Looking Back to Inform the Future: Preparing for Another Virtual Application Season

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WELCOME

BACKGROUND

Fellowship Recruitment Action Team

- APPD, AMSPDC, CoPS
- 5/20/21 Letter to the Pediatric Community
  - https://higherlogicdownload.s3.amazonaws.com/APPD/b07d8237-43e8-4219-842d-b292e9b24d4e/UploadedImages/2021_05_19_-_Pediatric_Fellowship_Recruitment_Recommendations_Final.pdf
  - Recommends virtual interviewing
- Support programs and applicants in planning for virtual interviewing
  - This session, for Program Leadership
  - Virtual Café for Fellowship Applicants:
    - The Virtual Reality of Applying to Pediatric Subspecialties: Prepare for the 2021 Application Season
    - Can submit questions ahead of time at https://forms.office.com/r/Rmaq9GcXL5
    - Register in advance for this meeting: https://zoom.us/meeting/register/tJMpfu6hrTovHdDUPQg5XsP5CjdkHa2ZMufT

Pros/Challenges of virtual recruiting

PROS

- Safety for all applicants
- Equity for all programs/applicants
- Potential is high for creative ways to showcase program
- Reduces financial and potentially time constraints for applicants and programs
- Potential to optimize applicant interaction with program staff/faculty/fellows
- Already have experience with virtual platforms
- Have many lessons learned to iterate on process to improve

CHALLENGES

- Defining the essence or culture of a program, may be different for different programs
- Unable to provide some clinical experiences
- Not all programs have the same support to develop materials
- Too many applicants for time allotted for applicant review and interview season
- Will have only just “met” applicant from previous season thus may not have time for reflection
- Structure of a virtual interview is short and thus temptation to provide additional asynchronous opportunities
- Inconsistencies in program offerings of in-person opportunities

PROCESS

Processes of "Nuts and Bolts" of Virtual Interviewing

Application

Pre-Interview

Interview

Application/ Pre-Interview Process

Planning for Interview Season

- Developing/updating recruitment materials
- Faculty development
  - Implicit Bias training
  - Platform logistics training
- Practice sessions

Application Review/Schedule Process

- Establish *criteria* for invitations
  - Consistently applied: key to equity
- Holistic Review
  - Bias training for those making decisions
  - Redacting applications to remove bias data
  - Outside reviewer for “bias check”
    - Utilize institutional Office of Diversity & Inclusion?
- Allow 72 hours to respond to interview invites
- Communicate decision as early as possible
  - Invited, waitlisted, not offered interview
- Inquire if accommodations needed
- Offer ”tech check” in advance

Application Process

Concerns for this year

- Going into this year, before we really know success (or not) of last year
- Higher volume of applications?
- Less sub-specific experience
  - Inability to do away rotations in subspecialty
  - Inability to have letter of recommendation from subspecialty faculty
  - Lack of subspecialty specific research/rotation

But, we've done this once before now… And there were some silver linings…

- Effective assessment
- Cost savings
- Equity (for applicants and programs)
- Minimize time away from clinical endeavors
- Environmental impact

POLL

Reflecting on last year, what is your biggest concern for the upcoming recruitment season?

Free text in chat

Recruitment materials

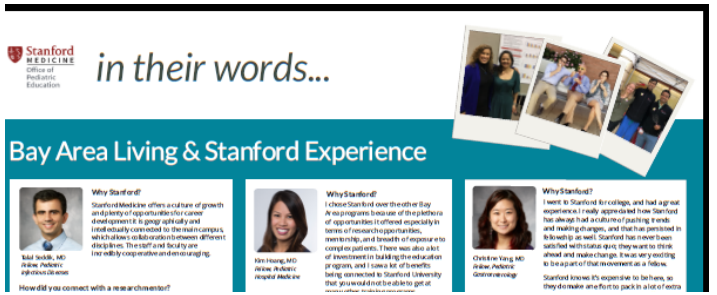
Provide same packet of info

- Faculty, fellow, program, institution info

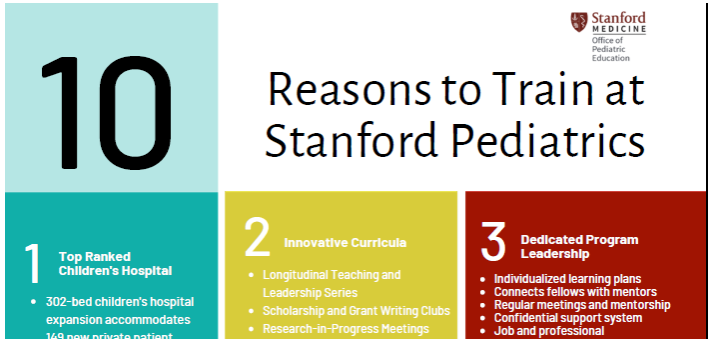
Provide information specific to geographic area, housing

