

Incorporating Competencies into Letters of Evaluation:

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

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AAMC Admissions Initiative

- * 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.

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

AAMC Admissions Initiative

- * Core Competencies for Entering Medical Students
- * Letters of Evaluation/Recommendation
- * Review of Prerequisite Courses/Competencies
- * Fifth Major Revision of MCAT (MR5/MCAT²⁰¹⁵)
- * 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

Having a say in the conversation

- * 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

- * Letters of Evaluation Guidelines (use is optional) <https://www.aamc.org/initiatives/admissionsinitiative/letters/>
- * AAMC survey of letter writer reactions to the AAMC guidelines <https://www.aamc.org/download/382506/data/letterssurvey.pdf>

Inspired by/Independent of the AAMC Academic Initiative

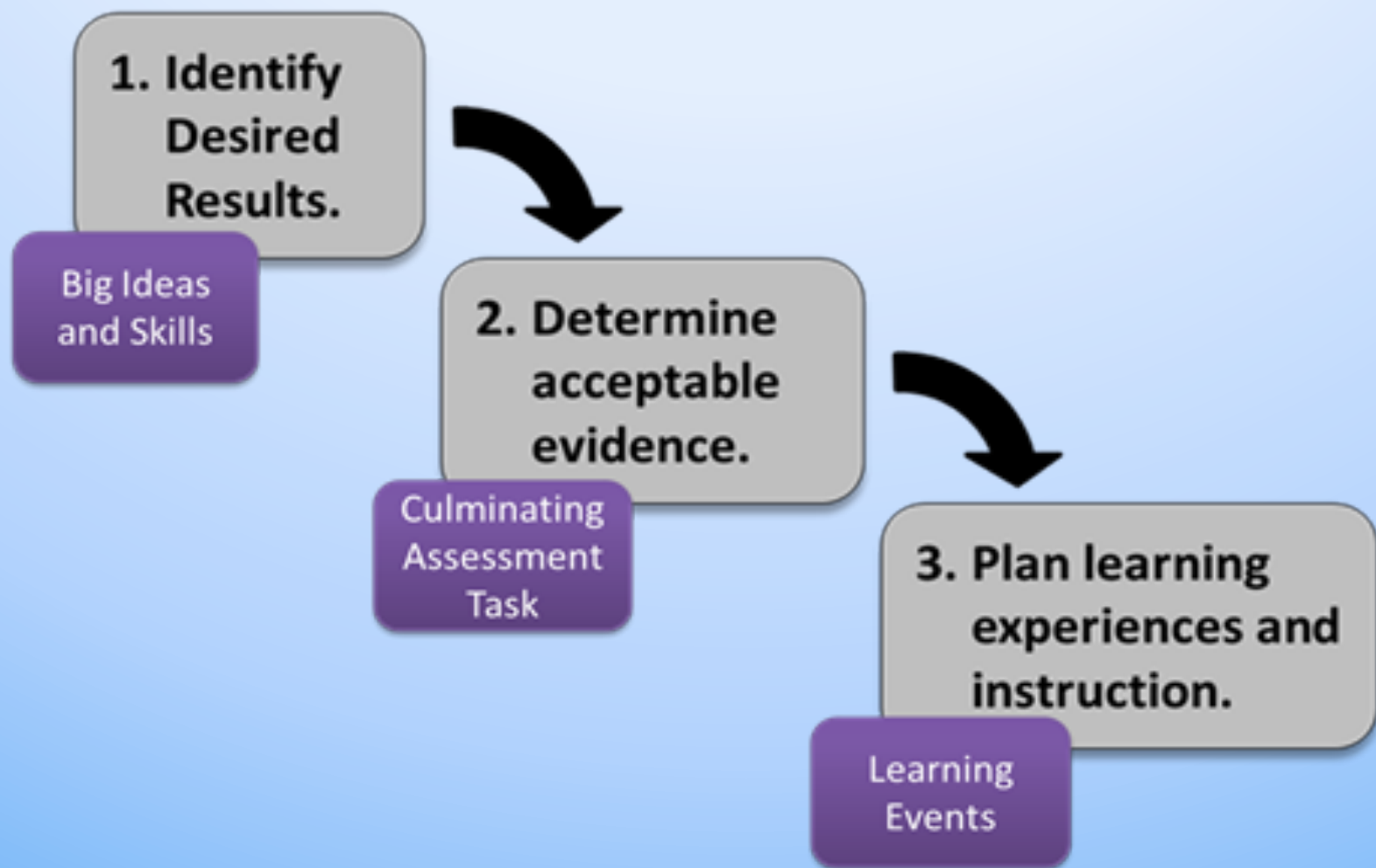
- * Individual Competency Plan, by Dr. Emil Chuck posted on the MedEdPortal iCollaborative <https://www.mededportal.org/icollaborative/resource/2214>
- * **Evidence of Demonstrating Competency: Guidelines for Institutions, Students, and Advisors** posted on iCollaborative, by Chuck, Elam, Kimble, O'Sullivan. <https://www.mededportal.org/icollaborative/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?**

