EFFECTIVE INTERVIEW TO A MEDICAL SCHOOL CANDIDATE

Nerian Ortiz MD
Yasmin Pedrogo MD
Vilma McCarthy MD
Enid García MD
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Objectives

At the end of this session the participants will be able to:

- ✓ Describe the UPR-SOM admission process.

- ✓ Interview a UPR-SOM medical student candidate using a behavioral interview approach.

- ✓ Evaluate the candidate's experiences and attributes during the interview process.
- ✓ Understand the implicit bias during an interview.

- ✓ Complete the interview report.

UPR SOM Vision

The UPR School of Medicine envisions itself as a model and administratively sound institution, recognized as a leader in medical education, biomedical research and health care services, that directly impacts how health services are offered and healthcare problems are addressed for the people of PR while acting as senior advisor to the government, other institutions and the community at large.
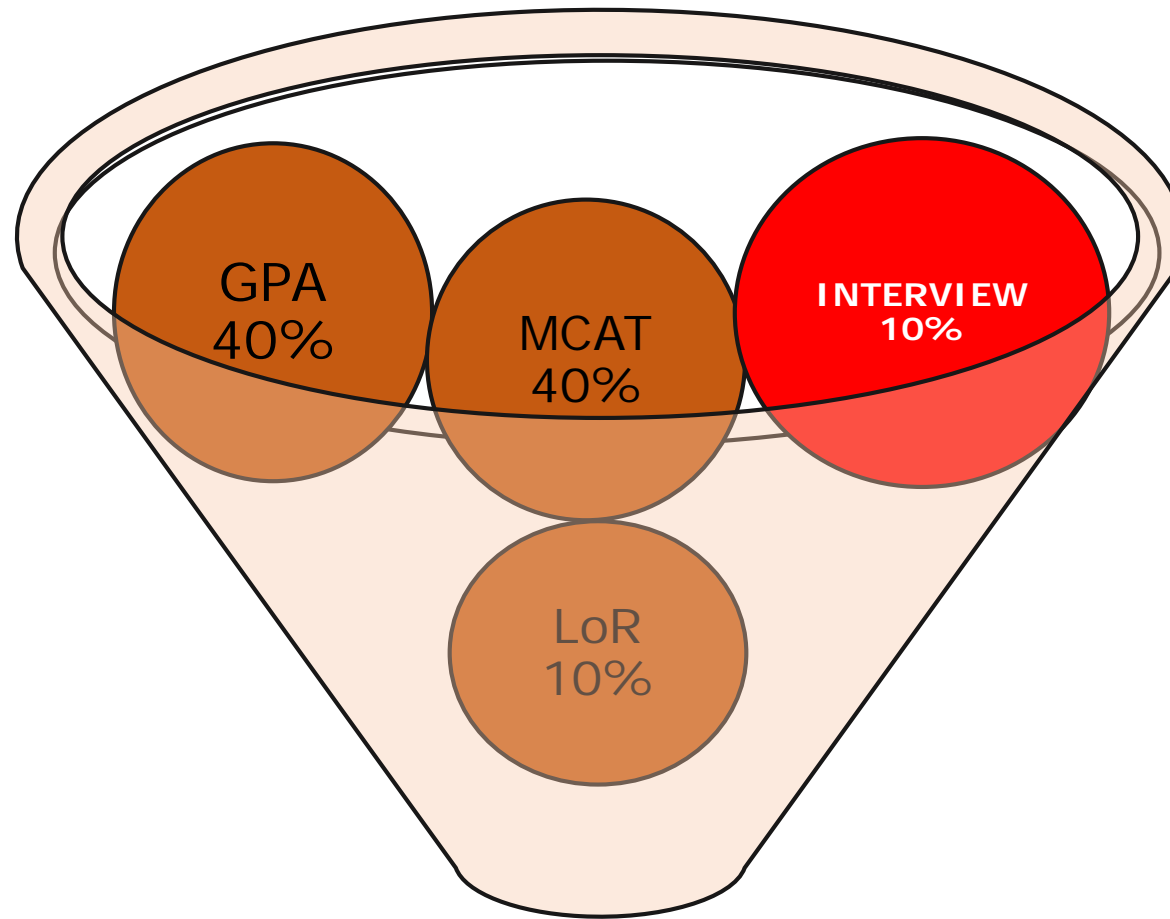
UPR SOM Mission Statement

