The Unbiased Selection of Residency / Fellowship Applicants

(Sutter Roseville Medical Center: Wednesday, September 1, 2021 - Lawrence Loo, MD)
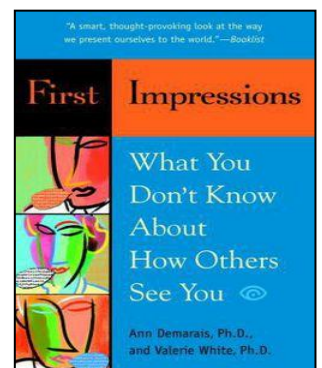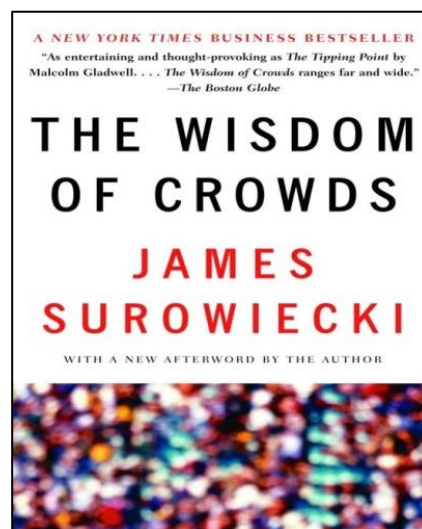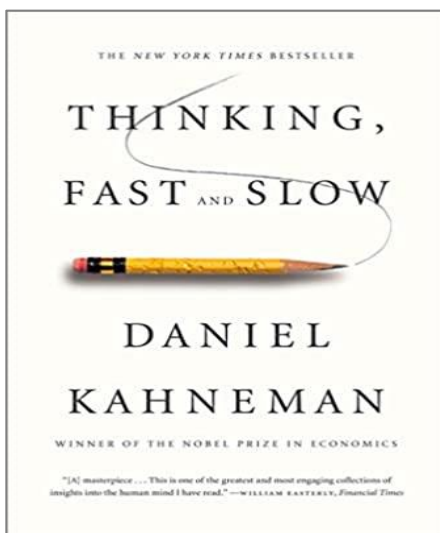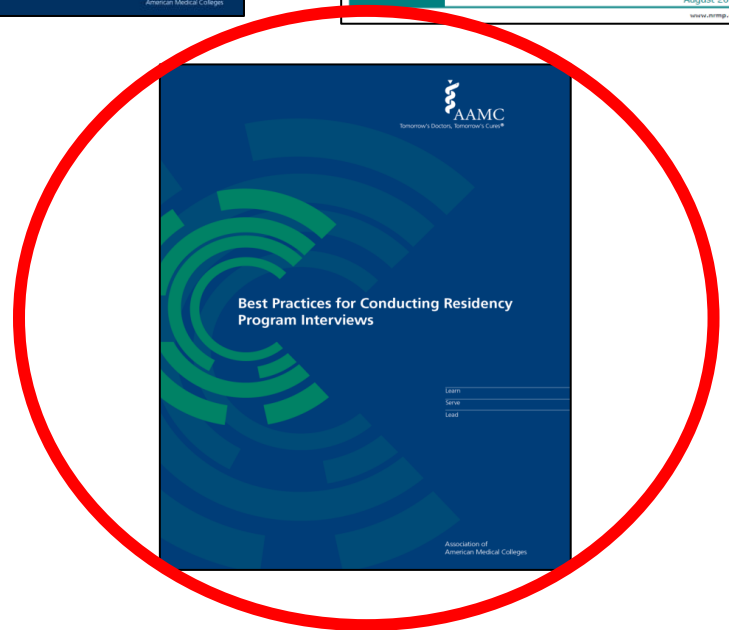
Figure IM-1

Internal Medicine
Percentage of Programs Citing Each Factor And Mean Importance Rating[1] for Each Factor in Selecting Applicants to Interview
(N=44)

