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Using AAMC Standardized Video Interview Scores in Residency Selection: A Resource Guide

ERAS® 2018 Season

Association of
American Medical Colleges

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Contents

Preface	2
Part 1: Overview of the AAMC Standardized Video Interview	3
Background.....	3
Interview Format.....	3
Interview Content.....	4
Part 2: AAMC Standardized Video Interview Scores	5
Rating Scale.....	5
Rating Process.....	5
Standardized Video Interview Total Score.....	6
Part 3: Using AAMC Standardized Video Interview Total Scores in Residency Selection .	7
Review the Competency Definitions and Scoring Rubric.....	7
Interpret Scores in Context.....	7
Do Not Over-Interpret Small Score Differences.....	7
Use Percentile Ranks.....	7
Use a Low Threshold.....	8
Adding Create a Composite Score to Evaluate the Whole Applicant.....	8
Create a Standardized and Fair Process.....	8
Part 4: Accessing the Standardized Video Interview Scores and Videos in the PDWS	9
Locating the Standardized Video Interview Total Score and Videos.....	9
Creating a Custom Score Field.....	9
Inputting the SVI Total Score into a Custom Score Field.....	9
Using the Custom SVI Total Score in the PDWS.....	9
Using the Custom SVI Total Score in Exports.....	9
Part 5: Understanding Unconscious Bias	10
Part 6: Resources	11

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Preface

The *Using AAMC Standardized Video Interview Scores in Residency Selection: A Resource Guide* summarizes AAMC recommendations about interpreting and using video interview scores in the residency selection process.

Self-paced training modules that accompany this resource guide are available on the [ERAS Community site](#).

If your program has yet not signed up for the AAMC Standardized Video Interview Emergency Medicine pilot and would like to do so, please contact residencyinterview@aamc.org by September 8, 2017.

All of the content we share in this guide must be kept confidential. This information is solely intended for program staff and faculty who will work with video interview scores or videos to ensure the most accurate interpretation and application of applicants' video interview scores. Sharing this information with anyone other than program staff may jeopardize the validity of video interview scores and its potential usefulness in the selection process. It may also advantage or disadvantage applicants to residency programs in the future.

As with all new assessments, you should consult the designated institutional official, program director, and legal counsel about the institution's and the program's interview policies and requirements before incorporating Standardized Video Interview scores into your selection process.

Part 1: Overview of the AAMC Standardized Video Interview

Background

The AAMC Standardized Video Interview is an innovative tool designed to assess *Knowledge of Professional Behaviors (Professionalism)* and *Interpersonal and Communication Skills*, two of the six core Accreditation Council of Graduate Medical Education (ACGME) competencies that have been identified as required for success as a resident and in future practice.

The purpose of the AAMC Standardized Video Interview is to provide objective, standardized information about applicants' proficiency levels on two critical competencies that will help programs:

- identify and consider relevant nonacademic information about applicants that may not be easily retrieved elsewhere in the ERAS application
- widen the pool of applicants invited to interview in person, including those who might not have otherwise been considered for an in-person interview
- finalize the selection of applicants

Interview Format

The Standardized Video Interview is an online, unidirectional interview. Questions are presented in text prompts, and applicants record an audio/video response; there is no human interviewer. Applicants can complete the interview using any internet-enabled computer, tablet, or smartphone.

The interview consists of six questions and is a combination of:

- *behavioral* questions, in which applicants are asked to draw on or describe previous experiences to demonstrate their level of knowledge and skills in the competencies assessed
- *hypothetical* questions, in which applicants are asked to describe what they would do or believe they should do in response to different hypothetical situations

Applicants have up to 30 seconds to read and reflect on each written question and up to three minutes to record a response.

Applicants can complete an unlimited number of practice questions before starting the video interview.

Applicants can complete the interview in a location and time most convenient for them.

Reasonable accommodations (e.g., extra time to read and respond to questions) are provided to applicants as required.

Interview Content

While every applicant’s video interview assesses the same two competencies—*Interpersonal and Communication Skills* and *Knowledge of Professional Behaviors*—the specific questions asked may differ.

Interpersonal and Communication Skills

Definition	<p>Being able to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</p> <p>This includes the following subcompetencies¹:</p> <ul style="list-style-type: none"> • Oral Communication • Emotional Intelligence • Teamwork and Leadership
Example questions	<ul style="list-style-type: none"> • How have you handled dealing with some of your more challenging patients? What specific actions did you take? What was the outcome? • Give an example of a time when you were successful in communicating a difficult message. What was the message? How did you communicate it? What was the outcome?

