

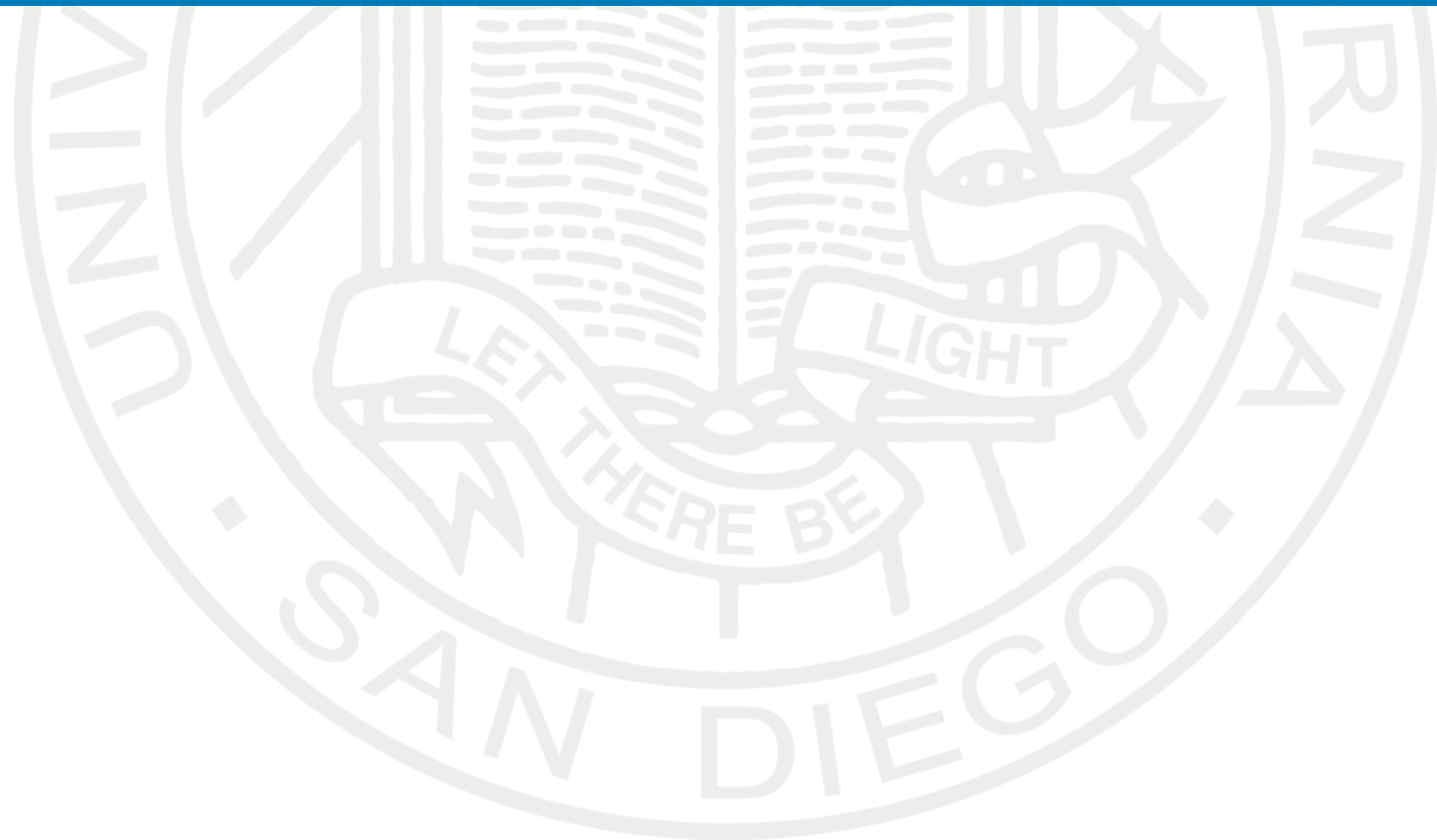
The Program's POV: Strategies for Structured and Virtual Interviewing

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RETHINKING MEDICAL PHYSICS



The Program's POV: Strategies for Structured and Virtual Interviewing

Goals of Interviewing

- + Gain a fuller understanding of each candidate
- + Accurately assess candidate suitability
- + Bring in the best person for the job

Structured Interviews

- What is a structured interview?
- What are advantages of structured interviewing?
- How do we develop structured interviews?



