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](https://dc.etsu.edu/etsu-works)

**Citation Information**

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.
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
# Conclusions

- Actor followed semi-structured script with three questions:
  - Two minutes mock interview for an advanced placement position
  - Students read a mock advertisement of a 20-minute mock interview for an advanced placement position
  - One review of IPE trends showed that 77% measured attitudes and knowledge and 76% were assessed through self-report in surveys.¹
  - Cochrane review recommended weaving in qualitative strands.²

- 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:
  1. What interests you about this position and what skills or training do you bring to us?
  2. What do you know about team-based care?
  3. What training have you received in interprofessional or team-based care and how might that make you a stronger candidate for this position?

## 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.¹
- Cochrane review recommended weaving in qualitative strands.²

## 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*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Program</th>
<th>Pharm</th>
<th>IPE</th>
<th>Non-IPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>2.12±0.02</td>
<td>2.19±0.52</td>
<td>2.67±0.19</td>
<td>1.76±0.69</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>2.21±0.73</td>
<td>1.75±0.36</td>
<td>2.26±0.69</td>
<td>1.79±0.51</td>
</tr>
<tr>
<td>Teamwork</td>
<td>2.03±0.75</td>
<td>2.19±0.86</td>
<td>3.00±0.80</td>
<td>2.00±0.49</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>2.75±0.91</td>
<td>2.40±0.99</td>
<td>3.45±0.70</td>
<td>2.80±0.93</td>
</tr>
<tr>
<td>Overall</td>
<td>2.47±0.65</td>
<td>2.15±0.61</td>
<td>2.91±0.49</td>
<td>1.88±0.21</td>
</tr>
</tbody>
</table>

- *All values expressed as M±SD. *p<.05, ‡p<.01

### Individual Competency Ratings

<table>
<thead>
<tr>
<th>Competency</th>
<th>Program</th>
<th>Pharm</th>
<th>IPE</th>
<th>Non-IPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprofessional Communication</td>
<td>C-1</td>
<td>C-2</td>
<td>IPE</td>
<td>Non-IPE</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>V-1</td>
<td>V-2</td>
<td>V-3</td>
<td>V-4</td>
</tr>
<tr>
<td>Teamwork</td>
<td>T-1</td>
<td>T-2</td>
<td>T-3</td>
<td>T-4</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>R-1</td>
<td>R-2</td>
<td>R-3</td>
<td>R-4</td>
</tr>
<tr>
<td>Overall</td>
<td>O-1</td>
<td>O-2</td>
<td>O-3</td>
<td>O-4</td>
</tr>
</tbody>
</table>

- *All values expressed as M±SD. *p<.05, ‡p<.01

## 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)

### Clinical Experts’ Evaluation of Students’ Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Medicine</th>
<th>Pharm</th>
<th>IPE</th>
<th>Non-IPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values around IPE</td>
<td>3.42±1.32</td>
<td>3.42±1.35</td>
<td>3.92±1.02</td>
<td>2.92±1.32</td>
</tr>
<tr>
<td>Values around team-based care</td>
<td>3.67±1.05</td>
<td>3.46±1.06</td>
<td>3.92±1.04</td>
<td>3.21±0.93</td>
</tr>
<tr>
<td>Knowledge and skills in team-based care</td>
<td>3.38±1.01</td>
<td>3.33±1.05</td>
<td>3.75±0.94</td>
<td>2.96±0.95</td>
</tr>
</tbody>
</table>

- *All values expressed as M±SD. *p<.05, ‡p<.01

## 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 hirable.
- 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