Knowledge of Professional Behaviors (Professionalism)

Definition	<p>Being able to demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</p> <p>This includes the following subcompetencies¹:</p> <ul style="list-style-type: none"> • Empathy and Altruism • Ethics • Cultural Competence • Conscientiousness
Example questions	<ul style="list-style-type: none"> • One of your patients refuses treatment because it is incompatible with the patient’s religious beliefs. How would you handle the situation? • Describe a time when you noticed a mistake or an error that had been made. How did you identify this mistake or error, and what action did you take?

¹ Refer to training module *Competencies Assessed in the Standardized Video Interview* for complete definitions.

Part 2: AAMC Standardized Video Interview Scores

Rating Scale

Applicants' responses to each of the six questions are rated on a 5-point rating scale. Two ratings scales – one for each competency – were created. As shown in the figure below, the rating scale ranges from a low of 1 to a high of 5. Each point (or proficiency level) on the rating scale is anchored by example behaviors (not shown) that were vetted by emergency medicine faculty and define each point on the rating scale.

1 = Rudimentary*	2 = Basic**	3 = Intermediate	4 = Advanced	5 = Exemplary
Is not likely to be successful in tasks that require this competency	Applies the competency in simple or limited number of situations	Applies the competency in common situations	Demonstrates proficiency in difficult situations	Demonstrates proficiency in considerably difficult situations

**Ratings of “1” may also indicate that the applicant did not answer the question.*

***Ratings of “2” were identified as the “minimum qualification” by emergency medicine faculty who helped develop the scoring rubric.*

Rating Process

A diverse group of Human Resources professionals with expertise in recruiting and interviewing served as raters. The raters were trained by AAMC staff and received 16 hours of training.

Raters received training on the following topics:

- the emergency medicine resident job
- competency definitions
- use of the scoring rubric
- unconscious bias

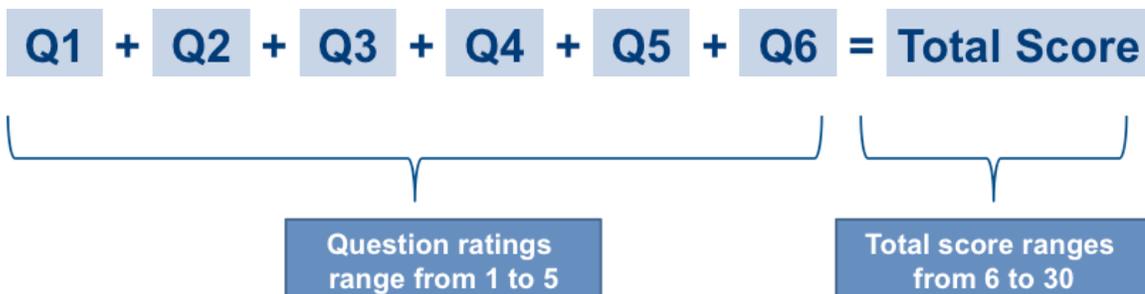
Training also included opportunities for practice and feedback, during which raters were calibrated to an emergency medicine faculty “true score” standard.

Six raters evaluated each interview, with a different rater assigned to each question. This minimized any one rater's influence on an applicant's total interview score.

Last updated: August 8, 2017

Standardized Video Interview Total Score

Applicants receive a total score from the AAMC Standardized Video Interview. Ratings from each question are combined to create a total score that ranges from 6 to 30.



AAMC Standardized Video Interview total scores represent different proficiency levels on the target competencies. Example videos illustrating each total score category are available in the *Interpreting Standardized Video Interview Total Scores* training module on the [ERAS Community site](#).

Total Score Categories	On average, applicants in this score range:
6-11	<ul style="list-style-type: none"> Do not apply the competencies Are not likely to be effective in situations that require these competencies
12-17	<ul style="list-style-type: none"> Apply the competencies in a limited number of situations Are aware but not able to act independently Are likely to be somewhat effective in situations that require these competencies
18-23	<ul style="list-style-type: none"> Apply the competencies in common or difficult situations Take (effective) action independently Are likely to be effective in situations that require these competencies
24-30	<ul style="list-style-type: none"> Apply the competency in complex situations Take action and consider long-term or systems implications independently Are likely to be very effective in situations that require these competencies

Part 3: Using AAMC Standardized Video Interview Total Scores in Residency Selection

Emergency medicine programs have different selection processes based on the competencies required to be successful in their programs and the programs' unique missions and goals. Two common places to incorporate Standardized Video Interview scores into your holistic process are during the initial application review and when finalizing the rank order list. In either case, your program should keep a few best practices in mind.

Review the Competency Definitions and Scoring Rubric

Before you start reviewing Standardized Video Interview scores, review the competency definitions and descriptions of the proficiency levels for each score range. Think about how the descriptions correspond to what is required to be successful in your program and how they align with your program's mission and goals.