Virtual Interviews

- Recommendations
- Rationale
- Challenges & solutions

Best Practices

- From start to finish!

Components of an Interview

Content

What happens
during the interview



How interview
performance
is *assessed*

Evaluation



Unstructured Interviews

Content

Discretionary Questions



Evaluation

No System for Scoring



- Susceptible to biases (e.g., race, gender, disability)
- May not reflect job requirements

Structured Interviews

Content

Standardized Questions



Evaluation

Standardized Scoring Scales



- + Focuses the process on job-related factors
- + Limits the influence of information that can trigger biases

What are advantages of structured interviewing?

Structured interviews improve...*

+ Reliability

Consistency of candidate evaluations and the evaluation process.

+ Validity

Accuracy of job-related inferences from the interview.

+ Fairness

Applicants are evaluated on the same metrics.

What are advantages of structured interviewing?

Structured interviews can also...*,*

+ Assess non-cognitive attributes

- *Examples:* teamwork, adaptability, conscientiousness, communication skills, stress tolerance, professionalism...

+ Reliably predict job performance

- *Including:* patient care and clinical performance

* Marcus-Blank B, et al. Predicting Performance of First-Year Residents: Correlations Between Structured Interview, Licensure Exam, and Competency Scores in a Multi-Institutional Study. *Acad Med.* 2019 Mar;94(3):378-387.

* Poole A, et al. Predicting performance in Canadian dental schools: the new CDA structured interview, a new personality assessment, and the DAT. *Journal of Dental Education.* 2007 May;71(5):664-76.

Creating a structured interview

- 1 Define competencies
- 2 Create standardized interview questions
- 3 Develop standardized rating scales

Creating a structured interview

1 Define competencies

- ➔ What makes a good... *resident? medical physicist?*
healthcare team member?
- Identify characteristics that have led to successful performance
 - Categorize these into competency areas

Examples *,*

- | | | |
|------------------------|---------------------------|-------------------------|
| • Interpersonal Skills | • Integrity | • Dependability |
| • Communication | • Teamwork | • Respect for Diversity |
| • Professionalism | • Motivation & Initiative | |

✱ Marcus-Blank B, et al. Predicting Performance of First-Year Residents: Correlations Between Structured Interview, Licensure Exam, and Competency Scores in a Multi-Institutional Study. *Acad Med.* 2019 Mar;94(3):378-387.

Creating a structured interview

1 Define competencies

Align these to the mission of your program and institution

- ➔ What makes a good... *resident? medical physicist? healthcare team member?*
- Identify characteristics that have led to successful performance
 - Categorize these into competency areas
- ➔ Define “fit” → *compatibility with the job and your organization*
- What does a “good fit” mean for your workplace?
 - Define *work/job-related characteristics* (attitudes, knowledge, skills) and incorporate them into your competency areas

Creating a structured interview

2 Create standardized interview questions ...that can assess the competencies you've identified

➔ **Behavioral** questions

Can you tell me about a situation when...

...How did you handle it?

- Past behavior predicts future behavior
- What have you done in a past job-related situations?

➔ **Situational** questions

Imagine that you are...

...What would you do?

- Intentions predict future behavior
- What would you do in a hypothetical job-related situation?

