**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.  
- 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.  
- **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?

**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

<table>
<thead>
<tr>
<th>Core Competency Ratings*</th>
<th>Program</th>
<th>Curriculum</th>
<th>Total</th>
<th>IPE</th>
<th>Non-IPE</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprofessional Values and Ethics</td>
<td>2.12±0.92</td>
<td>2.19±0.52</td>
<td>2.67±0.19</td>
<td>1.76±0.69</td>
<td>0.03</td>
<td></td>
</tr>
<tr>
<td>Teams and Teamwork Roles and Responsibilities</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>
<td>0.02</td>
<td></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>1.98±0.21</td>
<td>0.001</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Medicine</th>
<th>Pharm</th>
<th>IPE</th>
<th>Non-IPE</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values around IPE</td>
<td>3.42±1.32</td>
<td>3.42±1.25</td>
<td>3.92±1.02</td>
<td>2.92±1.32</td>
<td>0.001</td>
</tr>
<tr>
<td>Values around team based care Knowledge and skills in team based care</td>
<td>3.67±1.05</td>
<td>3.46±1.06</td>
<td>3.92±1.06</td>
<td>3.21±0.93</td>
<td>0.001</td>
</tr>
<tr>
<td>Overall</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>
<td>0.001</td>
</tr>
</tbody>
</table>

**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 teamwork, 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**