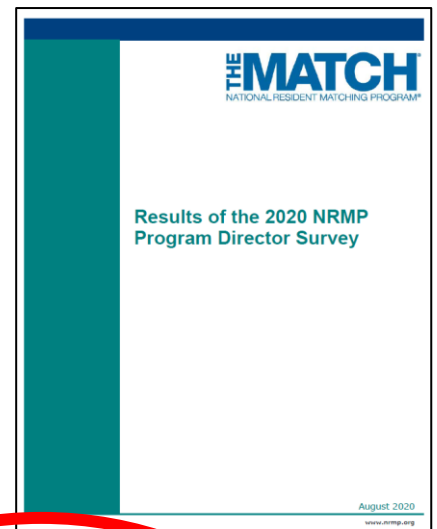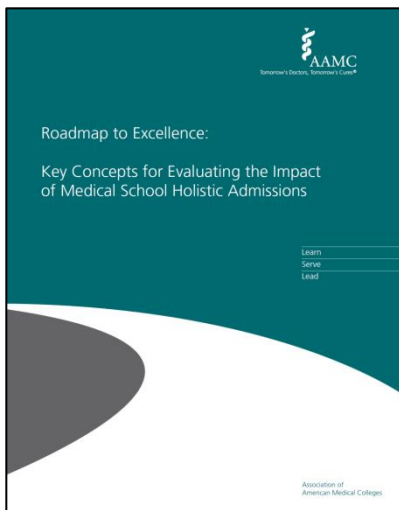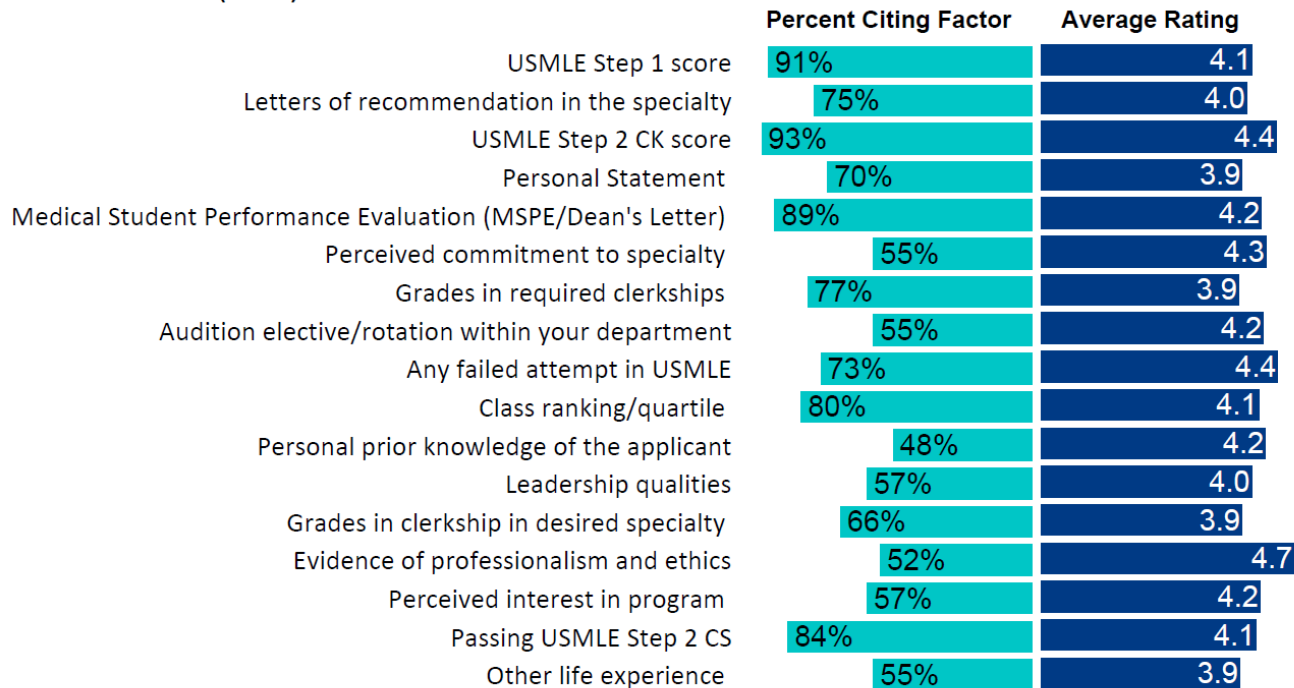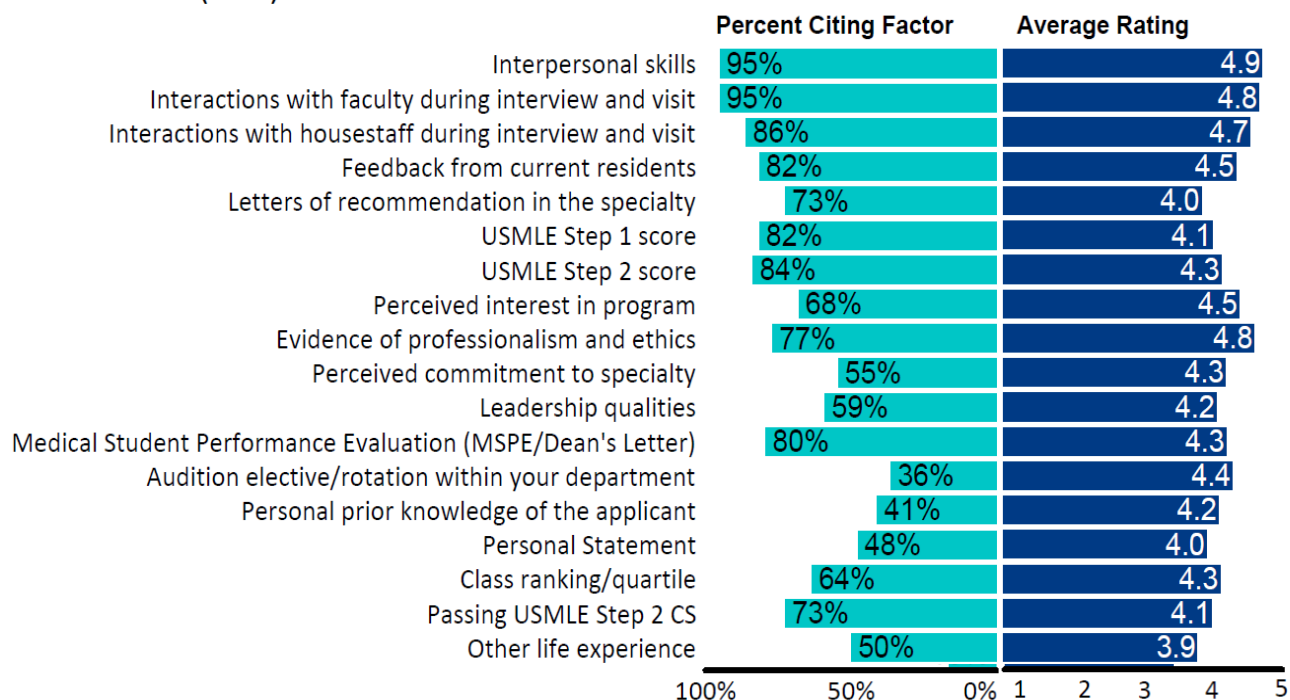| Factor	Percent Citing Factor	Average Rating
USMLE Step 1 score	91%	4.1
Letters of recommendation in the specialty	75%	4.0
USMLE Step 2 CK score	93%	4.4
Personal Statement	70%	3.9
Medical Student Performance Evaluation (MSPE/Dean's Letter)	89%	4.2
Perceived commitment to specialty	55%	4.3
Grades in required clerkships	77%	3.9
Audition elective/rotation within your department	55%	4.2
Any failed attempt in USMLE	73%	4.4
Class ranking/quartile	80%	4.1
Personal prior knowledge of the applicant	48%	4.2
Leadership qualities	57%	4.0
Grades in clerkship in desired specialty	66%	3.9
Evidence of professionalism and ethics	52%	4.7
Perceived interest in program	57%	4.2
Passing USMLE Step 2 CS	84%	4.1
Other life experience	55%	3.9