Creating a structured interview

3 Develop standardized rating scales

- ➔ Rating scales can evaluate responses for individual questions, competencies, or overall suitability
- ➔ Consider anchoring your rating scales with written examples for each score value

Example: Structured interview question & rating



RESEARCH REPORTS

Predicting Performance of First-Year Residents: Correlations Between Structured Interview, Licensure Exam, and Competency Scores in a Multi-Institutional Study

Marcus-Blank, Brittany PhD; Dahlke, Jeffrey A. MA; Braman, Jonathan P. MD; Borman-Shoap, Emily MD; Tiryaki, Ezgi MD; Chipman, Jeffrey MD; Andrews, John S. MD; Sackett, Paul R. PhD; Cullen, Michael J. PhD

Author Information ☺

Academic Medicine: March 2019 - Volume 94 - Issue 3 - p 378-387

doi: 10.1097/ACM.0000000000002429

Example: ① Define Competency

Competency *

Teamwork – Cooperation

Behavioral Descriptors *

- + Identifies and utilizes team member strengths to achieve results
- + Develops constructive working relationships with others
- + Looks for ways to help people, and pitches in to help others
- + Works as part of a team, contributing to the group's effort to achieve goals

Example: ② Standardized interview question

BEHAVIORAL QUESTION *

Can you tell me about a situation when you effectively cooperated with team members to accomplish a difficult task?

COMPETENCY
Teamwork –
Cooperation

What challenges did you face?
What strategies did you use to work together?
What was the outcome?

EXAMPLE FOLLOW-UPS

Example: ③ Anchored rating scale

BEHAVIORAL QUESTION *

Can you tell me about a situation when you effectively cooperated with team members to accomplish a difficult task?

Situation Complexity * Task/Team Difficulty

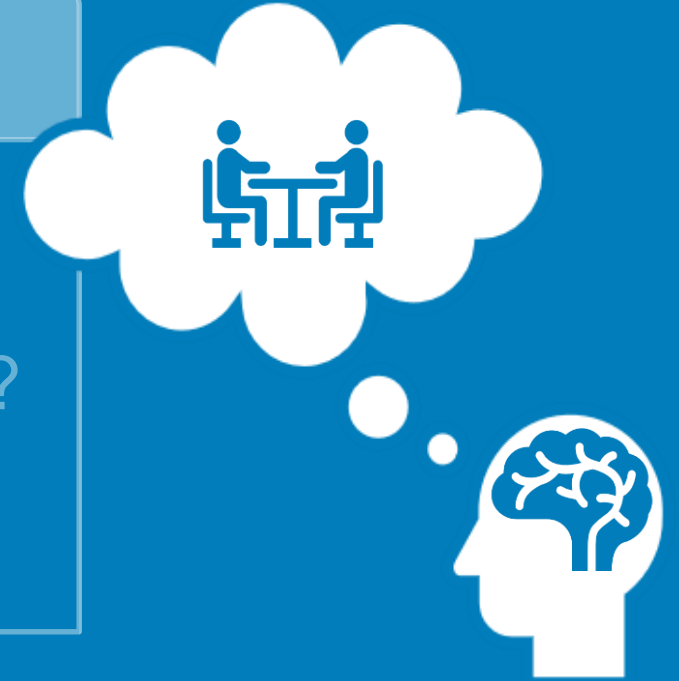
- ☐ **Extremely Difficult**
(Task not valued, team uncooperative)
- ☐ **Moderately Difficult**
(Task not highly valued, team not motivated to cooperate)
- ☐ **Not Difficult**
(Task valued, team cooperative)

Behavioral Competency * Teamwork/Cooperation

- ☐ **Extremely Effective**
(Built rapport, facilitated cooperation, task completed effectively)
- ☐ **Moderately Effective**
(Built some rapport, task completed adequately)
- ☐ **Not Effective**
(Unable to build rapport or cooperation, task completed suboptimally)

Structured Interviews

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Virtual Interviews

- Recommendations
- Rationale
- Challenges & solutions

Best Practices

- From start to finish!