Interpret Scores in Context

Standardized Video Interview scores are only one piece of information and should be interpreted in the context of the complete application. Think about how video interview scores compare to information that is relevant to *Interpersonal and Communication Skills* and *Knowledge of Professionalism* from the Standard Letter of Evaluation (SLOE), Medical Student Performance Evaluation (MSPE), ERAS application, and eventually the in-person interview. Triangulating information about the applicant will give you a more complete picture of his/her level of proficiency on the competencies.

Do Not Over-Interpret Small Total Score Differences

As with scores from other assessments, Standardized Video Interview scores are not perfectly precise. Therefore it is important to avoid the temptation to over-interpret small total score differences between applicants.

Use Percentile Ranks

When comparing applicants' performance on the Standardized Video Interview, make use of the score distribution and percentile rank provide by the AAMC. The score distribution and percentile rank will provide additional context for interpreting scores. It will show you how all ERAS® 2018 applicants performed on the video interview and how applicants compare to each other. The score distribution and percentile rank table will be available on the [ERAS Community site](#) on September 15, 2017.

A holistic review process:

- Applies multiple factors at each stage, from screening to selection
- Considers what competencies are required at entry for successful performance
- Is mission-based
- Is informed by data
- Is strategically applied
- Promotes diversity and inclusion as essential to institutional excellence

Use a Low Threshold

If your program decides to create a minimum threshold for the Standardized Video Interview, first consider what it takes to be successful in your program and achieve your mission and goals. Then review the proficiency levels and think about which level corresponds to your program's minimum standards for *Interpersonal and Communication Skill* and *Knowledge of Professional Behavior*. The point at which your program's minimum standards for these competencies aligns with video interview scores is where you could start thinking about setting a minimum threshold.

As you are learning about the meaning of Standardized Video Interview scores in this pilot year, consider using a lower threshold for the video interview. Look at the other information about applicants' *Interpersonal and Communication Skills* and *Knowledge of Professional Behavior*. This may help you identify applicants who are likely to be successful and meet your program's mission and goals, but may have otherwise been overlooked.

Create a Composite Score to Evaluate the Whole Applicant

It takes medical knowledge and skill as well as other competencies to be successful in residency. Consider adding the video interview total score to your composite score because it takes more than academics to be successful in your program.

- Could high Standardized Video Interview scores (along with supporting information) compensate for modest Step 1 scores in your program?
- Could an extremely low Standardized Video Interview score (along with supporting information) signal that an applicant with strong academic preparation may struggle in other areas that are important to your program?
- Competencies that are more important for success should have higher weights in your composite score.

Create a Standardized and Fair Process

Create a standardized process to ensure that applicants are treated fairly.

- Do not rescore the videos as that undermines the purpose of the video interview score
- If you choose to watch videos, a fair process would involve watching them at the same point in the process and for all applicants

Part 4: Accessing the Standardized Video Interview Scores and Videos in the PDWS

As you prepare to use the Standardized Video Interview (SVI) scores and videos, it is important that you become familiar with how to access these data points in the PDWS.

Locating the Standardized Video Interview Total Score and Videos

To locate the SVI Total Score and Videos:

- Click on *Applications ... View Applications*
- Click on the *SVI Score* tab to see the *SVI Total Score* as well as the *Standardized Video Interview Questions and Responses*.

Although the Standardized Video Interview was required of all applicants applying in emergency medicine this year, some scores and videos may be delayed or missing. Under these circumstances, you may receive one of the following messages when you access an applicant’s SVI Score tab:

Circumstance Under Which SVI Score and/or Video Is Missing	Message Displayed on the SVI Score Tab
Standardized Video Interview completed but scores/videos have not arrived (Applicant was either granted an Extension or an Accommodation)	“The applicant has completed the Standardized Video Interview, but his/her scores and responses are not available at this time.”
Standardized Video Interview response in essay format	“This applicant provided a written response. Request a copy of the written response at residencyinterview@aamc.org ”
Applicant did not complete the Standardized Video Interview	“The applicant has not completed the Standardized Video Interview.”

For the pilot year, keep in mind that the Standardized Video Interview Total Score field is not fully integrated into the PDWS. You will need to employ a workaround to incorporate the SVI Total Score into your selection process.

Creating a Custom Score Field

To create a custom score field for the SVI Total Score:

- Click on *Set-Up Menu ... Scores*
- Close other score types to access the *Custom Scores*
- Click “Add” to create a new custom score
- Give the new field a name
- Click on “Included in Composite” if you wish to add this field to your Composite Score.