✓ *Provide quality education for diverse and competent biomedical sciences researchers and physicians with the scientific, professional and ethical knowledge, skills and attitudes needed to provide excellent health services, with empathy and humanism, at the forefront of technology.*

✓ *Generate new knowledge through biomedical, clinical, translational and community research to promote and seek solutions to local and global health problems.*

✓ *Provide quality inter-professional health care services while contributing to the formulation of public policy in health sciences and education in Puerto Rico.*

UPR SOM Values

✓ *Teaching of excellence that transmits knowledge, ethics and professionalism, with a cutting-edge education and meeting the highest quality standards.*

✓ *Delivery of excellent clinical and preventive services without discrimination, sensitive to the needs of the people of our communities and geared toward the elimination of disparities.*

✓ *The search of scientific knowledge through the promotion of basic, translational, clinical and community research to improve the health of the people in Puerto Rico and worldwide.*

✓ *Leadership exercised with transparency, dedication, professionalism, integrity, honesty, ethics, respect for diversity, creativity, and humanism, and accountability for resources received.*

GPA
40%

MCAT
40%

INTERVIEW
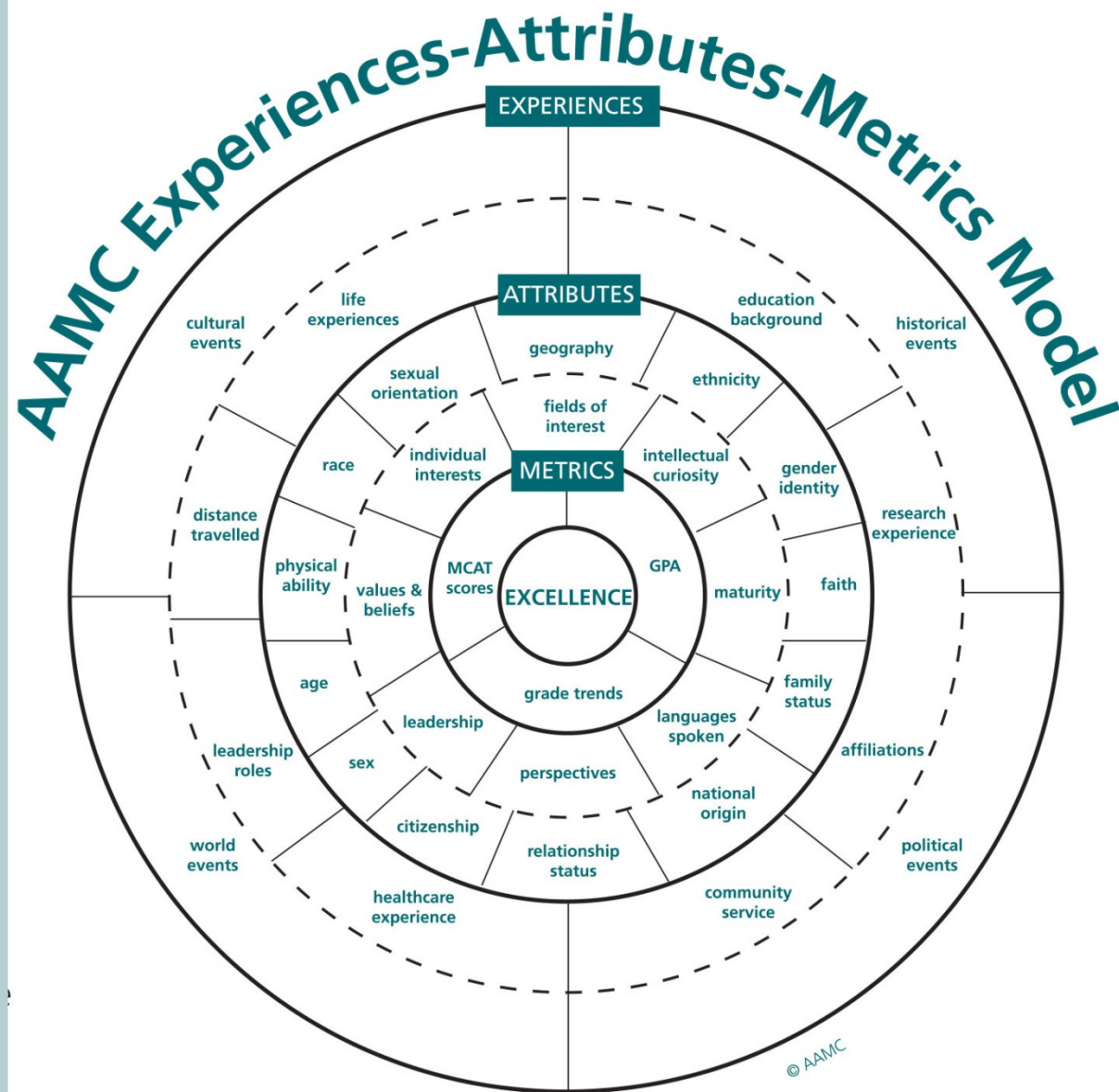10%

LoR
10%

UPR-SOM Candidate

Medical School Holistic Review

Holistic review is a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences, attributes, and academic metrics (E-A-M) and when considered in combination, how the individual might contribute value as a medical student and future physician.

AAMC 2013

There's so much more to being a good doctor than just your test scores.

Darrell G. Kirch, CEO and President
Assoc. of American Medical Colleges

AAMC Experiences-Attributes-Metrics Model

EXPERIENCES
ATTRIBUTES
METRICS
EXCELLENCE

cultural events
life experiences
education background
historical events
sexual orientation
geography
ethnicity
fields of interest
intellectual curiosity
gender identity
race
individual interests
research experience
distance travelled
physical ability
values & beliefs
MCAT scores
GPA
maturity
faith
age
grade trends
family status
leadership
languages spoken
leadership roles
sex
perspectives
affiliations
national origin
world events
citizenship
relationship status
political events
healthcare experience
community service