Supplement with videos

- Unique aspects of the program
  - Home made, i.e. day in the life of a fellow, or fellows doing different activities outside work, faculty or fellow labs, interviews with residents/fellows
- Tour of hospital, home made or through GME/hospital (ask what marketing materials already exist)
- Presentation ± video welcoming with program leadership



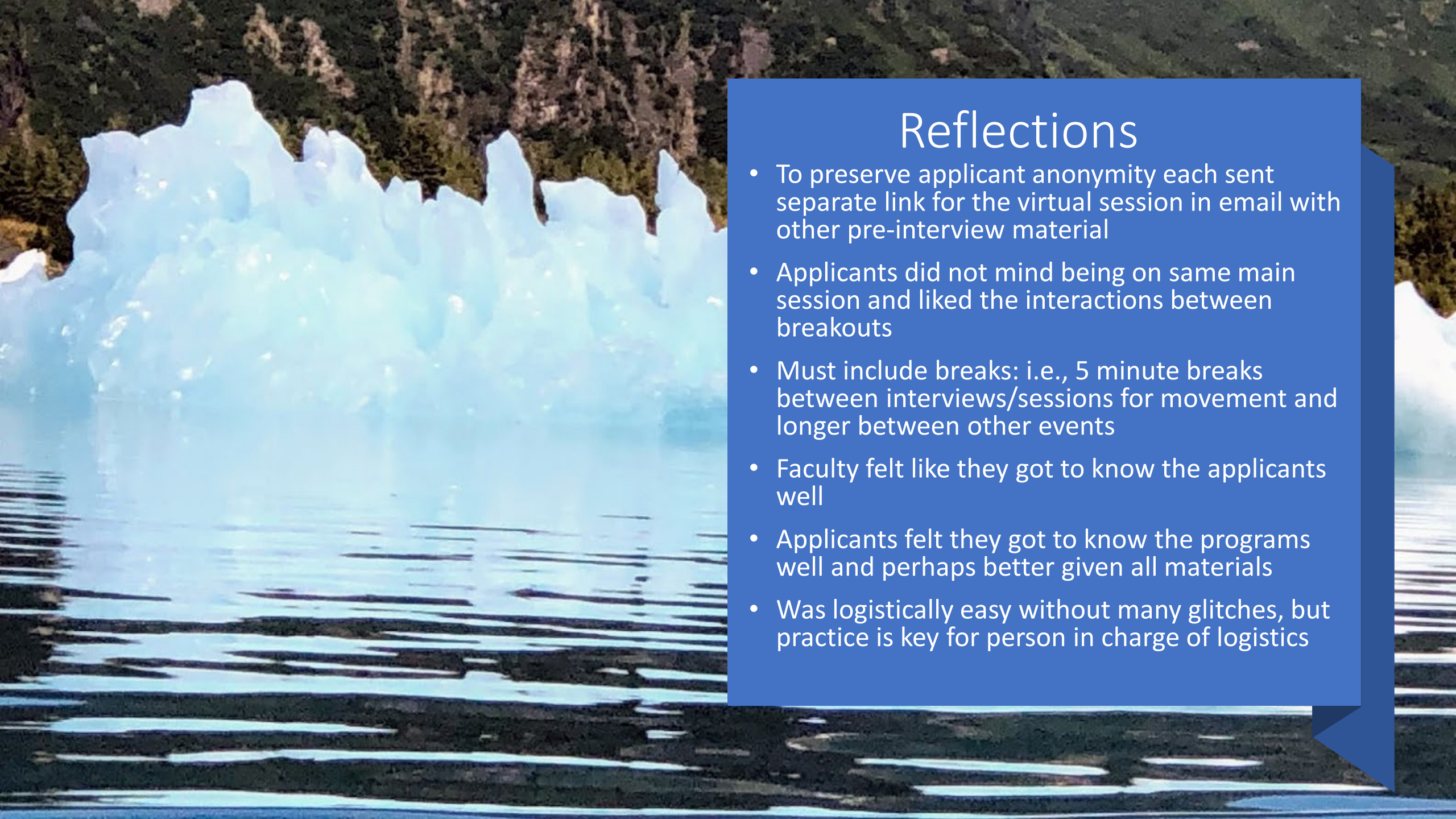




Virtual Interviewing Considerations/ Suggested Model



- Limit sessions to 2-3 hours (< 4 hours)
  - Up to 5 applicants/half day
- What can be independently viewed should be, to preserve the shared time for more personalized interactions
  - Program, hospital, local info
    - Video, PP, tours, local info, brochures, marketing info
- Single link for all applicants and faculty:
  - PC/designee controls flow of participants through Break-Out rooms
- Start together with Program leadership, welcome ±PP
- Consider shorter interview sessions with more directed conversation
  - Prepared questions?
- Preserve interactions with fellows
- Group sessions best focused on group activities (i.e. case conferences) or more social content (i.e. time with fellows)
- Meals not recommended
- Must confirm technology capacity of applicants



Reflections

- To preserve applicant anonymity each sent separate link for the virtual session in email with other pre-interview material
- Applicants did not mind being on same main session and liked the interactions between breakouts