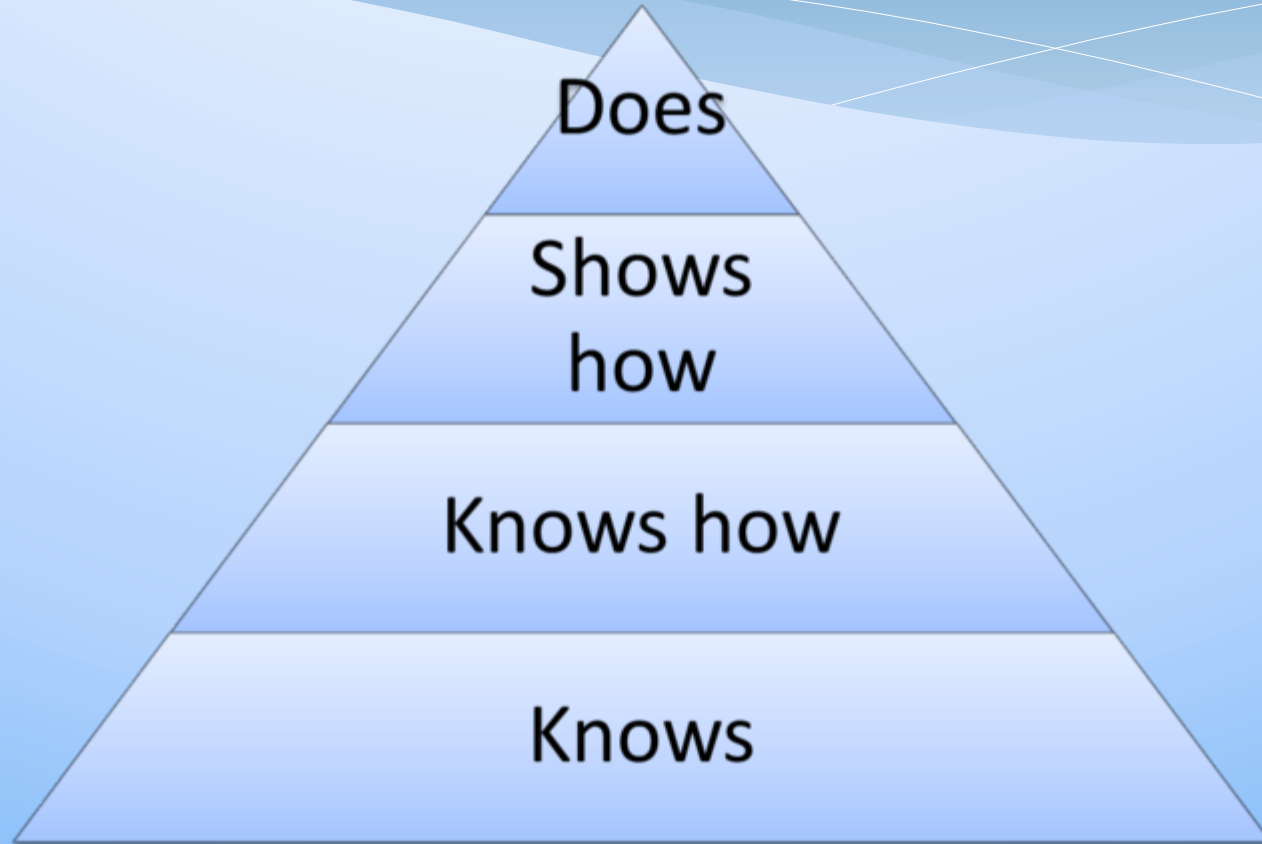
Agenda

- * **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



Miller's Pyramid



Competency	Characteristics	Source of Evidence	Process/Role	Evidence Base	Notes
Integrity and Self-Reflection	<p>Believes in honest and ethical behavior</p> <p>Adheres to ethical principles and follows rules and procedures</p> <p>Seeks peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways</p> <p>Develops and demonstrates ethical and moral reasoning</p>	<p>Courses with papers and projects</p> <p>Reports of appropriate and inappropriate behavior such as:</p> <ul style="list-style-type: none"> Articles and poster authorship Report of an Institutional Action <p>Critical background check</p> <p>Peer input from systematic evaluations</p> <p>CV</p> <p>Testimonials by mentors, advisors and/or superiors</p>	<p>Takes a course that includes ethics, health of ethics, ethical conduct of research</p> <p>Works to link and/or on group projects</p> <p>Reflective curriculum emphasizes on recognition and self-reflection in educational program</p>	<p>Contributions to service projects</p> <p>Journaling on behalf of individuals, groups, challenges and/or situations arising in classroom activities</p> <p>Depth of instructor-student relationships with academic</p>	<p>Declared rules in research project</p> <p>Challenges and/or situations arising in classroom activities</p> <p>Promotions and awareness where these behaviors</p>
Reliability and Dependability	<p>Consistently fulfills obligations in a timely and satisfactory manner</p> <p>Takes responsibility for personal actions and performance</p>	<p>Transcripts</p> <p>Testimonials by mentors, advisors and/or superiors on project work</p> <p>Certificate/longitudinal participation in service activities</p> <p>CV</p> <p>Relevant experiences as reported on RESCIS</p>	<p>Timely, particular completion of time and tracking of incomplete and missed work</p>	<p>Specific due dates in completion of projects</p> <p>Reputation for reliability</p>	<p>Ongoing participation to see project completion through to completion with attainment of desired outcome</p>