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

Behavioral Interview Process

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

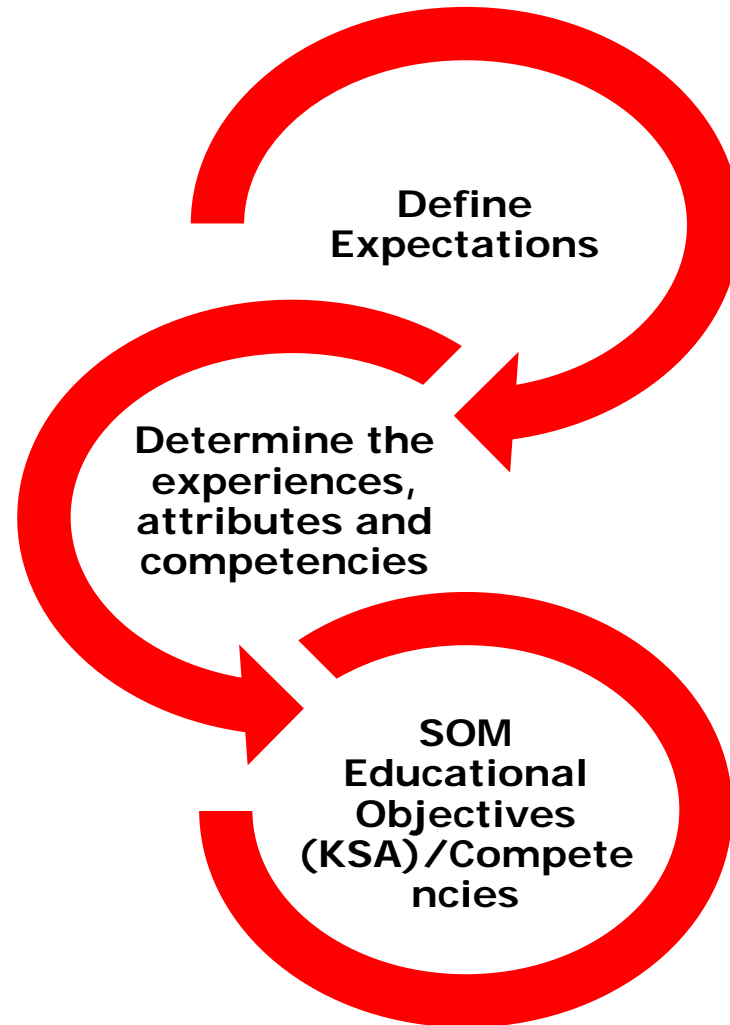# Hiring for Success

Costs of a Poor Hire

✓ *Financial*

✓ *Opportunity costs*

✓ *Patient Safety*

✓ *Poor morale*

✓ *What other costs could there be?*

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

The Work Before the Work

Define Expectations

Determine the experiences, attributes and competencies

SOM Educational Objectives (KSA)/Competencies

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Five Steps

Step 1: Determine the experiences, attributes and competencies.

Step 2: Write the Interview Questions.

Step 3: Educate the Interviewers.

Step 4: Conduct the Interview.

Step 5: Complete the Interview Report/Candidate Rating Tool.

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Step 1:Determine the Attributes, Experiences and Competencies

✓Maturity

✓Motivation

✓Reliability

✓Creativity

✓Perseverance

✓Sensitivity toward others

✓Ability to tolerate frustration/Resilience

✓Patient Care

✓Medical Knowledge

✓Professionalism

✓Practice Based Learning & Improvement

✓Interpersonal Communication Skills

✓System Based Practice

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Step 2:Write the Interview Questions

✓Gaining Examples of Past Behavior

✓Open-Ended Questions

✓Probing for specifics

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Step 3: Educate the Interviewers

✓Interviewers should receive training (specially first time interviewers)

  ✓All interviewers should understand the selection criteria as well as the items on the rating form.

✓Know what you want.

✓Do ask what you need to know.

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Step 3: Educate the Interviewers

✓Know your Institution

✓Know your Program

Each year, all interviewers should be updated about the medical school general facts and statistics.

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Step 4: Conduct the Interview

✓Two Interview Formats:

  ✓Individually

  ✓Team Interview

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

Interviewing Process

Interviewing process

- ✓60 minutes

- ✓Applicant should be appreciated and the time for the interview honored.

- ✓Reflect the professionalism that we desire in our applicants.

- ✓When interviewing, keep in mind the items on your interviewer rating form.

- ✓Don't be too scripted, and don't take notes.

- ✓Avoid phone calls and interruptions.

Interviewing process

✓Be kind

   ✓It is more professional.

   ✓You will get more information.

   ✓Remember that you are also recruiting.

✓Do not hesitate to rephrase questions if the candidate did not understand or answer adequately.