Virtual Interviews



AAMC Recommendations for 2022-2023 *

- + Virtual interviews for all applicants
- + Hybrid interviewing strongly discouraged
- + Share interviewing plans clearly and early on

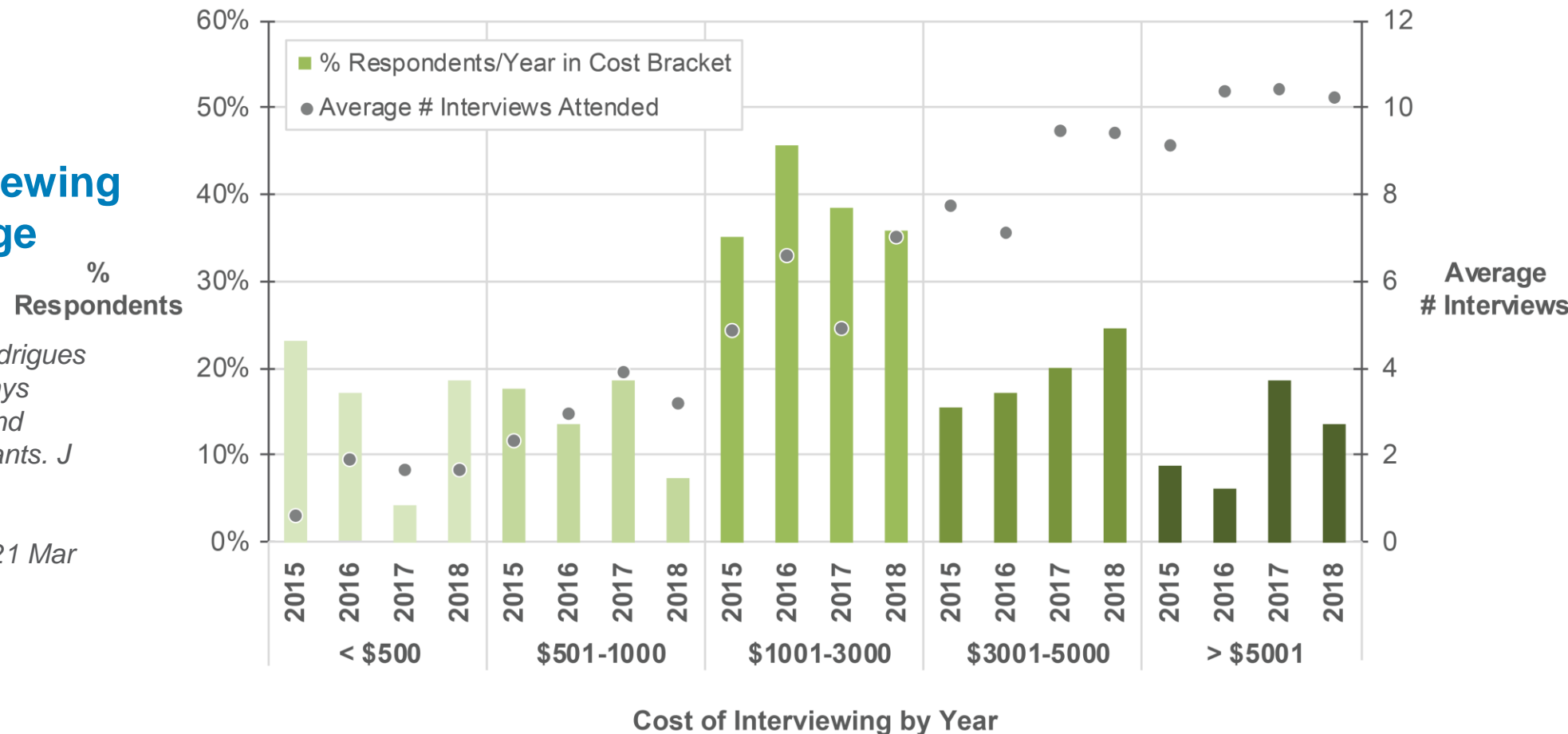
Virtual Interviews: Rationale



+ Reduction in interviewing costs

Total cost of interviewing categorized by range

* Hendrickson KRG, Juang T, Rodrigues AE, Burmeister JW. The MedPhys match survey: Search criteria and advice for programs and applicants. *J Appl Clin Med Phys*. 2021 May;22(5):150-167. doi: 10.1002/acm2.13235. Epub 2021 Mar 30. PMID: 33786983; PMCID: PMC8130228.