Resilience and Adaptability	<p>Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them</p> <p>In persistence, even under difficult situations</p> <p>Recovers from setbacks</p>	<p>Testimonials by mentors, advisors and/or superiors particularly about adaptability and challenges</p> <p>Participation in group activities</p> <p>Self-report of timely responsibilities, commitments, and distribution of support system</p>	<p>Participated in activities: identify fitness</p> <p>Identify using on campus and healthy life-style habits</p>	<p>Maintains academic and personal balance</p> <p>Engages in wellness activities</p> <p>Maintains healthy relationships</p>	<p>Adaptability challenges to overcome in an ongoing or on regular basis as required</p> <p>Challenges that proved an avenue for peer performance</p>
Learning and Improvement	<p>Sets goals for continuous improvement and for learning new concepts and skills</p> <p>Engages in reflective practice for improvement</p> <p>Seeks and responds appropriately to feedback</p>	<p>Testimonials by mentors, advisors and/or superiors</p> <p>Participation in curriculum for evidence based learning</p> <p>Self-report</p> <p>Transcripts</p>	<p>Ability to write goals</p> <p>Set priorities</p> <p>Identify sources of feedback</p>	<p>Takes part in "learning" activities that expand their knowledge and abilities</p>	<p>Responds to feedback to make changes</p> <p>Completes a program to improve skills and expand concepts</p> <p>Actively seeks feedback</p>

Template 1: Tool for Writing Letters of Evaluation

Assessment evidence
supporting competency
development

Would this template be helpful for letter writing?
What information would you keep, add, or strike?

Intrapersonal Competencies	Evidence or Source	Activity	Significance
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)*			

Template 2: Tool for Students to Track Competency Development

Would this template be useful for collecting information and for advising? What information would you keep, add, or strike?

Competency Area	Infrastructure	Curricular	Community
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)*			
II. Interpersonal Competencies			
Service Orientation			
Social and Interpersonal Skills			
Cultural Competence			
Teamwork			
Oral Communication			

Template 3: Tool for Tracking Resources

Institutional
Curricular
Community

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

Comments?
Suggestions?
Questions?