Figure IM-2

Internal Medicine
Percentage of Programs Citing Each Factor And Mean Importance Rating[1] for Each Factor in Ranking Applicants
(N=44)

Factor	Percent Citing Factor	Average Rating
Interpersonal skills	95%	4.9
Interactions with faculty during interview and visit	95%	4.8
Interactions with housestaff during interview and visit	86%	4.7
Feedback from current residents	82%	4.5
Letters of recommendation in the specialty	73%	4.0
USMLE Step 1 score	82%	4.1
USMLE Step 2 score	84%	4.3
Perceived interest in program	68%	4.5
Evidence of professionalism and ethics	77%	4.8
Perceived commitment to specialty	55%	4.3
Leadership qualities	59%	4.2
Medical Student Performance Evaluation (MSPE/Dean's Letter)	80%	4.3
Audition elective/rotation within your department	36%	4.4
Personal prior knowledge of the applicant	41%	4.2
Personal Statement	48%	4.0
Class ranking/quartile	64%	4.3
Passing USMLE Step 2 CS	73%	4.1
Other life experience	50%	3.9

100%   50%   0% 1   2   3   4   5

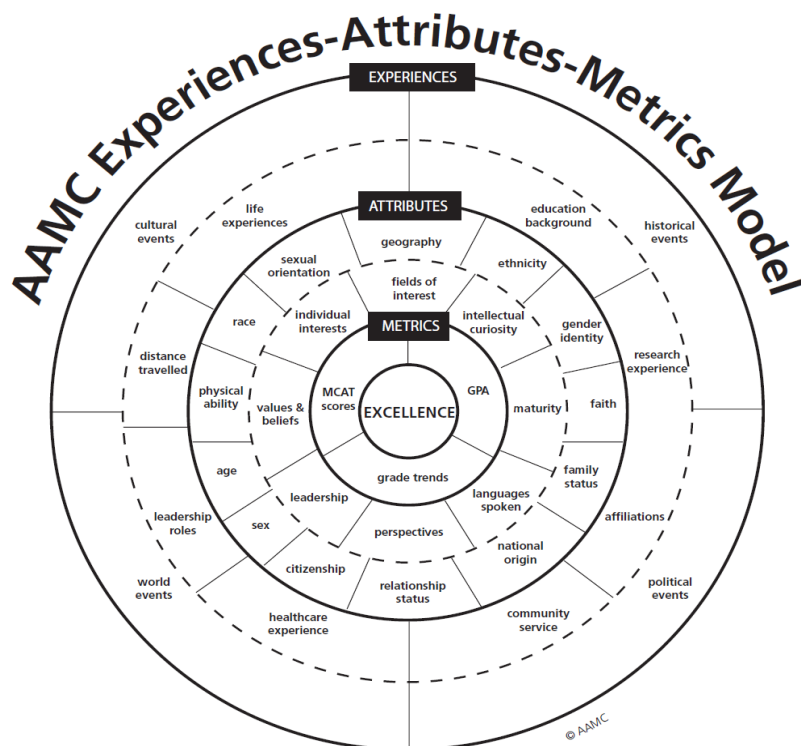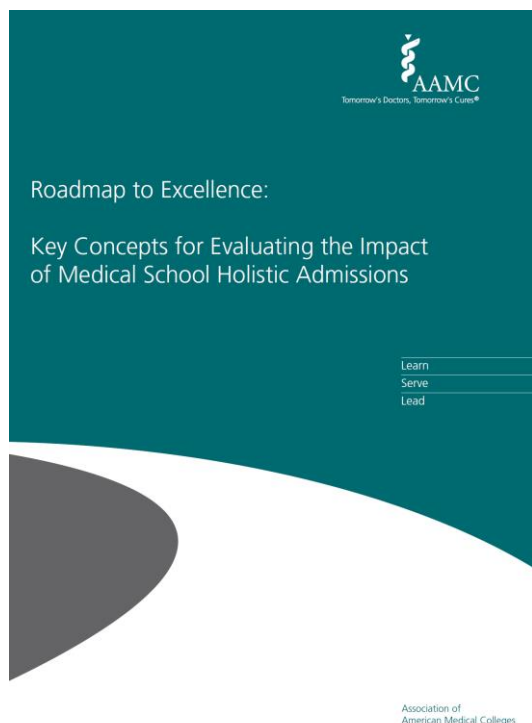[1] Ratings on a scale from 1 (not at all important) to 5 (very important).
* DO seniors/graduates only.
** International Medical Graduates only.