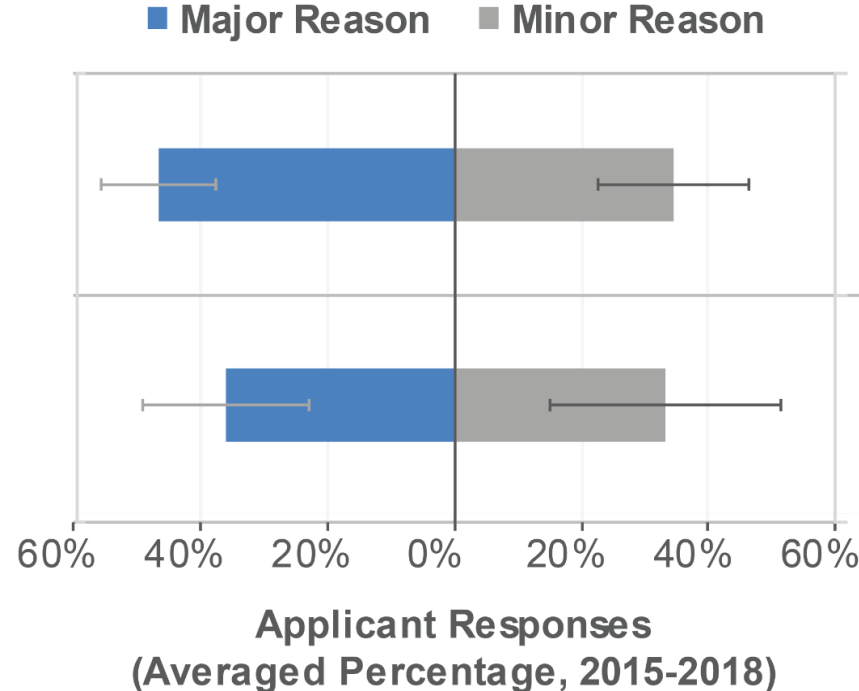
Virtual Interviews: Rationale



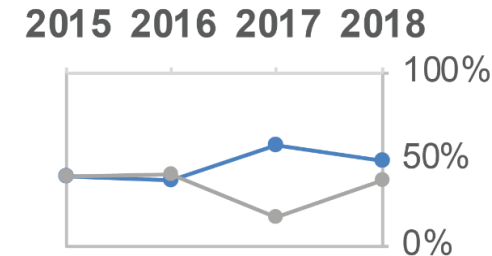
- + Reduction in interviewing costs
- + Reduction in time away from other commitments

Applicants' reasons for declining interview invitations (excerpt)

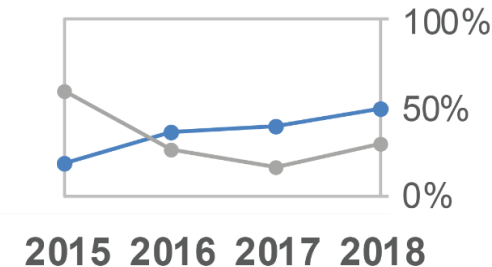
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Cost of traveling



Time constraints due to other commitments



Virtual Interviews: Rationale *



- + Reduction in interviewing costs
- + Reduction in time away from other commitments
- + Potential for wider range of applicants

Virtual Interviews: Challenges *,*



- Limitations in communication/interactions
- Inability to see workplace/city in person
- Potential introduction of bias
 - Increased cognitive load
 - Interviewing environment

* Huppert LA, et al. *Virtual Interviews at Graduate Medical Education Training Programs: Determining Evidence-Based Best Practices*. Acad Med. 2020 Dec 8. doi: 10.1097/ACM.0000000000003868.

* Chaisson NF, Ashton RW. *Virtual Interviews and Their Effect on Cognitive Load for Graduate Medical Education Applicants and Programs*. ATS Sch. 2021 Apr 15;2(3):309-316.

