HOW TO SELECT THE BEST APPLICANT FOR HEALTH PROFESSIONAL PROGRAMS?

Orit Bart
Tel Aviv University (ISRAEL)

Abstract

The process of selecting students for health professionals programs is a high stakes process and it has become increasingly competitive. The process is challenging for applicants who are competing for a limited number of available positions, and it is challenging for academic programs, which aim to identify those who will excel in health professional studies and future clinical practice (Myford, & Dowell, 2013; Timer & Clauson, 2011). Traditionally, admission committees select students based on their Grade Point Average (GPA) obtained at the undergraduate or prior entry degree/certificate program (Rosenfeld, Reiter, & Eva, 2008; Salvatori, 2001).

In health sciences, also “non-cognitive” attributes such as empathy, creativity, communication, lifelong learning and professionalism should be addressed (Eva et al., 2004; Reiter et al., 2007). There is convincing evidence from research in medicine that these attributes are not adequately captured by admission measures such as reference letters, traditional interviews and GPA. Therefore, most selection committees consider different criteria including grades, a written statement, professional reference letters, and individual interviews.

A valid, reliable, acceptable and feasible admissions interview process referred to as the multiple mini interview (MMI) was developed. Studies on the efficacy of the MMI have reported compelling evidence showing that the MMI is a superior alternative to the traditional interview in the selection of applicants seeking entry to medical school (Eva et al., 2004; Roberts, Rothnie, Zoanetti, & Crossley, 2010)

The suggested presentation will focus on the advantages and disadvantages of the MMI. The process of how to select the relevant “non-cognitive” attributes such as empathy, creativity and communication, that are valued by health professional's programs, will be presented. In addition, the method of how to develop questions to address these traits through group work and discussions will be offered. Some prospective data on the efficacy of MMI interviews and their predictive nature for successful in the program and fieldwork achievements, will be presented.

REFERENCES