Appendix A

AAMC Experiences-Attributes-Academic Metrics Model

The Experiences-Attributes-Metrics Model, illustrated below, captures several of the dimensions, both visible and invisible, that might comprise an individual.
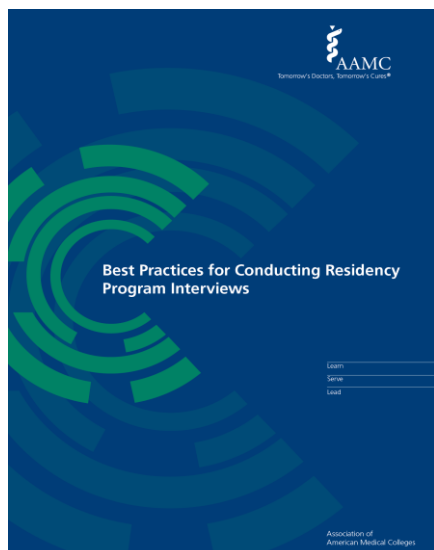

Roadmap to Excellence:

Key Concepts for Evaluating the Impact of Medical School Holistic Admissions

Learn
Serve
Lead

Association of
American Medical Colleges

Adapted from *Workforce America: Managing Employee Diversity as a Vital Resource*, McGraw Hill Publishing, 1990.

Experiences: This category encompasses the path the applicant has taken to get to where he or she is. Examples include being the primary caregiver for an ill family member, distance travelled, employment history, research experience, and experience in a health care setting.

Attributes: This category includes the applicant's personal characteristics and demographic factors. Examples include empathy, resilience, first generation college student, sexual orientation, race, ethnicity, and intellectual curiosity.

Metrics: This category includes the numeric information about an applicant's academic performance, most notably GPA, MCAT® scores, and grade trends.

AAMC
Tomorrow's Doctors, Tomorrow's Cures®

Best Practices for Conducting Residency Program Interviews

Learn
Serve
Lead

Association of
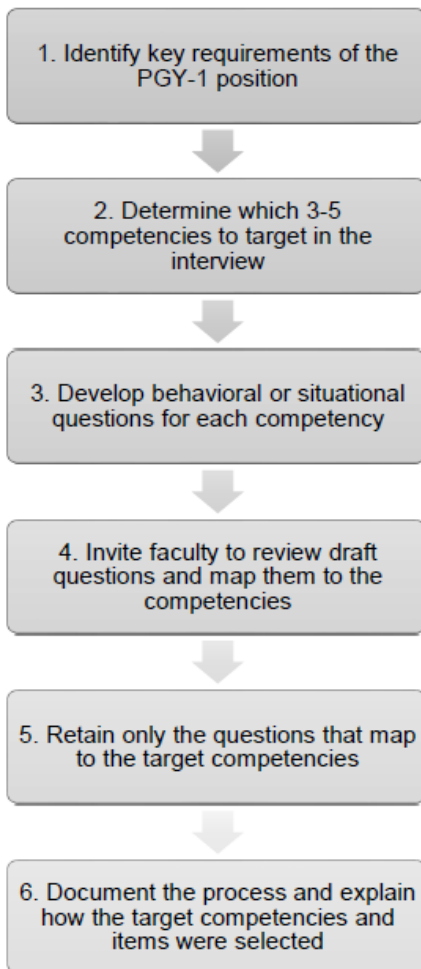American Medical Colleges

Contents

AAMC

Best Practices for Conducting Residency Program Interviews

Table 1. The Effects of Components of Structure on Reliability, Validity, Fairness, and Applicant Reactions

Content	Reliability	Validity	Fairness	Applicant Reactions
Ask questions that are job-related		+	+	+
Ask all applications questions that cover the same topics	+	+	+	
Limit probing questions	+	+	+	−
Use behavioral or situational questions	+	+	+	
Use a longer interview	+	+		−
Have no access to applicant information before or during interview	+		+	-
Have applicants not ask any questions	+			−
Evaluation				
Rate each answer or use multiple rating scales	+	+		
Use defined rating scales	+	+	+	
Take detailed notes	+	+	+	
Use multiple interviewers	+	+	+	−
Use the same interviewers for all applicants	+		−	
Have no discussion between interviews	−		+	
Train interviewers	+	+	+	+
Use formulas to create interview total scores	+	+	+	