- Must include breaks: i.e., 5 minute breaks between interviews/sessions for movement and longer between other events
- Faculty felt like they got to know the applicants well
- Applicants felt they got to know the programs well and perhaps better given all materials
- Was logistically easy without many glitches, but practice is key for person in charge of logistics

POLL

Reflecting on last year, what do you think is the ideal faculty: applicant interview length?

A. 20 minutes
B. 30 minutes
C. 40 minutes



In-Person Looks

- Likely not recommended this recruitment season for fellowships
- Foundation for this recommendation
  - Creates inequity
  - Potential for bias
  - Logistically challenging
- Potential options:
  - Applicant visits city: no contact with the program
  - Program can work with institution to provide an in-person experience with no contact with the program

POLL

Among these approaches, for applicants to get in-person exposure to a location/institution, which do you think is the best *for this interview season*?

A. In-person visit organized by non-divisional entity (ie GME office); no contact between applicant & division to which they are applying
B. In-person visit to city, not organized by institution or division, and no contact with institution or division during visit
C. Do not plan in-person visits
D. Other approach (and please type your name in the chat if you would be willing for us to call on you to verbally summarize/explain)

Toolkit

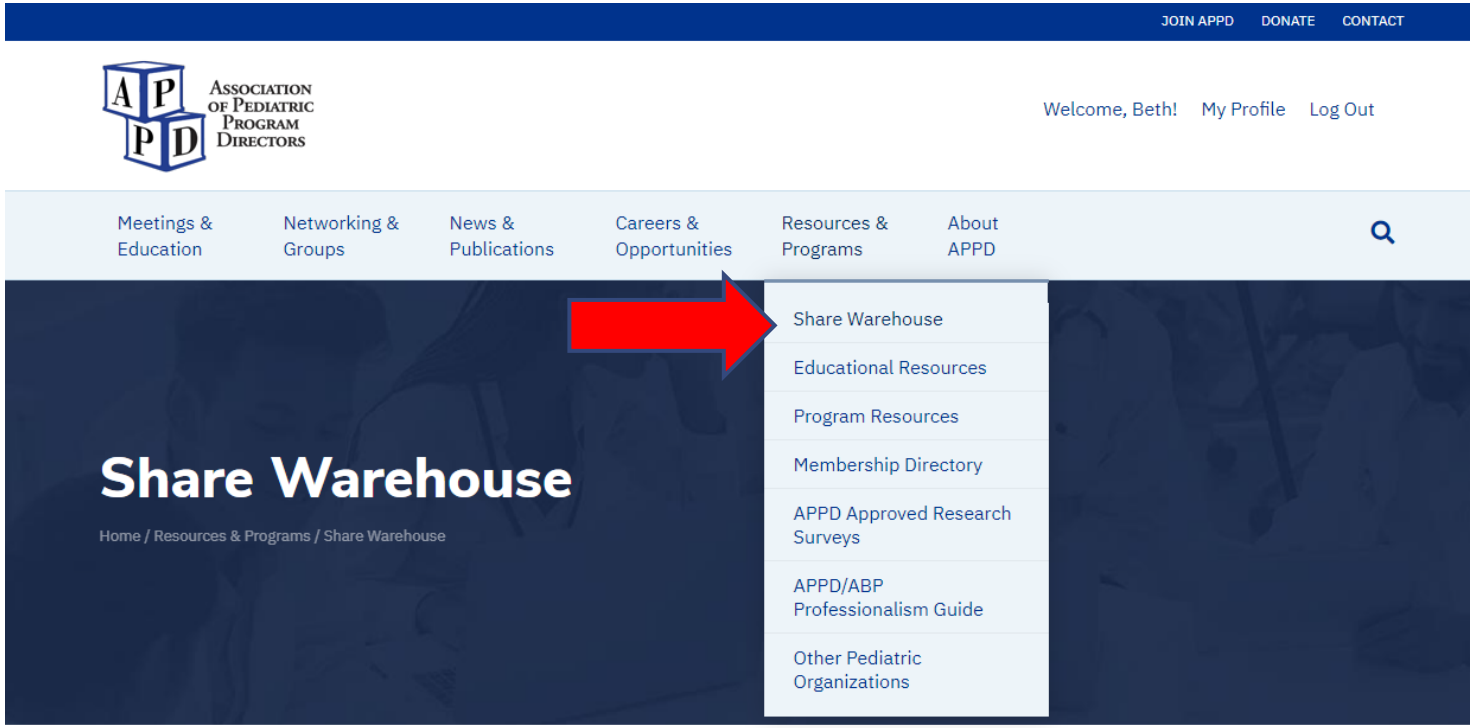
Recruitment Action Team Resource Toolbox

