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

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

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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 researchers move beyond measurement of attitudes and evaluate effectiveness of IPE using sophisticated methods to include curriculum-based approaches that weave 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:
 - 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

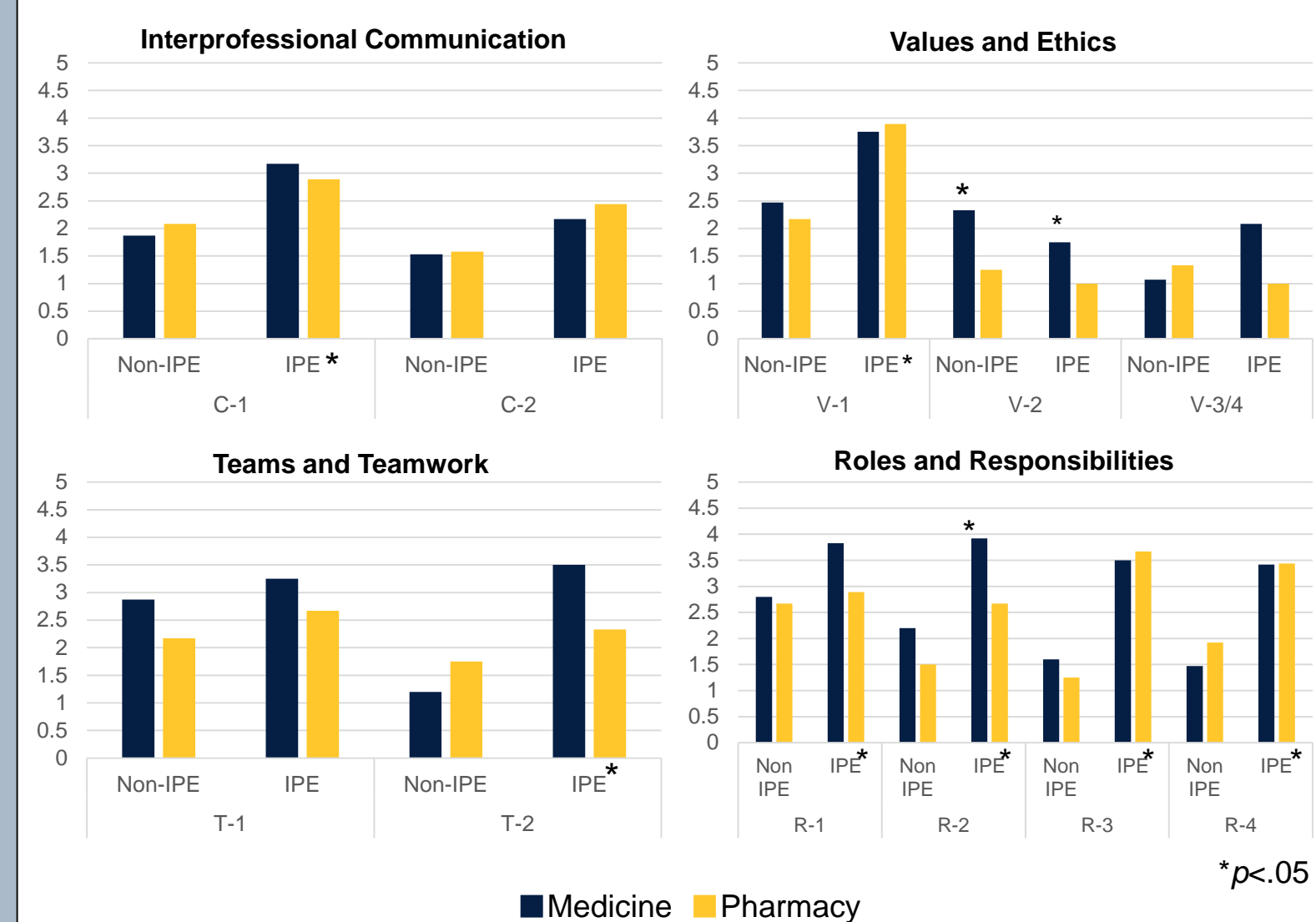
- To compare IPE and non-IPE students' knowledge of IPE competencies
- Three blinded study staff assessed 16 student transcripts for 11 IPE competencies