Virtual Interviews: Challenges *,*



Challenges

Prolonged Monotony
(“Zoom Fatigue”)

**Unable to see
workplace/city in person**

Solutions

- Schedule breaks
- Keep it short
- Prerecord program/clinic information & send out ahead of time

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Virtual Interviews: Challenges *,*



Challenges

Technical Issues

(e.g., internet connectivity)

Solutions

- Back-up contacts
- Provide virtual platform instructions
- Paste questions into chat

* Huppert LA, et al. Virtual Interviews at Graduate Medical Education Training Programs: Determining Evidence-Based Best Practices. Acad Med. 2020 Dec 8. doi: 10.1097/ACM.0000000000003868.

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Virtual Interviews: Challenges *,*



Challenges

Eye Contact

Nonverbal Cues

Solutions

- Camera at eye level
- Video placement directly under camera
- Face/shoulders/mid-torso visible

* Huppert LA, et al. *Virtual Interviews at Graduate Medical Education Training Programs: Determining Evidence-Based Best Practices*. Acad Med. 2020 Dec 8. doi: 10.1097/ACM.0000000000003868.

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Virtual Interviews: Challenges *,*



Challenge

Backgrounds

- Distractions (virtual or physical)
- Bias introduced due to home/interview space

Solutions

- Keep the focus on you: avoid complex or messy backgrounds
- Test ahead of time

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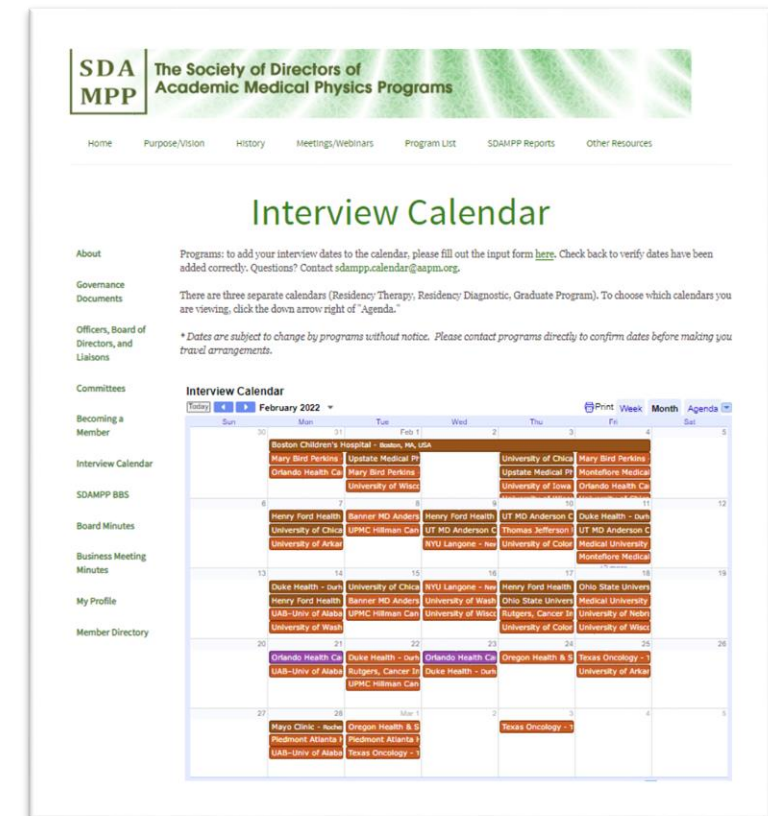
Best Practices

- From start to finish!