- Recruitment Action Team Resource Toolbox
- The toolbox includes;
  - Preparation checklist for program, coordinator and applicant
  - Training presentations for students, trainees, faculty, technology and implicit bias
  - Marketing ideas and templates
  - Virtually based assessment tools and templates
  - Community Building activities for virtual platforms

Recruitment Toolkit 2021 Updates

- **2021** updates
  - based on information received from surveys, panels and think tanks
  - Updates will be complete by July 30th
- Updates include;
  - More robust training materials surrounding implicit bias and anti-racism practices
  - Updated ideas for marketing ideas and templates with videos, city info and hospital tours
  - Updated agenda templates from a variety of programs
  - A new folder with summary data from multiple sources on lessons learned from the 2020 season

ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS

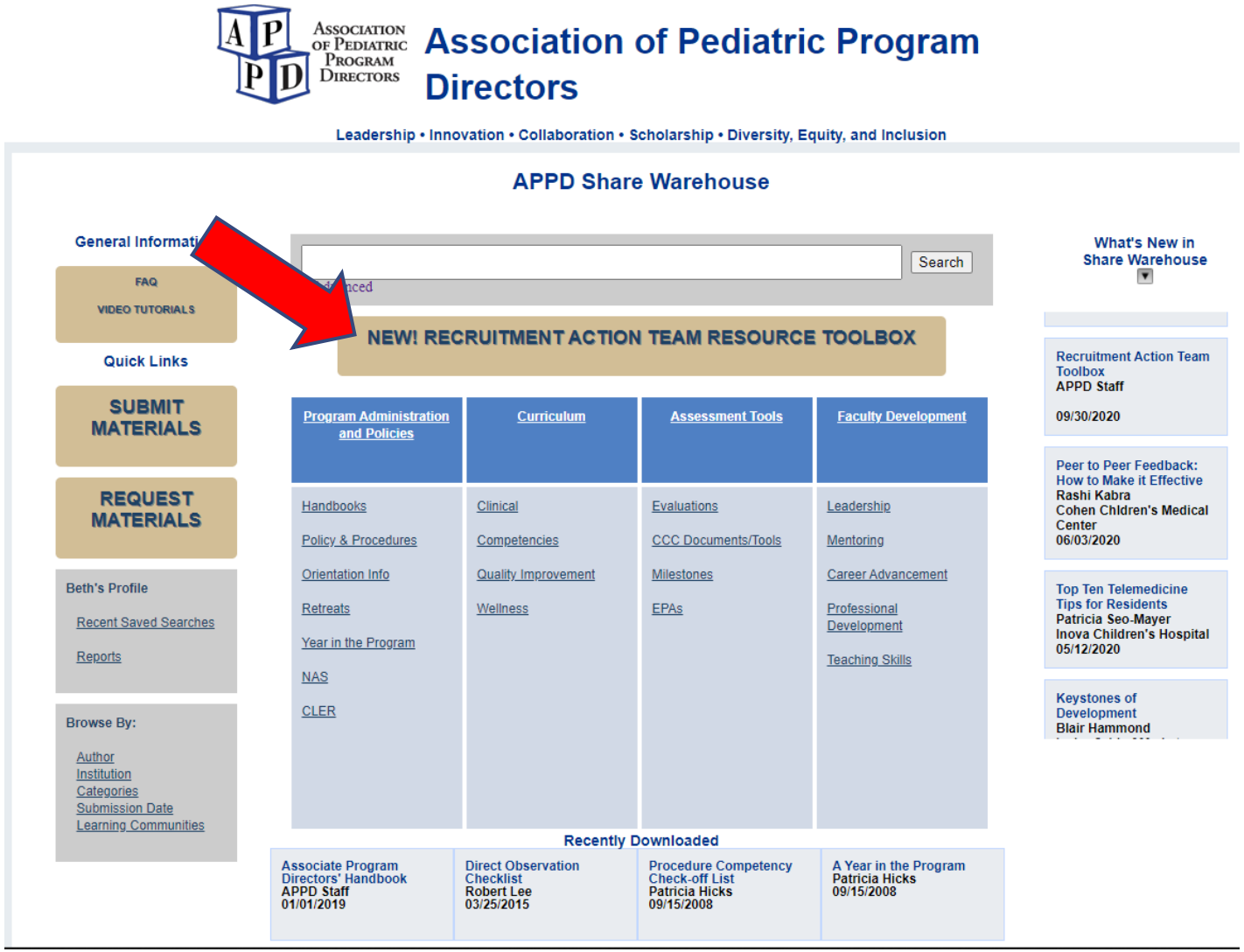


Share Your Contributions

APPD Share Warehouse is a collaborative project that provides a platform for members to share their contributions with other members. It was designed to serve as a platform through which members can receive recognition for their education work.