✓*Remember*: **all information obtained in an interview is strictly confidential.**

Practice Session
Role Playing

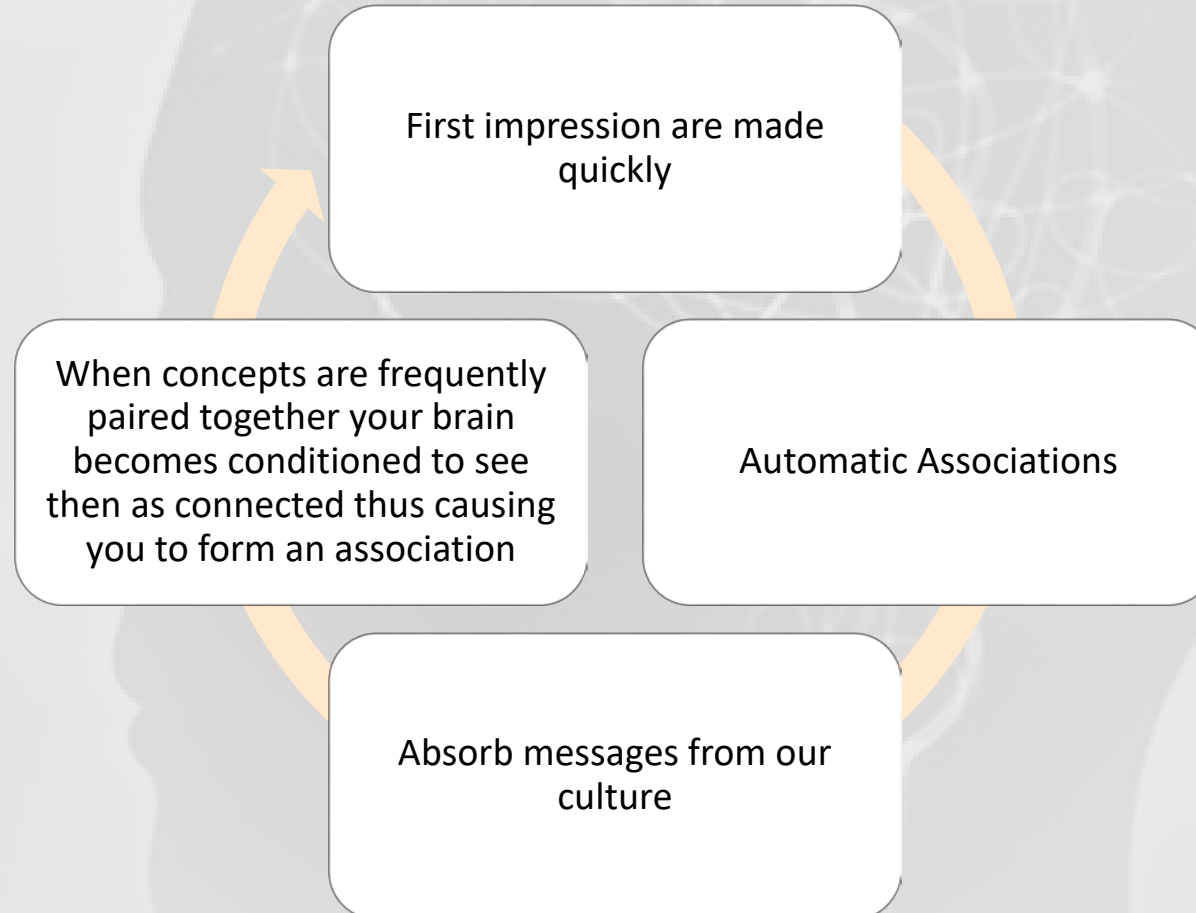# Step 5: Complete the Interview Report/Candidate Rating Tool

Cawley J. Hiring for Success. August 2015. Accessed January 14, 2016.

How our minds work?