Core Competency Ratings*

Competency	Program		Curriculum	
	Medicine	Pharm	IPE	Non-IPE
Interprofessional Communication	2.12±0.92	2.19±0.52	2.67±0.19†	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	3.00±0.80†	2.00±0.49
Roles and Responsibilities	2.75±0.91	2.40±0.99	3.45±0.70‡	2.60±0.93
Overall	2.47±0.65	2.15±0.61	2.91±0.49‡	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

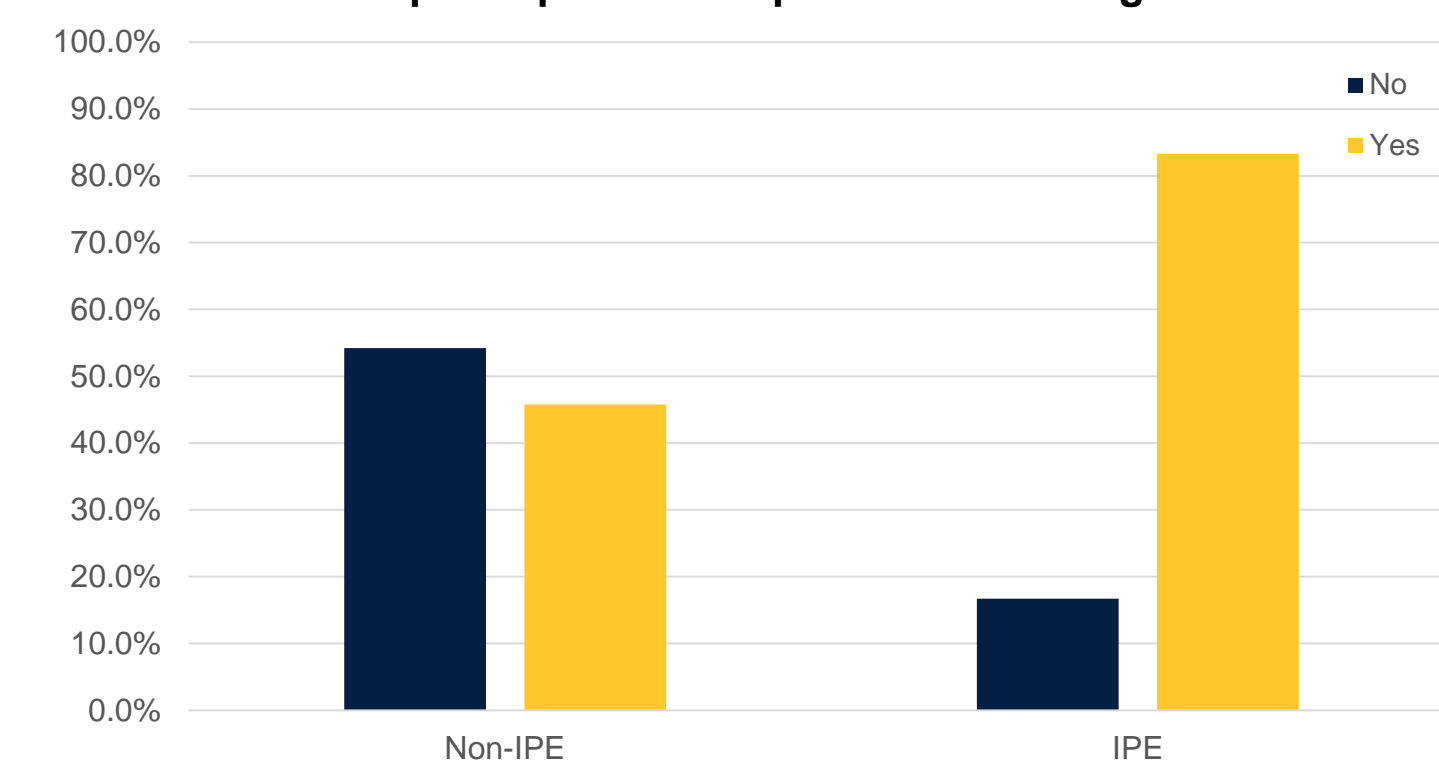
- To compare IPE and non-IPE students' interview responses as rated by clinicians practicing team-based care.
- 12 blinded clinician experts reviewed and rated 4 randomly assigned transcripts (N=48)
- Ranked their 4 students in terms of which they would most like to hire as part of their team-based practice