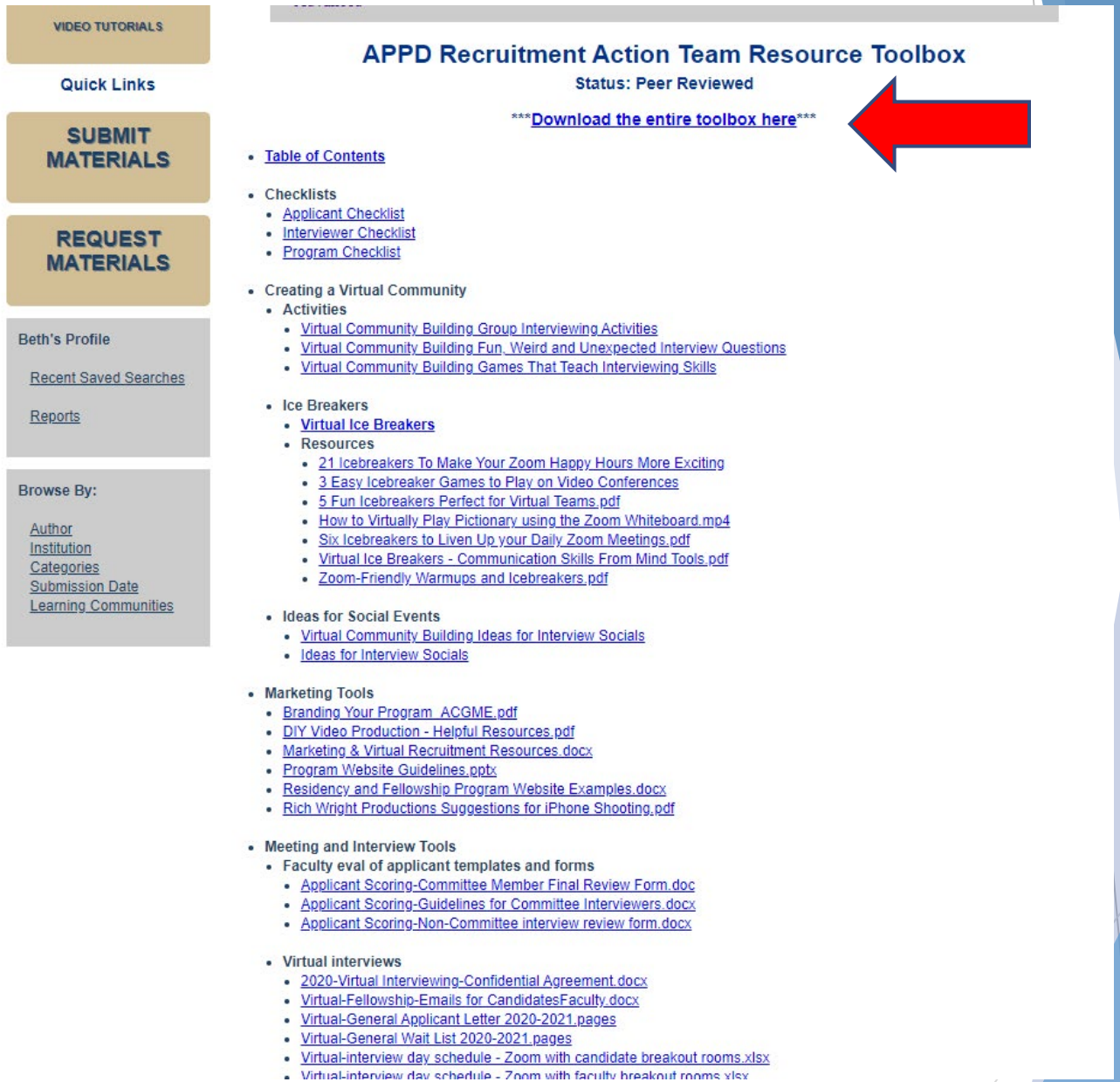
Visit the Share Warehouse

ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS



ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS

- Significance
  - The development of this toolkit acts as a guide for all programs to use for the recruitment season with the option for individualization to meet the specific organizational needs of each program.



VIDEO TUTORIALS

Quick Links

SUBMIT MATERIALS

REQUEST MATERIALS

Beth's Profile

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Reports

Browse By:

Author
Institution
Categories
Submission Date
Learning Communities

APPD Recruitment Action Team Resource Toolbox

Status: Peer Reviewed

Download the entire toolbox here

- Table of Contents
- Checklists
  - Applicant Checklist
  - Interviewer Checklist
  - Program Checklist
- Creating a Virtual Community
  - Activities
    - Virtual Community Building Group Interviewing Activities
    - Virtual Community Building Fun, Weird and Unexpected Interview Questions
    - Virtual Community Building Games That Teach Interviewing Skills
  - Ice Breakers
    - Virtual Ice Breakers
    - Resources
      - 21 Icebreakers To Make Your Zoom Happy Hours More Exciting
      - 3 Easy Icebreaker Games to Play on Video Conferences
      - 5 Fun Icebreakers Perfect for Virtual Teams.pdf
      - How to Virtually Play Pictionary using the Zoom Whiteboard.mp4
      - Six Icebreakers to Liven Up your Daily Zoom Meetings.pdf
      - Virtual Ice Breakers - Communication Skills From Mind Tools.pdf
      - Zoom-Friendly Warmups and Icebreakers.pdf
  - Ideas for Social Events
    - Virtual Community Building Ideas for Interview Socials