*Notes: "+" means overall positive effect, "−" means overall negative effect, and blank cells mean insufficient research on the effect of the enhancement. **Reliability** refers the extent to which the evaluation process is consistent and candidate responses are evaluated consistently. **Validity** refers to the accuracy of inferences made from interview scores.*
Source: Adapted from Campion et al. (1997) and Levashina et al. (2014).

Incorporate standard interview questions and evaluation processes when conducting high-stakes resident interviews.

4

Behavioral and Situational Questions

There are many types of interview questions. Two of them—behavioral and situational questions—have been widely studied and are considered relatively structured.

Key Steps for Developing Behavioral Interview Questions

1. Identify key requirements of the PGY-1 position

2. Determine which 3-5 competencies to target in the interview

3. Develop behavioral or situational questions for each competency

4. Invite faculty to review draft questions and map them to the competencies

5. Retain only the questions that map to the target competencies

6. Document the process and explain how the target competencies and items were selected

Behavioral questions are based on the premise that past behavior predicts future behavior. They ask applicants to describe what they did in a previous context (typically, in previous jobs, at school, or in volunteer experiences) that are related to situations they may face in the job for which they are interviewing. Past-behavior questions often ask an applicant to describe a specific situation, the behavior or action they took, and the outcome or consequence of that behavior.

Example: Please describe a time when you observed a member of the medical team that you were working with behave in a manner that was inconsistent with an established protocol. Explain what the situation was, what actions you took, and the outcome.

Situational questions are based on the premise that intentions predict future behavior. They pose hypothetical situations that might occur on the job and ask applicants to describe how they would respond in the situations.

Example: I'd like you to imagine that you are on your morning rounds. The chief resident describes a difficult case that you and another PGY-1 worked on earlier in the week and compliments your handling a difficult situation. In doing so, she gives you sole credit and fails to mention that your colleague played a major role. What would you do?

Research on the type of interview questions suggests that both behavioral and situational questions have strong psychometric properties; however, they may be measuring slightly different constructs. Behavioral questions may primarily measure experiences and some personality traits, while situational questions may measure job knowledge. Both types of questions are reliable and are valid predictors of future job performance, with behavioral questions having slightly higher validity. Some research suggests that past-behavior questions may be slightly more resistant to faking and have slightly lower group differences than situational questions.

If using situational or behavioral interview questions, the STAR acronym can help interviewers ensure they gather all important information about each question:

- **Situation** or **Task:** Did the applicant describe the context for the event being discussed?
- **Action:** Did the applicant describe the exact behaviors or actions taken (or what would be done)?
- **Result:** Did the applicant describe the outcomes or consequences of the behaviors or actions?

Probes for Situational Interview Questions

Situation or Task
- What do you consider the most critical issue in this situation?
- What other issues are of concern?

Action
- What would you say?
- What is the first thing you would do?
- What factors would affect your course of action?
- What other actions could you take?

Results
- How do you think your action would be received?
- What would you do if your action was not received well?
- What do you consider benefits of your action?

Probes for Behavioral Interview Questions

Situation or Task
- What factors led up to the situation or task?
- Could you or anyone else have done something to prevent the situation or task?
- What did you determine as the most critical issue to address in this situation or task?

Action
- How did you respond?
- What was the most important factor you considered in taking action?
- What is the first thing you did?

Results
- What was the outcome?
- Is there anything you would have said and/or done differently?
- W...

Open-ended probing questions: Ways to ask an applicant to elaborate on a response
- Tell me more about that.
- What happened?
- Why is that?
- How did you react?
- How did that come about?
- Help me understand that better.
- Please go on.
- Explain that to me.
- Could you be more specific?
- How come?
- Give me another example, please.

The Unbiased Selection of Residency / Fellowship Applicants

(Sutter Roseville Medical Center: Wednesday, September 1, 2021 - Lawrence Loo, MD)