Best Practices

Before Interviews

- + Interview dates ► SDAMPP Calendar
- + Inform applicants of...
 - Decision timeline
 - Interviewing plans (virtual/on-site)
- + Send candidates program information



Best Practices

Before Interviews

- + Develop structured interview
- + Train participants →
 - Unconscious bias
 - Interview conduct (do's/don'ts)
 - Interview questions
 - Use of rating scales

2021 SDAMPP December Webinar

MedPhys Match Rules and Ethics: Training Modules for Program Directors

Unconscious Bias in Applicant Search Processes

Kristi Hendrickson, University of Washington-Seattle

Avoiding Discrimination in Residency Interviews

Titania Juang, UC San Diego

December 15, 2021

SDA MPP The Society of Directors of Academic Medical Physics Programs

www.sdamp.org/2021DecemberWebinar.php

Best Practices

During Interviews

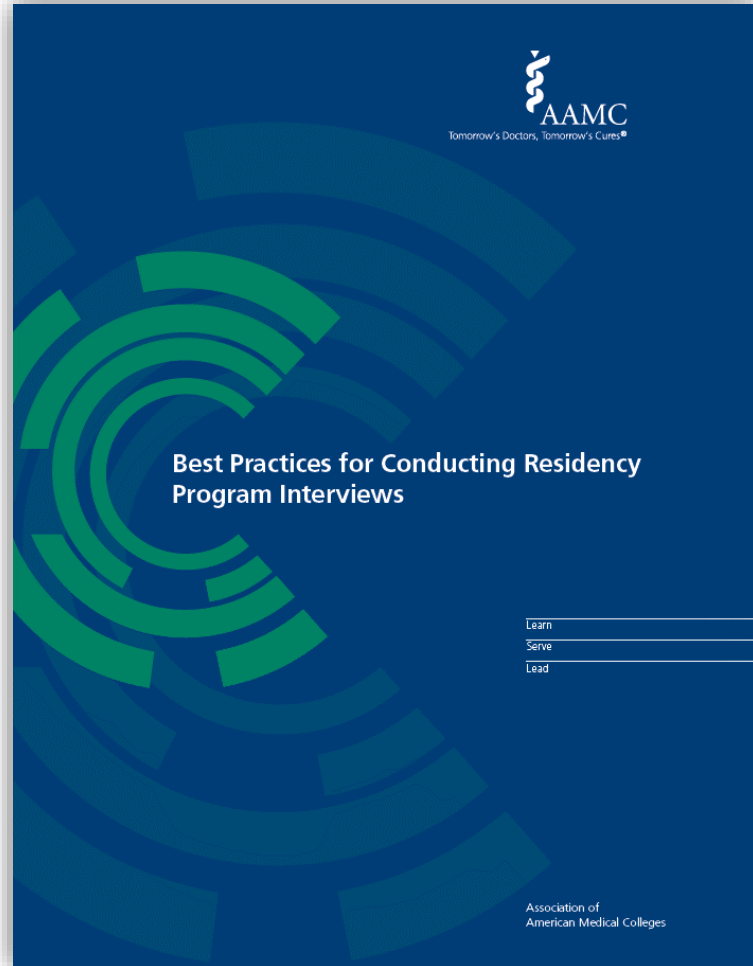
- + Give overview of interview process at start
- + Use standardized questions & evaluations
- + Avoid potentially discriminatory topics
- + Schedule in breaks, interaction opportunities

Best Practices

After Interviews

- + Finalize evaluations & ranking in a timely manner
- + Review and evaluate, adjust and improve!
 - Did questions yield relevant information on competencies?
Differentiate candidates?
 - Did the rating scale(s) work as intended?
 - Do your scores show any sign of systematic bias?

Resources



AAMC Resource

Best Practices for Conducting Residency Program Interviews

The AAMC guide for residency programs as they prepare to interview candidates.

<https://www.aamc.org/media/44746/download>

UC San Diego Health

RETHINKING MEDICAL PHYSICS



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Virtual Interviews

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- **MedPhys Match Rules and Ethics: Training Modules for Program Directors**

<https://www.sdamp.org/2021DecemberWebinar.php>

- **Ethical violations and discriminatory behavior in the MedPhys Match.**

Hendrickson KR, Juang T, Rodrigues A, Burmeister JW. *J Appl Clin Med Phys*. 2017;18:336–350.

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- **Best Practices for Conducting Residency Program Interviews**
<https://www.aamc.org/media/44746/download>