NOTE: During the ERAS 2017-18 recruitment season, you will not be able to include the SVI Total Score field in your Filters nor your Exports without employing a workaround. You will need to create a custom score field for the SVI Total Score and to enter the scores for each applicant. The field you create can then be used in both Filters and Exports.

Inputting the SVI Total Score into a Custom Score Field

To input the SVI Total Score data into the custom field:

- Click on *Applications ... Manage Filters*.
- Run a filter, like “All Applicants” to access all applicants in your applicant pool.
- Select the “Applicant Name” to select all applicants in the filter.
- Click on *Applications ... View Applications*, then the *SVI Score* tab as well as *Scores* tab to display the custom field below.
- Enter the score from the *SVI Score* tab into the custom *SVI Score* field.
- Navigate to each applicant’s record to enter the score from the *SVI Score* tab into the custom SVI Score field.

Using the Custom SVI Total Score in the PDWS

To use the custom SVI Total Score in a filter:

- Access *Manage Filters*; select your filter and *Modify Filter Criteria* in order to add the custom SVI Total Score field to the filter.
- Save and run your filter as you normally would.

Using the Custom SVI Total Score in Exports

- Access the *Applications* Menu and click on *Exports*
- Select the *Template* you wish to update with the SVI Total Score
- Give the CSV Export a unique name
- Move the SVI Total Score over to the *Fields to Export*; and
- Click *Save as New and Run* to create your CSV file

Part 5: Understanding Unconscious Bias

Unconscious bias, also known as implicit bias, refers to attitudes or stereotypes that are outside our awareness but nonetheless affect our understanding, our interactions, and our decisions.

Below are several resources that describe unconscious bias, its implications, and interventions that you could use to mitigate it.

Unconscious Bias in Academic Medicine: How the Prejudices We Don't Know We Have Affect Medical Education, Medical Careers, and Patient Health

With input from national experts, this publication was developed by the AAMC and The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. The report details the impact of unconscious bias on seven areas of academic medicine—patient care, medical school admissions, undergraduate medical education, resident and faculty recruitment, faculty mentoring, and faculty advancement, promotion and tenure. The publication also summarizes interventions that are being used to remediate these biases.

- https://members.aamc.org/eweb/upload/Unconscious_Bias.pdf

CNN. 2010. "Study shows how children view race bias." Anderson Cooper 360°.

Nearly 60 years after American schools were desegregated by the landmark *Brown v. Board of Education* ruling, and more than a year after the election of the country's first black president, white children have an overwhelming white bias, and black children also have a bias toward white, according to a new study commissioned by CNN.

- Internalized Bias: <https://youtu.be/EQACkg5i4AY>
- Unconscious Bias: <https://youtu.be/nFbvBJULVnc>
- Article: <http://www.cnn.com/2010/US/05/13/doll.study/index.html>

Talks at Google with Howard Ross: "Everyday Bias: Identifying and Navigating Unconscious Judgments"

If you are human, you are biased. From this fundamental truth, diversity expert Howard Ross explores the biases we each carry within us. Most people do not see themselves as biased towards people of different races or different genders. And yet in virtually every area of modern life disparities remain. During this talk, Mr. Ross provides an overview of unconscious bias and steps that can be taken to mitigate it.

- <https://youtu.be/v01SxXui9XQ>

Part 6: Resources

The AAMC is available to assist you with incorporating video interview scores into your residency selection process.

<p>Program Director and Staff Training</p>	<p>Several self-paced training modules are available on the ERAS Community site. Training modules cover the following content:</p> <ul style="list-style-type: none"> • Competencies Assessed on the Standardized Video Interview • Interpreting Standardized Video Interview Total Scores (including example videos) • Using Standardized Video Interview Total Scores in the residency selection process • Accessing Standardized Video Interview Scores in the PDWS • Unconscious Bias <p>http://connect.aamc.org/eras</p>
<p>Information Provided to Applicants</p>	<p>The AAMC’s Standardized Video Interview website contains general information about the video interview, including a description of the project, frequently asked questions, a policy and procedure guide (The “Essentials”) and tips for taking a video interview.</p> <p>www.aamc.org/standardizedvideointerview</p>
<p>Summary of Results from the 2016 Standardized Video Interview Research Study</p>	<p>The AAMC partnered with a group of emergency medicine faculty to conduct a one-year research study on the Standardized Video Interview in 2016. Results from this research are available on the study website.</p>
<p>General Standardized Video Interview Questions</p>	<p>Renee Overton, MBA., Senior Director, Residency and Fellowship Program Solutions Phone: 202-828-0504</p> <p>Dana Dunleavy, PhD, Director, Admissions and Selection Research and Development Phone: 202-862-6011</p> <p>Email: residencyinterview@aamc.org</p>