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	3.92±1.02‡	2.92±1.32
Values around team based care	3.67±1.05	3.46±1.06	3.92±1.06†	3.21±0.93
Knowledge and skills in team based care	3.38±1.01	3.33±1.05	3.75±0.94‡	2.96±0.95

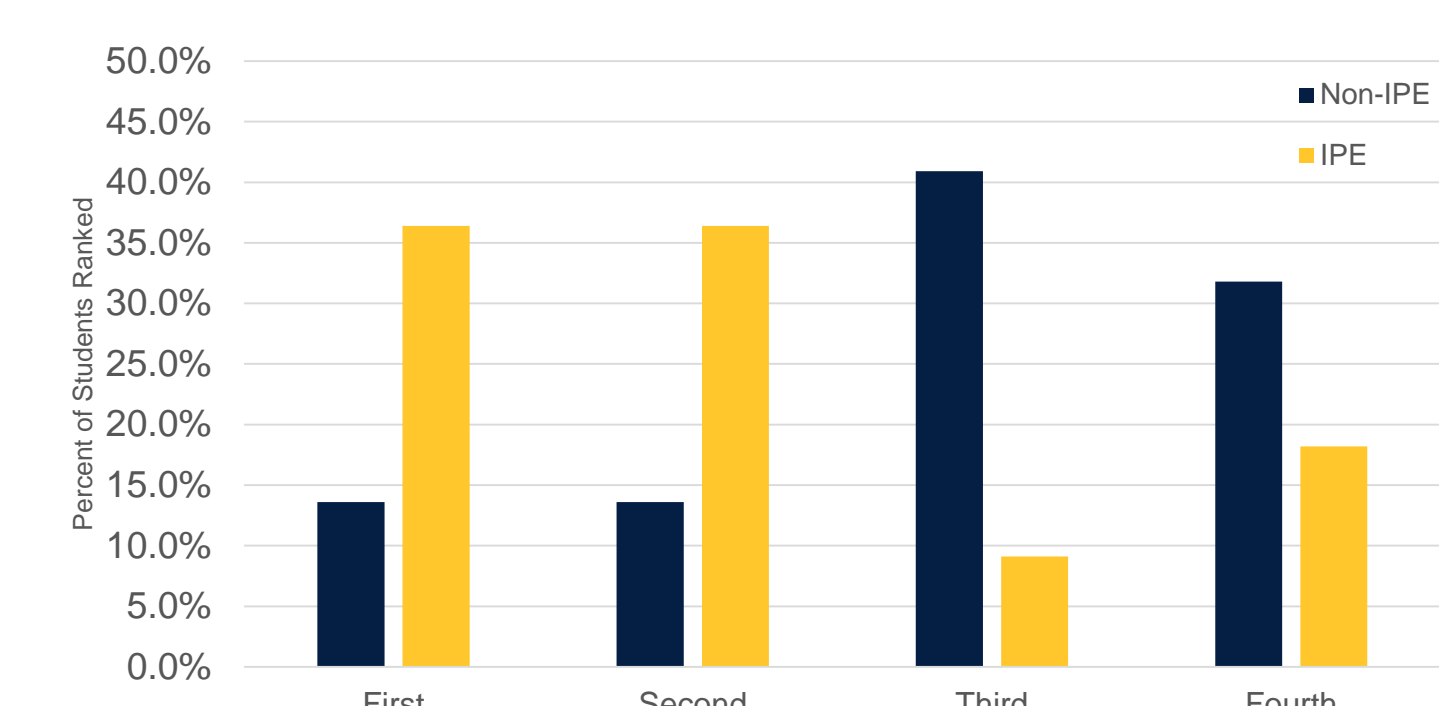
*All values expressed as M±SD. †p<.05; ‡p<.01

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.

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