    - Ideas for Interview Socials
- Marketing Tools
  - Branding Your Program_ACGME.pdf
  - DIY Video Production - Helpful Resources.pdf
  - Marketing & Virtual Recruitment Resources.docx
  - Program Website Guidelines.pptx
  - Residency and Fellowship Program Website Examples.docx
  - Rich Wright Productions Suggestions for iPhone Shooting.pdf
- Meeting and Interview Tools
  - Faculty eval of applicant templates and forms
    - Applicant Scoring-Committee Member Final Review Form.doc
    - Applicant Scoring-Guidelines for Committee Interviewers.docx
    - Applicant Scoring-Non-Committee interview review form.docx
  - Virtual interviews
    - 2020-Virtual Interviewing-Confidential Agreement.docx
    - Virtual-Fellowship-Emails for CandidatesFaculty.docx
    - Virtual-General Applicant Letter 2020-2021.pages
    - Virtual-General Wait List 2020-2021.pages
    - Virtual-interview day schedule - Zoom with candidate breakout rooms.xlsx
    - Virtual-interview day schedule - Zoom with faculty breakout rooms.xlsx

Breakout sessions

- **Group 1**: Mitigating bias in applicant evaluations: *Melissa Langhan, Gunjan Tiyyagura*
- **Group 2**: Making compelling videos: *Megan Christofferson, Weichen Ling*
- **Group 3**: Showcasing your program: community and culture: *Debra Boyer, Hayley Gans, Jill Fussell*
- **Group 4**: The makings of the interview day: *Beth Wueste, Jennifer Duncan*

Group 1: Mitigating bias in applicant evaluations

Melissa Langhan, Gunjan Tiyyagura

Mitigating Bias in Applicant Evaluations

Melissa L. Langhan, MD MHS
Gunjan Tiyyagura, MD MHS
Pediatric Emergency Medicine
Yale University