First impression are made quickly

Automatic Associations

When concepts are frequently paired together your brain becomes conditioned to see then as connected thus causing you to form an association

Absorb messages from our culture

Definitions

- **Unconscious (Implicit) Bias:** A positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level (outside of conscious control)

- **Explicit bias**: A positive or negative mental attitude towards a person, thing, or group that a person is aware of and is under conscious control

Unconscious Bias

- A person's automatic association between mental representations of objects
- Common cognitive process that influences evaluations
- We are not aware
- Manifested when there is ambiguity, time pressures, not clear guidelines
- It is a normal response of the brain
- May not necessarily align with our explicit beliefs

Other Definitions

Stereotype

A widely held belief, usually oversimplified and based on limited data and perceptions

Generalization

An inference or conclusion derived from empirical data

Cultural Patterns

Behaviors, attitudes, and beliefs practiced and held by a critical mass of a cultural group

Implicit associations

Our biases affects us and our decision-making processes in a number of different ways

Our Perception – how we see people and perceive reality.

Our Attitude – how we react towards certain people.

Our Behaviours – how receptive/friendly we are towards certain people.

Our Attention – which aspects of a person we pay most attention to.

Our Listening Skills – how much we actively listen to what certain people say.

Our Micro-affirmations – how much or how little we comfort certain people in certain situations.

Types of unconscious bias

Attribution Bias	Tendency to attribute success of those from dominant or high status groups to abilities, whereas for those from other groups success is attributes to help
Affinity Bias	Tendency to warm up to people like ourselves
Halo Effect	Tendency to think everything about a person is good because you like that person
Perception Bias	Tendency to form stereotypes and assumptions
Confirmation Bias	Tendency for people to seek information that confirms pre-existing beliefs or assumptions
Beauty Bias	Tendency to think that the most handsome individual will be the most succesful

Contrast Effect

Tendency to compare each CV/interview to the one that came before it.

We should be comparing the skills and attributes each individual has, to the skills and attributes required for the job, not those of the person that came directly before them.

What can we do to reduce unconscious (implicit) bias

- Multiple decision points in admission process present opportunities to overcome unconscious bias
- Enhance clarity and reduce ambiguity in the process
- Accountability
- Time for careful reviews
- Understand the meaning of diversity for our institution
- Discuss ways to promote inclusion
- Identify our own bias
- Learn how to identify patterns

Identify our bias
Implicit associations test

https://implicit.harvard.edu/implicit/index.jsp

Project Implicit®

LOG IN   TAKE A TEST   ABOUT US   EDUCATION   BLOG   HELP   CONTACT US   DONATE

| Presidents IAT | *Presidents* (**'Presidential Popularity' IAT**). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents. |

| Asian IAT | *Asian American* (**'Asian - European American' IAT**). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin. |

| Gender-Science IAT | *Gender - Science*. This IAT often reveals a relative link between liberal arts and females and between science and males. |

| Sexuality IAT | *Sexuality* (**'Gay - Straight' IAT**). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people. |

| Arab-Muslim IAT | *Arab-Muslim* (**'Arab Muslim - Other People' IAT**). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions. |

| Weight IAT | *Weight* (**'Fat - Thin' IAT**). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people. |

| Disability IAT | *Disability* (**'Disabled - Abled' IAT**). This IAT requires the ability to recognize symbols representing abled and disabled individuals. |

| Native IAT | *Native American* (**'Native - White American' IAT**). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin. |

| Age IAT | *Age* (**'Young - Old' IAT**). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old. |

| Race IAT | *Race* (**'Black - White' IAT**). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black. |

| Skin-tone IAT | *Skin-tone* (**'Light Skin - Dark Skin' IAT**). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin. |

| Religion IAT | *Religion* (**'Religions' IAT**). This IAT requires some familiarity with religious terms from various world religions. |

| Gender-Career IAT | *Gender - Career*. This IAT often reveals a relative link between family and females and between career and males. |

| Weapons IAT | *Weapons* (**'Weapons - Harmless Objects' IAT**). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects. |

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References

- Diversity and Inclusion Policy, University of Puerto Rico School of Medicine, 2014

- Proceedings of the Diversity and Inclusion Innovation Forum: unconscious Bias in Academic Medicine, AAMC 2017