Incorporating Competencies into Letters of Evaluation:

Piloting Three Templates to Help Explain, Track, and Evaluate the Development of Student Competencies

First workshopped at NAAHP 2014.
Published in the NAAHP “Advisor”, September 2014.
Presentation modified for 2015 ADEA Annual Meeting.
Session Authors

Carol Elam, Ed.D.
Associate Dean for Admissions and Institutional Advancement
University of Kentucky College of Medicine

Emil Chuck, Ph.D.
Director of Admissions
Case Western Reserve University School of Dental Medicine

Jennifer Steffen Kimble, M.Ed.
Director of Admissions
Vanderbilt University School of Medicine

Patricia S. O'Sullivan, Ed.D.
Director of Research and Development in Medical Education
University of California San Francisco School of Medicine
Since around 2008, the AAMC created the Admissions Initiative “to bring people and ideas together to support the efforts of medical schools as they identify, select, and train physicians for the health care system of the future and how their processes will need to change to respond to this evolution.”

Goals and Objectives

* Supporting the implementation of Holistic Review,
* Refining existing tools and developing new tools to evaluate the entire applicant throughout the entire screening process, and
* Establishing core competencies and exploring ways to ease transition to competency-based admissions.

https://www.aamc.org/initiatives/admissionsinitiative/about/
Admissions Lifecycle

Preparing
- Entering Core Competencies and Prerequisites
- Application (AADSAS)
- Recruitment and Holistic Review
- Letters of Evaluation
- Standardized exams (DAT, Situational Judgment Test research)

Evaluating
- Application (AADSAS, supplemental application, submitted portfolios/videos)
- Holistic Review in Selection and Evaluation
- Letters of Evaluation
- Interview formats and tools (traditional, MMI, “pin test”, on-site essays/videos)
- Standardized exams (DAT) and Academic Metrics (GPA)

Finalizing
- Acceptance Protocols (ADEA Traffic Rules)
- Data reporting to ADEA and ADA
- Reporting final admissions actions to AADSAS

Modified from https://www.aamc.org/admissions/admissionslifecycle/
AAMC Admissions Initiative

* Core Competencies for Entering Medical Students
* Letters of Evaluation/Recommendation
* Review of Prerequisite Courses/Competencies
* Fifth Major Revision of MCAT (MR5/MCAT\textsuperscript{2015})
* Situational Judgment Test (nationally standardized and administered MMI)

ADEA AFASA members should be interested in how undergraduate/postbac programs are responding to these strategies, as it may affect application materials you are/will be reviewing.

https://www.aamc.org/initiatives/admissionsinitiative/about/
Four Areas of Student Competencies (AAMC)

- Intrapersonal Competencies
- Interpersonal Competencies
- Thinking and Reasoning Competencies
- Science Competencies
What additional competencies are valued among other professions?

- Dentistry (communications, hand skills, financial management)
- Osteopathic medicine (osteopathic approach)
- Pharmacy
- Optometry
- Podiatry
- Other health professions?

Can/should we also articulate these additional competencies to letter writers/prehealth advisors?

Individual Competency Plan to advise students and applicants.
Progress (with references)

AAMC Academic Initiative


* AAMC survey of letter writer reactions to the AAMC guidelines

Inspired by/Independent of the AAMC Academic Initiative

* Individual Competency Plan, by Dr. Emil Chuck

* Evidence of Demonstrating Competency: Guidelines for Institutions, Students, and Advisors
  posted on iCollaborative, by Chuck, Elam, Kimble, O’Sullivan.
  https://www.mededportal.org/icolaborative/resource/2390

* Publication in the NAAHP Advisor, September 2014

* Invited presentations to AAMC NEGSA/SGSA 2015 meeting, and SAAHP 2015 meeting.
Can we develop a tool (or set of tools) that would assist advisors and faculty when writing about student competencies in letters of evaluation?
Agenda

* Introduction of Presenters and Topic
* Backward Design/ Miller’s Pyramid
* Small Group Review of the Usefulness of:
  * Template 1: for Letter Writers
  * Template 2: for Students and Advisors
  * Template 3: for Institutions, Advisors, and Students
* Large Group Debriefing and Discussion
Backward Design

1. Identify Desired Results.
   - Big Ideas and Skills

2. Determine acceptable evidence.
   - Culminating Assessment Task

3. Plan learning experiences and instruction.
   - Learning Events

### Template 1:

**Tool for Writing Letters of Evaluation**

Assessment evidence supporting competency development

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**Would this template be helpful for letter writing?**

**What information would you keep, add, or strike?**
### Template 2: Tool for Students to Track Competency Development

<table>
<thead>
<tr>
<th>Intrapersonal Competencies</th>
<th>Evidence or Source</th>
<th>Activity</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Responsibility to Self and Others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reliability and Dependability</td>
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<td></td>
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<tr>
<td>Resilience and Adaptability</td>
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<td>Capacity for Improvement</td>
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<tr>
<td>Financial Responsibility to Self and Others*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Wellness and Management (including media exposure)*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would this template be useful for collecting information and for advising? What information would you keep, add, or strike?
Template 3: Tool for Tracking Resources

### I. Intrapersonal Competencies
- Ethical Responsibility to Self and Others
- Reliability and Dependability
- Resilience and Adaptability
- Capacity for Improvement
- Financial Responsibility to Self and Others*
- Personal Wellness and Management (including media exposure)*

### I. Interpersonal Competencies
- Service Orientation
- Social and Interpersonal Skills
- Cultural Competence
- Teamwork
- Oral Communication

Would this template be helpful for determining campus and community resources (or gaps)? What information would you keep, add, or strike?