Mitigating Bias

Three areas to assess

- Written application
  - Awareness of biases
  - Use of data filters
- Interview
  - Unstructured vs. structured interviews
- Evaluation
  - Subjective vs. anchored scales

Bias in the Written Application

Bias exists in nearly all components

- Applicant characteristics
  - Race (screenable – called self-identification in filters)
  - Appearance (screenable)
  - Gender (semi-screenable)
  - Age (semi-screenable)
  - Geography (semi-screenable)
- USMLE scores
- LORs
- Training location/institution

No evidence that components predict competence

Screened
Basis for Work Authorization
Birth Date
Current Work Authorization
Felony Conviction
Hometown(s)
Limitations
Misdemeanor Conviction
Photograph
Self Identification
Sex
Visa Sponsorship Needed
Visa Sponsorship Sought

Bias in the Interview

Suggestions to mitigate bias

- Increase number and diversity of interviewers
- Train interviewers or raise awareness of implicit biases

Structure

- Unstructured interviews
  - May focus more on personality or areas of similarity
  - Prone to bias (negative > positive)
- Structured interviews
  - Aim to assess competencies or specific attributes
  - Less prone to bias

What is a Structured Interview?

- Behavior-based Interviews
  - Structured questions to assess applicant's past experiences and behaviors
    - Predicts future behavior
  - Asked to give *specific personal examples* of how they acted in the past
  - Answers should not by hypothetical or theoretical

- Multiple Mini-Interviews
  - Presented with case scenarios (hypothetical situations)
  - Evaluate critical thinking skills
  - Assess character traits
  - Similar to OSCE

Examples of Questions

Milestone competency	Desired behavior	Sample BBI question
Professionalism	Advocates for patient interests	Describe a time in your medical training where you advocated for a patient
	Recognizes personal limitations and seeks help when needed	Walk me through a situation where you were asked to perform a job for which you lacked the specific required skillset
	Places needs of patients before self	Describe a situation in which you made a personal sacrifice in the interest of a patient or colleague
Communication skills—patients, family members, and caregivers	Communicates difficult information such as complications or bad news	Describe a time you had to deliver bad news to someone
	Communicates in challenging situations such as low health literacy	Take me through an example of how you taught someone with low health literacy about the risks of a procedure, treatment, or about a disease process
	Communicates effectively under stressful situations	Walk me through an example of a time you were asked to communicate information in a time pressured setting
Communication skills—members of the health care team	Communicates effectively under stressful situations	Describe an example that captures how you have responded to or integrated constructive feedback
	Communicates effectively and professionally in all situations	Can you discuss a scenario during your medical training in which you disagreed with the opinion of a colleague or more senior physician
	Serves as a role model for effective communication	Is there a time in the past where someone complimented or recognized your ability to communicate complex ideas efficiently

