hireable.
- These data suggest our IPE students will carry a stronger knowledge base around team-based practice as they advance to their clinical years.
- This study advances the rigor of evaluation of IPE curricula by targeting behavior (interview content) rather than self-report.
- Future research should continue to develop methods to evaluate the connection between classroom-based learning and behavioral outcomes across training and practice.

## REFERENCES

- Abu-Rish, E. et al. (2012). Current trends in interprofessional education of health sciences students: A literature review. *Journal of Interprofessional Care*, 26, 444-51.
- Reeves S., Perrier L., Goldman J., Freeth D., Zwarenstein M., (2013). Interprofessional education: effects on professional practice and healthcare outcomes (update). *Cochrane Database of Systematic Reviews*, Issue 3. Art. No.: CD002213. DOI:10.1002/14651858.CD002213.pub3.