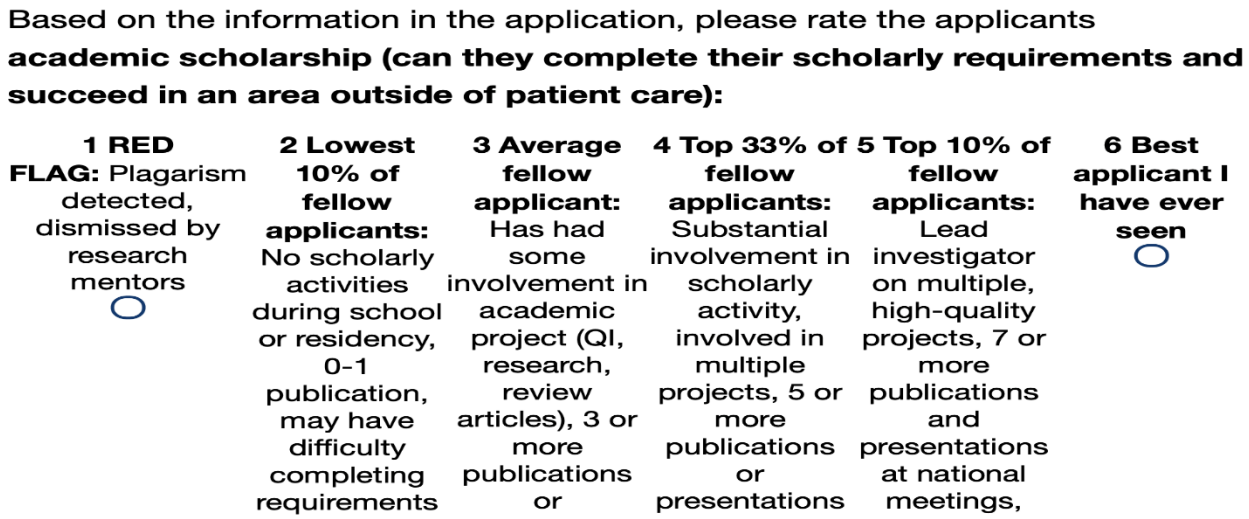
The Evaluation

- Subjective scales prone to bias
  - 1-10
  - Poor to Excellent
- Rater effects
  - Leniency bias aka “easy rater”
  - Restriction of range – only use part of a scale
  - Halo effect – one good/bad feature colors everything else

	Poor									Outstanding
(If you feel unable to evaluate any variable, please write “unable to evaluate”)										
Initiative	0	1	2	3	4	5	6	7	8	9
Intellectual Ability	0	1	2	3	4	5	6	7	8	9
Potential Skill at Research	0	1	2	3	4	5	6	7	8	9

Objective Evaluation Tools

- Define the domain
- Use descriptive anchors
  - Different for each question
  - Assesses the qualities you are looking for
  - Specific
- Scale
  - The middle is still an excellent place to be!
  - Care with language at either end



Based on the information in the application, please rate the applicants **academic scholarship (can they complete their scholarly requirements and succeed in an area outside of patient care):**

1	2	3	4	5	6
RED FLAG: Plagarism detected, dismissed by research mentors	**Lowest 10% of fellow applicants:** No scholarly activities during school or residency, 0-1 publication, may have difficulty completing requirements	**Average fellow applicant:** Has had some involvement in academic project (QI, research, review articles), 3 or more publications or	**Top 33% of fellow applicants:** Substantial involvement in scholarly activity, involved in multiple projects, 5 or more publications or presentations	**Top 10% of fellow applicants:** Lead investigator on multiple, high-quality projects, 7 or more publications and presentations at national meetings,	**Best applicant I have ever seen**

Group 2: Making compelling videos

Megan Christofferson, Weichen Ling

Group 3: Showcasing your program: community and culture

Debra Boyer, Hayley Gans, Jill Fussell

What applicants want to know

The people

- How do the people in the division interact, support one another
  - Provide materials that discuss points of views of the learners, faculty, staff
    - Videos: can be photo montage, short interviews, capture moments of interactions
    - Testimonials: from faculty, staff, current trainees and graduates
    - Hold a "happy hour" session during the interview day with as many divisional participants to chat and answer questions and "interact"
- Who are the people in the division
    - Create brochure on where people live, what they like to do, favorites, any personal insights that can be shared
- How does the division interact with the rest of the department/institution
  - Highlight any programs across the department
  - Times when the trainee may be visible outside the division (ie fellow didactics for the peds residents, GME programs/committees, institutional lectures)

What applicants want to know

The learning environment

- How are trainees supported to be successful
  - Provide some opportunities to see this in action
    - Interview days to coincide with didactic sessions, clinical conference: invite applicants
      - Can video some sessions and provide if the interview day does not coincide with sessions
  - Provide some opportunities to see the scholarship that trainees are involved with
    - Can be written materials (name of projects, funding, publications, presentations (with photos)
    - Information on what conferences are supported and what trainees attend in general and then specific stories to show an individualized approach
    - Power in discussing during the interview day in some form, ie mentor/mentee teams discuss their relationship/process, video of interviews, video a lab (wet/dry),
    - If your program individualizes the scholarship experience, make sure the highlight this, discuss specifically how you can meet the stated interests of the applicant

Group 4: The makings of the interview day

Beth Wueste, Jennifer Duncan

Summary of Breakout Discussions and Wrap up

Thank You!



Resources

- https://www.aamc.org/what-we-do/mission-areas/medical-education/conducting-interviews-during-coronavirus-pandemic
- Daram et al. Interview From Anywhere: Feasibility and Utility of Web-Based Videoconference Interviews in the Gastroenterology Fellowship Selection Process DOI: 10.1038/ajg.2013.278
- University of Arizona, Internal Medicine Residency program. Facebook video on their best practices and suggestions. https://www.facebook.com/UAZMEDPHX/videos/661252731392440/
- Managing Zoom break-out rooms. **https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms**