

# Class of 2024 Residency Prep Book 2023-24

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Much of the material collated in this guide comes from the following sources:

Charting Outcomes in the Match

NRMP Program Director's Survey

<https://www.aamc.org/cim/>



## Contacts

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## Specialty Advisors

Specialty advisors are the people identified by a specialty as the “go to” person for questions about your application. Specialty advisors often change, so no listing is made here. Instead, please go to <https://medicine.tulane.edu/student-affairs/career-development/specialty-areas> and select the specialty you are interested in. You will find a heading of “Who is the Specialty Advisor?” which is changed as I am informed of these changes.

## Web Resources

### Careers in Medicine

[www.aamc.org/cim](http://www.aamc.org/cim)

### ERAS

[www.aamc.org/eras](http://www.aamc.org/eras)

### FREIDA

[www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page](http://www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page)

### NRMP

[www.nrmp.org](http://www.nrmp.org)

### American Urological Association

[www.auanet.org](http://www.auanet.org)

### San Francisco Match

[www.sfmach.org](http://www.sfmach.org)

### Military Match

[www.militarygme.org](http://www.militarygme.org)

### VSAS/VSLO

[www.aamc.org/students/medstudents/vsas](http://www.aamc.org/students/medstudents/vsas)

### USMLE

[www.usmle.org](http://www.usmle.org)

### NMBE

[www.nbme.org](http://www.nbme.org)

## Scheduling Fourth Year

THIS INFORMATION CAN BE FOUND AS A .PDF ON EMEDLEY'S ECURRICULUM SITE.

### Away Rotations

Away rotations are required for some specialties, expected for some, and completely not necessary for some. The potential costs and benefits of doing away rotations should be discussed with your specialty advisor/mentor. Specific things to consider include:

- Do I need a letter of recommendation from someone outside of my home program?
- Do I need to demonstrate experience in an environment different from TUSOM (e.g., county, community, etc.)?
- Will I be able to put forward 200% effort into my away rotation, so that it reflects well upon me?
- Am I planning to apply in competitive regions, where connections to a program may be beneficial?
- Is the location of the away rotation one for which I need more information before deciding whether to apply there?
- Am I planning on participating in the military match?

### EXTRAMURAL CLERKSHIP: POLICIES AND APPLICATION FOR APPROVAL

Tulane has designed its extramural clerkship ("away rotation") approval process to meet LCME standards for oversight of extramural electives.<sup>1</sup>

Students must have departmental approval for an away rotation and must upload required documents at least 30 days **before** the away rotation is scheduled to begin. ***Credit will not be given for away rotations that have not been approved at least 30 days in advance.*** No retroactive schedule changes will be made.

***Domestic away rotations*** can be completed ***only*** at ACGME- or LCME-accredited institutions or programs.

- LCME directory: <http://lcme.org/directory/>
- ACGME directory: <https://apps.acgme.org/ads/public/>

***International away rotations*** must be approved through the Department of Family and Community Medicine. Students pursuing international rotations must complete this form ***and additional steps*** to ensure your safety and the quality of your educational experience. See the department for more information.

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<sup>1</sup> Standard 11.3, "Standards For Accreditation of Medical Education Programs Leading to the MD Degree," published March 2016.



### Step 1: Departmental Approval

Away rotations require **approval by the faculty of the Tulane department** equivalent to the away rotation department. For example, Tulane's Surgery Department must approve a surgery away rotation. *You may begin this process before you are accepted to the rotation. Please note that you will need to be accepted for your away rotation before you are granted TUSOM approval.*

1. Complete all information on the attached extramural clerkship approval form
2. Attach a description of the rotation
3. Submit the form and description to the **clerkship coordinator** of the appropriate Tulane department. The clerkship coordinator will present the application to the clerkship director, chair or chair's faculty designee for approval. *Only faculty may approve away rotations.* For away rotations in anesthesiology, students may submit their application directly to the clerkship director.

To meet LCME accreditation standards and to ensure a productive and safe learning environment, students and faculty should discuss the following, particularly for international electives and electives in non-traditional environments:

- Potential risks to the health and safety of patients, students, and the community
- The availability of emergency care
- The possibility of natural disasters, political instability, and exposure to disease
- The need for additional preparation prior to, support during, and follow-up after the elective
- The level and quality of supervision
- Any potential challenges to the code of medical ethics adopted by the home school

### Step 2: eMedley Documentation

Students must upload all of the following as a **single document** into the "documents" tab in eKeeper in eMedley (see next page for guide to uploading in eKeeper):

1. Extramural clerkship form approved by a faculty member of the appropriate Tulane department.
2. Description of the rotation.
3. Acceptance letter, email, or screenshot from the host institution that identifies the student's name, rotation name, and rotation dates.

*This process can be completed only after you have been accepted by the host institution.*

**To upload your document in eMedley:**

Save the approved form, description, and acceptance as a single document.

### Step 3: Committee Decision

Email [SOMSschedule@tulane.edu](mailto:SOMSschedule@tulane.edu) to indicate that you have uploaded a completed, approved away rotation application (and supporting documentation including proof of acceptance by the host institution) to your eKeeper. Await review and approval by the approval committee that includes Student Affairs and Academic Affairs administrators.

*You will receive an email either that the rotation has been added to your schedule, has been declined, or requires more documentation. As always, check your email daily.*

#### Step 4: Host Institution Paperwork

You may need to provide your host institution with various kinds of documentation. See the PDF “Where do I get away rotation documents” for information about how to request transcripts, health-related documents, insurance proof or certificates, etc.

#### Step 5: Rotation Changes and Follow-up

**If you will not complete an away rotation that has been approved, you must email [SOMSchedule@tulane.edu](mailto:SOMSchedule@tulane.edu) more than one week before the rotation is scheduled to begin to request that the rotation be dropped. If you do not meet this deadline, you will earn an F in the scheduled rotation.**

After you complete an away rotation, the following documents must be submitted before you will be assigned a final grade. It is your responsibility to follow up on both documents.

- Your supervisor’s evaluation of your performance. This form is available on eMedley eCurriculum under “T4 Away Rotations” → Documents → Away evaluation form
- Your evaluation of the away rotation. You will be asked to complete an evaluation of your away rotation through E-Value, just as you are asked to complete evaluations of Tulane rotations. Completing evaluations is a component of professionalism and provides students with valuable information about the quality of your experience at a particular program.

#### A special note on required rotations

All core clerkships (those “on the donut”) must be completed at Tulane University School of Medicine. These cannot be completed at away sites. Similarly Community Health (MED4409) must be completed at Tulane University School of Medicine.

Radiology (RADS3020), Emergency Medicine (EMER4020), subinternships (see below), and clinical electives may be taken as away rotations, if approved.

#### A special note on away sub-internships

Some Tulane departments do not offer team-based, inpatient medical care (for example, emergency medicine, dermatology, pathology, radiation, radiation/oncology) and do not, therefore, offer acting internships. If you wish to complete an away acting internship, you must follow all steps for an away rotation, you must provide documentation that the away rotation meets specific acting internship standards, and you must complete and attach the “Acting Internship Checklist” (see final page of this packet) to your away rotation documentation that you upload to eKeeper. The course description must document that the student will meet each of the following criteria for the clinical experience to qualify as an acting internship:

1. Perform an independent evaluation of each patient and formulate an appropriate management plan.
2. Discuss patient management and enter patient orders for a supervising physician to cosign.
3. Respond to calls (such as through paging) for patient care needs after discussing with the supervising physician.
4. Perform patient care handovers under the supervision of a resident or attending.
5. Maintaining patient daily documentation – admit H&Ps, follow up visits, discharge summaries, operative reports etc.
6. Demonstrate a level of autonomy superior to a third-year clerkship student. Students must also document completion of the following required clinical experiences by the end of the rotation and are responsible for entering

these experiences into their respective E-Value case log in a timely manner. 1. Document a full hospital admit history and physical 2. Enter admit orders for their patient 3. Document a complete discharge summary of the patient's hospital care 4. Enter discharge orders for their patient 5. Complete prescriptions that may be needed for discharge 6. Perform a patient handover or sign out 7. Obtain written informed consent (i.e., a blood transfusion)

## EXTRAMURAL CLERKSHIP INFORMATION: WHERE DO I GET REQUIRED DOCUMENTS

Students who apply for “away rotations” often have to submit various documents to the host institution. Use the following as a guide for gathering the required documentation you may need:

### Documents required by Tulane School of Medicine

- **Extramural Clerkship Approval Form:** Upload a completed extramural clerkship packet at least 30 days before the start of your away rotation. Read the form carefully for all rules, required documents, and eMedley eKeeper upload instructions.  
<http://medicine.tulane.edu/sites/g/files/rdw761/f/pictures/EXTRAMURAL%20CLERKSHIP%20form%202016%20Nov.pdf>
- **Clinical Student Evaluation Form:** After your rotation, your site supervisor must submit an evaluation of your performance. You will not receive a grade or be allowed to graduate until Tulane SOM has received the evaluation. We will accept the host institution’s evaluation form if they will not complete Tulane’s form. The form includes information about how to return the form to Tulane. This form is available on eMedley eCurriculum under “T4 Away Rotations” → Documents → Away evaluation form.
- **Course Evaluation Form:** After your rotation, you are responsible for completing an evaluation of the rotation, as you would for Tulane rotations and clerkships. You will receive automatic email from E-Value to complete your evaluation.

Documents that may be required by the **host institution**

What do you need?	Where can you get it?
<b>Transcript</b> <b>Letter of Good Standing</b> <b>Extramural Clerkship Letter</b> <b>Copy of OSHA training certificate</b> <b>Copies of HIPAA training certificate</b>	CHIT form: <a href="https://tmedweb.tulane.edu/portal/student-guide/important-forms/item/chit-form?category_id=22">https://tmedweb.tulane.edu/portal/student-guide/important-forms/item/chit-form?category_id=22</a> . In the “to” box, request that Melissa Riley upload your transcript to VSAS or whatever other system you are applying through.
<ul style="list-style-type: none"> <li>• <b>Mask fit documentation</b></li> </ul>	Contact Tulane’s Office of Environmental Health and Safety, <a href="https://tulane.edu/oehs/">https://tulane.edu/oehs/</a>
<ul style="list-style-type: none"> <li>• <b>ACLS/BLS certification</b></li> </ul>	You received proof of certification when you completed ACLS/BLS training. Use this card to document your training. For questions about your training or card, please contact Tulane’s Sim Center.
<ul style="list-style-type: none"> <li>• <b>PPD documentation</b></li> <li>• <b>Immunization forms</b></li> <li>• <b>Copy of T3 orientation drug screen results</b></li> </ul>	Contact Tulane’s Student Health Center, <a href="http://www2.tulane.edu/health/index.cfm">http://www2.tulane.edu/health/index.cfm</a>
<ul style="list-style-type: none"> <li>• <b>New drug test screen</b></li> </ul>	Contact Tulane’s Student Health Center for an appointment for a new drug screen: <a href="http://www2.tulane.edu/health/index.cfm">http://www2.tulane.edu/health/index.cfm</a> . Allow at least 2 weeks for results.
<ul style="list-style-type: none"> <li>• <b>Criminal background check</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete <a href="#">waiver</a> and email it to the TUPD Records email address (<a href="mailto:records@tulane.edu">records@tulane.edu</a>) or Tulane Security will not be able to process your request. You will receive your results through email.</li> <li>• For a more detailed background check (for which you must pay), go to <a href="https://applicationstation.certiphi.com/">https://applicationstation.certiphi.com/</a> and use the application station code: <b>TulaneCBC</b>. Complete the application, provide payment, and Certiphi will process the search and post results online to you. For any technical questions/issues, contact Certiphi at 800-803-7860.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Malpractice insurance coverage</b></li> </ul> Please note the difference between simple verification of coverage, which can be requested by a CHIT, or the more detailed certificate of coverage, which must be requested by Student Affairs staff through our insurance provider.	<ul style="list-style-type: none"> <li>• If you simply need a form signed that you have insurance, bring the form to Admissions and Student Affairs or submit a CHIT form.</li> <li>• If you need a <b>certificate</b> (rather than just verification), email Katrina (<a href="mailto:kdaquin@tulane.edu">kdaquin@tulane.edu</a>). Allow 2-3 weeks to receive a certificate. Include the following information in your request:               <ul style="list-style-type: none"> <li>○ your name,</li> <li>○ the required insurance coverage limits,</li> <li>○ the dates you will be completing your away rotation,</li> <li>○ the name of the institution where you will be rotating,</li> <li>○ that institution’s mailing address, and</li> <li>○ a contact person (if known/applicable) at that institution.</li> </ul> </li> </ul>

## CVs

A CV, or Curriculum Vitae, is a comprehensive document, which details your experience in depth. Most medical students' CVs are several pages long and include contact information, information about your education, awards and accomplishments, experiences, and publications.

Your CV will be the basis of your ERAS application. The sections of your CV are almost identical to the sections of the ERAS application, so completing the ERAS application becomes a relatively easy matter of "copy and paste."

To assist you with formatting your CV in the most "ERAS Friendly" way, an [ERAS Worksheet](#) is available. Simply fill in the information asked for in this order, and you'll be very ready when application day rolls around!

Be aware that those who write you letters of recommendation will want to see your CV before writing your letter, so make sure to have this finished early! It's always a good idea to have your specialty advisor look it over beforehand.

## Personal Statements

A high quality personal statement, or statement of interest, explains clearly and concisely why you chose the specialty that you did, what qualities are important to you in a residency program, and what your long terms goals are. Personal statements are also an opportunity to address "red flags" in your application package, such as having taken time off or poor Step scores.

When applying for residency, ERAS will permit you to assign different personal statements to different programs, but it is NOT necessary to write a separate statement for each program to which you intend to apply. Instead, you may want to draft one version for preliminary/transitional programs and one for advanced programs. Or, you may want to have one version which focuses on your research experience (for research-intensive institutions) and one version which focuses on your clinical experiences (for clinic-intensive institutions).

Your personal statement should be well written, with no errors. Additionally, you should use the active voice whenever possible. You should avoid gimmicks (e.g., plot twists, writing from another's perspective, etc.) and BE CONCISE! Program directors will have many personal statements to read. You don't want to be known as the one who wrote such a long statement that the director didn't read it all!

Be aware that those who write you letters of recommendation will want to see your personal statement before writing your letter, so make sure to have this finished early!

It is always a good idea to have your specialty advisor look it over.

## Letters of Recommendation

ERAS will permit you to ask for (and be able to assign) as many LoRs as you'd like, but the maximum number of LoRs which can be assigned to (or asked for by) a particular program is four. LoRs are requested by the student through the ERAS Letter of Recommendation Portal (LORP). Your letter writer then uploads the LoR directly to this system, and you will be notified that it is available.

It is STRONGLY recommended that you request LoRs from faculty who know your skills, interests and abilities well, and who will be able to craft a strong letter in support of your application. You should

reach out to these individuals early, provide them with a copy of your CV and personal statement, and ask if they would be willing to write a letter in support of your application. Be prepared to be turned down. Although this does not happen often, some individuals may not feel comfortable writing a letter for you because they don't know you well, or they realize they will not be able to write a letter that does you justice before the deadline. This is okay. Have a backup plan!

### Special LoR Cases

Some programs will require you to obtain special LoRs. This may be in the form of a "Chair's Letter" (written by the chair of a department), or a SLOE (Standard Letter of Evaluation), which is written by multiple members of a department in a standardized format. Chair's Letters and SLOEs are subject to the limit of four letters, which can be asked for by programs. See the "Specialty Specific" section of this handbook for more information about these cases.

### Applying Through ERAS

Students applying for the regular Match will do so by submitting their application through ERAS. ERAS is an online portal, which streamlines the residency application process. It allows applicants to build their application and to assign various documents to programs of interest. Additionally, ERAS provides a portal for your letters of recommendation to be uploaded. You will request these letters through the ERAS LoR portal. Your letter writer will receive the request, along with instructions on how to upload their letter for you to the ERAS LoR portal. More information about ERAS can be found [online](#).

You will be sent an ERAS "token," which will allow you to register with ERAS. ERAS will not open until early June. Once ERAS opens and you register, you will be able to work on your application.

Part of your ERAS application requires your NRMP ID number. This is a number provided to you when you have registered with the NRMP for the Match. NOTE: REGISTERING FOR THE MATCH IS A SEPARATE PROCESS FROM REGISTERING WITH ERAS. BOTH MUST BE DONE! More information about registering for the NRMP Match can be found [here](#).

You may start submitting applications to particular programs in September. Programs will not receive these applications until the end of September. Your MSPE will not be released to residency programs until the day after.

### MSPE

The MSPE (formerly known as "The Dean's Letter") is a standardized letter of evaluation designed to provide an objective summary of your academic performance and experiences. The MSPE does NOT count as one of your four LoRs and will be issued to ALL programs to which you apply. The Office of Student Affairs compiles your MSPE, which is composed of six parts: (1) Identifying information, (2) Three clear and concise noteworthy characteristics, (3) Academic history, (4) Academic progress, (5) Summary & (6) Medical school information. Information for the "Academic Progress" section is pulled from your core clerkship performance evaluations, including attending and resident evaluations. NOTE: The CLERKSHIP DIRECTORS (not the Dean of Students nor Student Affairs staff) determine the content of this section. Additionally, a graphical representation of each student's performance as compared to his/her graduating cohort peers is included for each clerkship (see below for an example). TUSOM students will be required to meet with Dean LeDoux to discuss their MSPEs, including to provide a

suggested list of “Noteworthy Characteristics,” during the summer of their fourth year. Before their MSPE is submitted, students will be given the opportunity to review the document and request any typographical errors be changed.

### Sample MSPE

(from [https://www.aamc.org/members/gsa/54686/gsa\\_mspeguide.html](https://www.aamc.org/members/gsa/54686/gsa_mspeguide.html)):

This sample is from the 2017 ERAS application cycle . The strengths of this MSPE include:

- 1) Use of the recommended template,
- 2) Three clear and concise Noteworthy Characteristics,
- 3) Comparative student performance data and graphs embedded in the MSPE, and
- 4) A detailed explanation of how the school arrives at the final designation (i.e., excellent, very good).

**SCHOOL 2 (Note: This is NOT an MSPE from TUSOM. It is a sample provided by the AAMC. Some elements of TUSOM’s MSPE will differ from this example.)**

## **MEDICAL STUDENT PERFORMANCE EVALUATION FOR SAMPLE STUDENT B**

### **STUDENT B**

**October 1, 2016**

#### NOTEWORTHY CHARACTERISTICS

- STUDENT B was awarded a summer stipend from the National Institute of Diabetes and Kidney Disease to study at UCLA/Cedars Sinai. She has since presented projects in obstetrics/gynecology and otolaryngology.
- STUDENT B has been dedicated to service as a medical student by volunteering at the Student Outreach Clinic, a student-run clinic providing basic medical care to the underserved community.
- STUDENT B has developed her interest in medical education as a supplemental instructor for the cardiopulmonary block and volunteer instructor at anatomy lab review sessions.

#### ACADEMIC HISTORY

Date of expected graduation from medical school:

May 23, 2017

Date of initial matriculation in medical school:

August 15, 2013



Date of initial matriculation in scholarly concentrations program: August 2015

Date of expected completion of scholarly concentrations program: May 23, 2017

Type of scholarly concentration program: Medical Education

Explanation of any educational gaps or extensions: Not ☒ Applicable

Description of any course repeats or remediation: Not ☒ Applicable

Description of any professional deficiencies or adverse actions: Not Applicable

For additional information about the medical education program at the School of Medicine, please see <website> .

## ACADEMIC PERFORMANCE

**Professionalism:** STUDENT B's professional attributes are a strength. She is diligent, respectful and enthusiastically reliable, conscientious of what her role as a physician will entail. She also exhibits altruism and compassion in her interactions with others. The resilience she has demonstrated during her medical education will continue to be an asset for her in residency.

### Year 1-2 Academic Performance

The pre-clerkship curriculum is structured as an integrated systems-based block curriculum utilizing a clinical case each week. Two longitudinal courses, the Practice of Medicine (POM) in Year 1 and Advanced Clinical Skills (ACS) in Year 2, integrate the basic science content and clinical care with a community based preceptorship. The grading structure includes grades of Honors, High Pass, Pass for all required elements.

Student Quartile Ranking in Blocks	Year 1	Year 2	Overall	Student Performance POM/ACS	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
≥ 75 <sup>th</sup> %, Top Quartile				HONORS			X	
≥ 50 <sup>th</sup> %, 3 <sup>rd</sup> Quartile				HIGH PASS	X	X		X
≥ 25 <sup>th</sup> %, 2 <sup>nd</sup> Quartile	X	X	X	PASS				
< 25 <sup>th</sup> %, 1 <sup>st</sup> Quartile				FAIL				

### Year 3 Clinical Clerkship Performance Evaluations

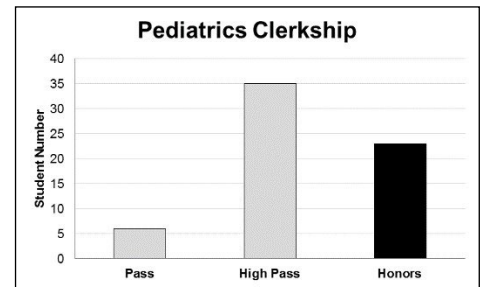
The clerkship evaluations are presented unedited in the order taken. Each graph represents a summary of the grade distribution with the student's performance indicated with the **black bar**.

### **Pediatric Medicine:** (6 weeks)

Grade – HONORS

*Overall grade: 50% Clinical, 50% NBME Shelf Exam*

"STUDENT B did a great job on her first rotation. She was motivated and showed genuine interest in her patients. She was always willing to take on new patients and help out the team when needed. She will do well in whatever field of medicine she chooses. STUDENT B has a very good knowledge base and is eager to learn more."

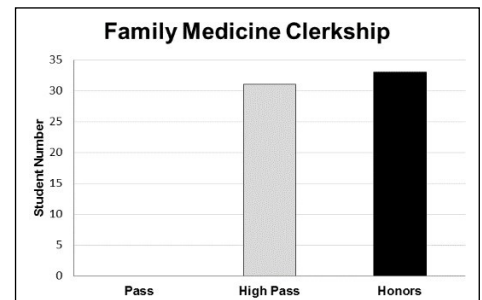


### **Family Medicine:** (6 weeks)

Grade – HONORS

*Overall grade: 50% Clinical, 20% NBME Shelf Exam, 20% Professional Presentation, 10% Professionalism/Participation*

"Very good student." "Nice work on the rotation." "Great student" "Always willing to help out the team. Spent time to learn about her patients. Will do well in whatever field she chooses." "STUDENT B did a great job on her family medicine rotation and exhibited a good knowledge base and motivation to do well." "STUDENT B is an excellent student whose clinical skills were at a level above her peers." "A great student



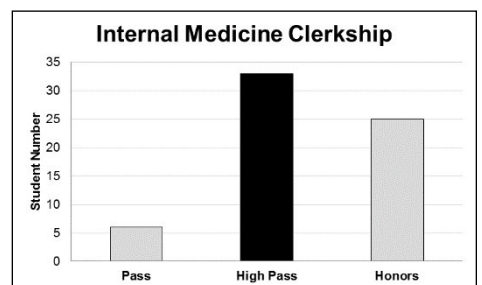
who performed well in her second clinical rotation. She also gave a wonderful presentation on e-cigarettes and their usage in our local adolescent population."

### **Internal Medicine:** (12 weeks)

Grade – HIGH PASS

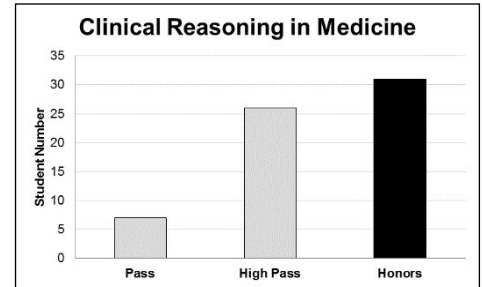
*Overall grade: 75% Clinical, 25% NBME Shelf Exam*

"STUDENT B performed very well during her 12 week internal medicine clerkship. STUDENT B demonstrated a solid knowledge base with a score well above the national mean on the standardized exam. She has a natural intellectual curiosity and desire for continuous self-improvement that is apparent. She demonstrated genuine concern for patients and wrote thorough yet succinct notes and clear presentations during the clerkship. "She was described as intelligent, kind, compassionate and diligent." Overall, STUDENT B is a kind, respectful, diligent, hard working student that has the skill set to be an internist if she desires this career path."



**Clinical Reasoning in Medicine:** (24 weeks) **Grade – HONORS**  
*Overall grade: 100% OSCE*

The twenty-four week Clinical Reasoning in Medicine course is a longitudinal course supplementing the Pediatrics, Family Medicine and Internal Medicine clerkships. The emphasis is on critical thinking and diagnostic decision making. Clinical cases and standardized patient encounters are utilized heavily in both formative and summative evaluations. The final exam consists of an objective structured clinical exam (OSCE) modeled after the USMLE Step 2 CS examination.



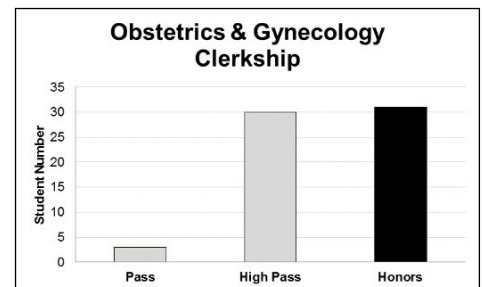
**OB/GYN:** (6 weeks)

Grade – HONORS

*Overall grade based on: 50% Clinical, 40% NBME Shelf Exam, 10% Professionalism*

"STUDENT B did an outstanding job on this rotation. She was the team leader for her group and did a fantastic job! She was proactive, professional and kept her team informed on assignments/meetings throughout the clerkship in addition to making sure her assignments were completed and turned in on time. She was also noted for doing a great job on her clinical rotations. She was focused, enthusiastic, and wrote

superb notes. She gave an outstanding presentation on PROM and PPROM during the clerkship. Everyone is hoping that she chooses Obstetrics and Gynecology for her career. There is no doubt that she will be an exemplary resident in any field that she chooses."



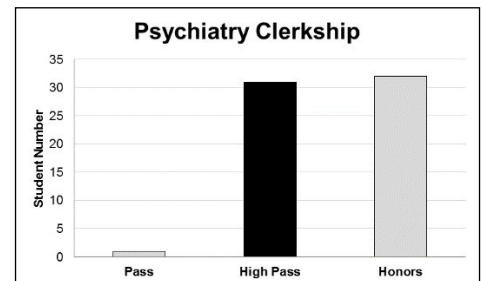
**Psychiatry** (6 weeks)

Grade – HIGH PASS

*Overall grade based on: 25% Clinical Exam, 25% NBME Shelf Exam, 50%*

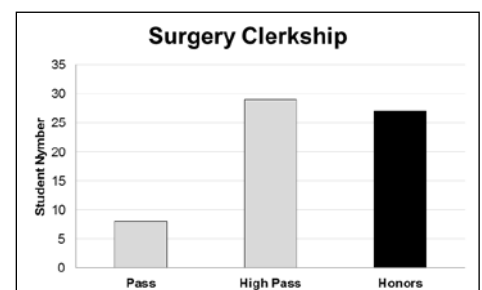
*Clinical and Faculty Evaluation*

"STUDENT B exhibited professional and compassionate behavior on the psychiatry clerkship. She was motivated and engaged with staff and other members of the team in a collegial manner. She was easily able to show empathy and interview acute psychiatric patients. She showed improvement in her skills for presentations and formulating differential diagnoses during the rotation."



**Surgery:** (12 weeks)

Grade – HONORS



*Overall grade based on: 50% Clinical, 25% Oral Exam, 25% NBME Shelf Exam*

"STUDENT B was a valuable member of our team. She did a good job on histories and physicals and presentations. Good work ethic. Great ability to learn. Reliable, hard-working, good knowledge base and works well in a team environment. Very dedicated medical student. Always motivated to learn. Went beyond expectations for a 3rd year student, many times taking the role of an intern. Always came prepared and well-

read for cases. STUDENT B showed daily dedication to her assignments and an avidity for the OR that a student interested in a surgical subspecialty should definitely possess. In addition, she demonstrated her knowledge by identifying the correct anatomy in cases such as hernia repairs and cholecystectomy. She also had a firm grasp on the pathophysiology of our most common surgical diseases. STUDENT B is an enthusiastic student that has a great fund of knowledge, is punctual, professional, and always willing and eager to help the surgery team in any way possible. She actively seeks to participate in academic rounds, in the OR, and during procedures. She would effectively look up relevant learning topics, and actively participate in basic science lectures and discussions. She also actively seeks to improve her clinical and procedural skills. I truly enjoyed working with STUDENT B and cannot be more excited to see her succeed beyond medical school. Will do well in any specialty she chooses or any surgical field."

#### OVERALL EVALUATION

STUDENT B as an **excellent** candidate for residency based on the following criteria. Additional information on the nature of this ranking can be found on the next page.

**Academics:** STUDENT B was a consistent student in the preclinical curriculum, earning a majority of High Pass grades. She has continued to find success in clinical rotations as she has integrated her foundational knowledge with the clinical sciences, earning a majority of Honors. She has further demonstrated her medical knowledge with competitive scores on standardized exams including Step 1 and Step 2CK.

**Medical Knowledge and Clinical Skills:** Early in her rotations, it was remarked that STUDENT B's "clinical skills were at a level above her peers" and they have only progressed with her "desire for continuous self-improvement." She has an "avidity" for the OR and is focused, reliable and hardworking. She possesses strong critical thinking skills with a "natural intellectual curiosity" and is motivated to learn and actively engages in discussions and writes "superb" notes. Evaluators comment that she performed "beyond expectations", "taking the role an intern" and will be an "exemplary resident."

**Communication and Interpersonal Skills:** STUDENT B shows "genuine interest" in her patients and is widely praised for her compassion and kindness. She respects her role as a healer and caregiver and her finds fulfillment in the ability to serve others. She is also

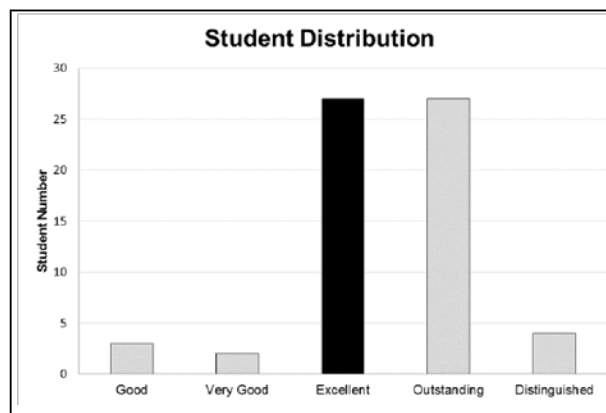
a valuable team player who integrates well into team environments, is proactive in helping where she is needed and is well-liked by those that work with her.

**Leadership, Service and Research:** STUDENT B's activities in these areas have forged a future interest in participating in academic medicine. Whether she is helping others or sharing her knowledge through mentoring, teaching or conducting clinical research to improve patient care and outcomes, she will be a valuable contributor to the medical profession and to her future residency program.

Associate Dean for Admissions and Student Affairs

**MSPE EVALUATIVE PROCESS:** The MSPE process at the School of Medicine assigns an evaluation level to each student based on a rubric which includes assessment of pre-clerkship and clerkship grades, USMLE Step 1 and Step 2 scores (if available), leadership, research, service, and any applicable remediation activities.

- A **distinguished** candidate exemplifies excellence in preclerkship academics and clerkship activities demonstrated by honors grades and evaluations, USMLE performance in the top quartile of scores compared to their peers and significant and longitudinal leadership and service. Additional considerations are given for research activities that lead to presentations and publications, as well as completion of dual-degree or scholarly concentration accomplishments that have the potential to significantly impact School of Medicine programs, patients, or the community.



- An clerkship **outstanding** candidate exhibits and clerkship excellence activities in pre-demonstrated by a majority of honors grades and evaluations, USMLE performance in the third quartile of scores compared to their peers and significant leadership and service. Additional considerations are given for research activities that lead to presentations and publications, as well as completion of dual-degree or scholarly concentration accomplishments.
- An **excellent** candidate exhibits success in pre-clerkship academics and clerkship activities demonstrated by a majority of high pass grades and evaluations, USMLE performance at the median of scores compared to their peers. Additional considerations are given for participation in leadership, service and research activities, as well as completion of dual-degree or scholarly concentration accomplishments. Students who have successfully remediated one educational or professionalism component are also eligible.

- A **very good** candidate has completed pre-clerkship academics and clerkship activities with a majority of passing grades and exhibited USMLE performance within the lower quartile compared to their peers. These students may have participated in limited leadership, service and research activities and may have pursued a dual-degree or scholarly concentration. Students who have successfully remediated two educational or professionalism components are also eligible.
- A **good** candidate has completed pre-clerkship academics and clerkship activities with a majority of passing grades and exhibited within USMLE performance below the lower quartile compared to their peers. These students have pursued minimal leadership, service and research activities and may have completed more than two remediation activities.

## Deciding On How Many and to Which Programs to Apply

One of the more stressful decisions you will face is deciding how many programs to apply to and where to apply. Fortunately, there are tools available to help you with these decisions.

### Careers in Medicine “Residency Preference Exercise”

The AAMC’s [Careers in Medicine](#) website provides a “Residency Preference Exercise,” which is a brief self-response questionnaire that asks you to prioritize various aspects of your preferred residency experience. You can then use this priority list to rate individual programs and compare them against one another. This tool can be especially useful for considering what qualities of a program you should focus on when deciding to apply, and for creating a rank-order list.

### AAMC’s “Apply Smart” Data

In an effort to check “application inflation,” the AAMC has analyzed past years’ Match data to determine the point of diminishing returns on applications. This large-scale study shows that the likelihood of matching depends upon specialty, Step 1 scores, and applicant type (US MD seniors vs. US DO seniors, international students, and graduates).

To aid you in your decision of how many programs to apply to, the AAMC has made information [available online](#) concerning the point of diminishing returns for most specialty areas.

### Texas STAR Data

In an effort to provide more transparency about the residency application process, UT Southwestern has initiated a collaborative project examining the qualities of applicants and their success at residency Match. The Seeking Transparency in Application to Residency (STAR) program maintains a database of self-reported information from recent MD grads. Through the use of filters on the STAR Dashboard, students can find helpful information to assist them in determining how competitive of a candidate they are and even suggestions as to which programs to apply to. For more information about the Texas STAR, please visit their [online guide](#). Dr. D’Aquin will also hold informational sessions on how to use this valuable tool.

### AAMC’s Residency Explorer

The [Residency Explorer](#) tool will allow you to explore and compare residency programs in 23 specialties and compare your profile to applicants who matched at each program.

We encourage you to consult with a trusted advisor or mentor as you research programs.

### FREIDA

[FREIDA](#) is the AMA Residency and Fellowship Database. This resource provides varying levels of information about specific residency programs. FREIDA lists all ACGME accredited residencies and fellowships, along with their contact information, accreditation status (length), start dates, participating institutions and map of training locations. Some programs report more information for an “Expanded listing,” which provides very helpful application information, USMLE scores, faculty and trainee data, work/call schedule and other information.

## Transitional & Preliminary Programs

Some specialties require residents to complete a preliminary year prior to their specialized training. Preliminary years are required for the following specialties:

- Anesthesiology (in some cases)
- Dermatology
- Diagnostic Radiology
- Nuclear Medicine
- Neurology (in some cases)
- Physical Medicine & Rehabilitation
- Plastic Surgery (in some cases)
- Preventative Medicine
- Radiation Oncology

Transitional/Preliminary years must be applied for IN ADDITION to the categorical program. Carefully read the requirements for your transitional or preliminary year in programs you may be interested in to ensure you apply for appropriate experiences. More general information can be found [here](#).

## A Special Note for Non-US Citizens

If you are currently on a F-1 visa, your visa will be good for your medical school experience. After medical school, you are eligible to work for 12 months under the [Optional Practical Training \(OPT\) program](#). You should apply for post-completion OPT to get you through your intern year. [Tulane University's Office of International Students and Scholars](#) can be of assistance in the application process for OPT. During your intern year, you should be applying for your new visa status (H-1B or J-1) through your residency program. Be sure to do your research to find out whether programs of interest sponsor visas!

## Interviews

For the 2023-24 academic year, TUSOM is proud to announce that we will be integrating the use of BigInterviewMedical to assist in your interview preparation. BigInterviewMedical is a web-based program that provides instructional support as well as does “mock interviews.” Before scheduling a mock interview with Dr. D’Aquin, she will ask you to do a mock interview on BigInterviewMedical and share it with her to identify your strengths and weaknesses in interviewing. More information about this resource will be shared via the monthly YAWL newsletter.

Courtesy of UT Health San Antonio <http://som.uthscsa.edu/StudentAffairs/documents/veritas-Mock-Interview-Dos-Donts-handout.pdf>

## Prepping for your interviews

- *Know your background*
  - **Review any materials you’ve submitted to the program:** your application/CV, personal statement, and any correspondence



- clinical experiences at your most recent and relevant rotations
- academic work
- research you participated in
- any other educational, clerkship, work, and other activities that might highlight your skills and experience
- List your strengths, values, accomplishments, and abilities

- Helps prepare you to answer questions, such as “Why should we want you as a resident in our program?” and “What makes you stand out from other candidates?”
- **Identify the five key aspects of yourself you want the program to know**
- *Research your chosen specialty*
  - Clue in and remain current regarding the hot topics and trends of your chosen specialty. Interviewers may ask questions about your opinion on major issues facing the specialty, and it helps to have some insight into your future profession.
- *Research each program*
  - Research the Department and faculty members. Try to get a basic sense of the program.
  - Everyone appreciates interviewing someone who has taken the time to research the organization.
  - Read printed materials, visit websites, and talk to any of your contacts and fellow students who might have a connection to the program or supporting institution.
- *Prepare answers to common questions*
  - Why did you choose this specialty?
  - Why did you apply to this program?
  - What are your strengths and weaknesses?
  - What you are looking for in a program?
  - What is an interesting case you participated in? Can you tell me about a patient you cared for who was particularly memorable?
  - What are your career goals?
  - Where do you see yourself in five years? ten years?
  - If you can answer most of the questions on this list effectively, you should be well prepared
  - Answers should be brief, succinct, non-defensive, and factual — never fabricate or overstate information. Respond consistently from question to question and interviewer to interviewer.
  - **“Tell me about yourself”** – Prepare an answer about 1-2 minutes in length that is focused on medically- and specialty-related anecdotes as well as lets your personality shine. A helpful outline:
    - First fifteen seconds is a brief review of who you are (My name is \_ , I’m originally from \_ , and I’m attending the X Medical School).
    - The next thirty seconds is a review of your educational background, undergraduate degree, work experience, and life experience.
    - The next thirty seconds is a review of special attributes from medical school, such as leadership positions, family medicine experience, or other experiences that led you to the decision for this specialty.
    - Final fifteen seconds is a review of why you’re interested in this residency specifically and what attracted you to this place here and now.

- *Prepare for difficult questions*
  - **Your medical school performance** – First, brainstorm a list of possible questions you may be asked. For example, questions about your medical school performance might involve a disappointing grade, a difficult semester, lukewarm clerkship comments, or failing the USMLE Step 1 exam. Then prepare responses (with the help of your advisor), and rehearse those responses in advance.
    - Especially when answering questions about a challenging time for you, your response should be open and non-defensive and **explain how you overcame the challenge and improved your skills, abilities, and knowledge as a result.**
  - **Unclear or confusing questions** – While in the interview, if you're unclear about what the interviewer is asking, request they restate the question. Try to determine what information he or she seeks. Feel free to stop and organize your thoughts — nothing's wrong with pausing briefly before responding.
  - **Inappropriate and illegal questions** – The law prohibits some types of questions, which you're not obligated to answer. Most illegal questions fit into one of three broad categories:
    - disabilities and physical skills
    - race, ethnicity, or creed
    - family and relationship issues

**\*How you handle such questions is a personal decision** – remember these questions generally are more ignorant than malicious. A fine line exists between questions that are illegal and those that are simply inept, curious, or friendly. You are not required to answer.

    - Don't respond to these questions aggressively. Rather, carefully consider whether you want to answer. Refusing may reduce your opportunity to make a positive impression.
    - A better option may be to smile, remain pleasant, and answer the question, focusing your comments on the seriousness of your commitment to your training. For example, if a female applicant is asked about her family plans, some version of “I’m pleased with the job I’ve done thus far balancing my personal and professional life. There shouldn't be a problem with it in the future” should suffice.
- *Prepare your own questions*
  - This is your opportunity to show interest in the program as well as to broaden and deepen your knowledge of the program to assess how compatible you are
  - Under no circumstances should you ask about salary, benefits, vacation, and competition
  - Note: Everything you say before, during, and after the interview is on the record. Even when you're speaking informally with residents, be careful what you ask. You absolutely do not want to be remembered for telling housestaff you're looking for “the most cushy program possible.” \*\*please see list of example questions at the back of the packet\*\*

- *Interview day*
  - Be on time. Interviews are stressful as they involve navigating a foreign city. Be prepared.  
Consider a hotel that is close to the interview site. A hotel that is within walking distance (possible in many large cities) is advantageous as it eliminates "variables" such as driving a car and parking.
  - Dress professionally.
    - Choose a conservatively colored suit, solid or pinstripes are acceptable, women can wear either a skirt or pants.
    - Choose a conservatively colored shirt; men should wear a button-down shirt, women can wear the same or blouse or light sweater.
    - Wear simple, comfortable dress shoes that you can walk in easily to tour clinics and hospitals.
    - Men should wear a tie. Choose one that is also conservative and is solid, striped or has a small pattern.
    - Men should have well groomed facial hair.
    - Make-up for women should be subtle.
    - Avoid strong smelling perfumes or cologne.
    - Keep jewelry tasteful and to a minimum
    - Avoid drinking coffee or chewing gum during an interview.
  - Always carry pens and copies of your CV. The pen should be professional, not a brightly colored drug rep pen.
  - Interviews involve stamina and are exhausting. You may be meeting with multiple faculty members in just one day. Do your best to rest, eat properly, and exercise for the "marathon" that awaits you.
  - Interviews are looking for eye contact, a firm handshake, and a generally positive attitude. Avoid slouching in your chair. These skills do not always come naturally, and can be practiced prior.
  - Just remember: RELAX AND BE YOURSELF
- *After the interview*
  - A thank-you note should be written to those with whom the student spoke. It is acceptable to send an e-mail note, but handwritten notes are often more impressive.
  - Consider asking interviewers for a business card so you know where to send it.
  - If there are additional questions, students should ask them through e-mail.  
Students often want to do a second visit to certain programs and it is appropriate to ask about second visits after the interview.
  - At the end of the interview day notes should be written about the program. This will help students stay organized and keep from becoming confused about the characteristics of each program visited.
- *Cancelling interviews*
  - If you need to cancel an interview, emailing the program coordinator is appropriate when done with advanced notice.
  - Call the program if you're canceling close to the date or to follow up if you receive no email response so that the program can give your interview slot to another applicant.

- *Some general DON'TS*
  - Don't openly compare the program you're interviewing at with other programs in town.
  - Don't be rude to staff.
  - Don't spend the day asking for special favors such as asking the program coordinator to run an errand.
  - Don't obsess over getting parking validation for the interview.
  - Don't slouch during your interview.
  - Don't use your cell phone during the interview. Even if you're only taking notes, it looks like you're not paying attention.
  - Don't ask questions that are easily answered by looking at the program's website.
  - Don't be ingratiating with faculty or the program director.
  - Don't engage in public displays of affection if your spouse or partner accompanies you to a social event.
  - Don't bring infants and small children to the interview since they can disrupt activities.

\*information compiled from the Careers in Medicine website and the MedEd Portal from AAMC

## What to Ask During the Residency Interview

### *Education*

- Is there an orientation program for incoming residents?
- Is there a formal didactic curriculum, and what is its structure?
- What are the informal learning opportunities (i.e., bedside rounds, etc.)?
- What programs exist for resident education (e.g., lectures, journal clubs, grand rounds, board review courses)?
- Is there a feedback structure that allows for the resident to evaluate the program's curriculum?
- Is attendance at regional and national conferences encouraged? Is it funded, and, if so, to what degree?
- What are the required rotations for the first year? Subsequent years?
- Are there any required rotations that take place outside of the city?
- Are there opportunities to do "away" rotations?
- Is there a formal mentoring program for new residents, and do faculty serve as mentors?

### *Research Opportunities*

- Are research opportunities provided to residents? Is this a required experience?
- Is there a possibility of "protected" time for research?
- How are fellowships handled?

### *Teaching Responsibilities*

- What teaching responsibilities for medical students are expected of residents?
- If residents have teaching responsibilities, how much time per week is spent with students? Is it "protected"?

- Is there any formal training for residents on how to teach students and other learners effectively, and how to provide feedback?

#### *Clinical Duties*

- What is the general call schedule?
- What provisions are made for back-up call or sick-call coverage?
- What type of structure for supervision is in place?
- Do your residents express that there is an appropriate balance between independence and supervision?
- How does the resident's autonomy change as he/she progresses through the program?
- What type of ancillary support is available (phlebotomy, respiratory therapy, social workers, etc.)?
- Does the general volume of clinical responsibility support a balance between service and education?
- Do your residents express they are involved in too much non-educational activity (i.e., "scut work")?

#### *Resident Performance*

- How often are residents evaluated?
- What is the structure of the evaluation (forms, face-to-face, etc.)?
- What other forms of feedback does the resident receive (in-training exam, etc.)?
- What support structures are in place for residents in academic need?

#### *Program Performance*

- What is the status of the program's accreditation?
- If there were any citations at the last review, what has been done to correct them?
- When is the next Residency Review Committee (RRC) review?
- Are there any plans for changing the program size or structure?
- What is the status of the last Accreditation Council for Graduate Medical Education (ACGME) Institutional Review?
- How solid is the financial status of the sponsoring institution?
- How committed is your institution to resident education and graduate medical education in general? How is this evidenced?
- What percent of your residents complete your program?
- What percent of your graduates pass the specialty boards on their first attempt?
- Where do your graduates go (e.g., fellowship, academics, private practice)?

#### *Employment Issues*

- REMEMBER, THESE ARE "LOW-LEVEL" QUESTIONS AND SHOULD BE AVOIDED IN GENERAL
- What are the basic resident benefits?
- Is parking a concern for residents at your program?
- Are meals paid for when on call?
- What is your family leave policy?
- Is there reimbursement for educational supplies and books?
- Are moonlighting opportunities available?
- What are the rules for moonlighting?

- How are residents represented at the institution level? How is the resident member of GMEC selected?
- Is there a union? Is membership mandatory? Are there dues?
- Is there a House Officers Association?

#### *Questions to Ask Other Residents*

- What are the strengths and weaknesses of the program?
- Would you consider the same program if applying again?
- Is there an appropriate balance between service obligations and the educational program?
- Is there enough ancillary support to minimize "scut?"
- What has changed since you came to the program?
- Is the program responsive to suggestions for change?
- How accessible is the faculty?
- Is the relationship with faculty collegial?
- Do the residents get along with one another?
- How do your residents get along with residents in other programs?
- In what activities are you involved outside of the program? • How does your spouse/significant other like the city/area?

#### *Questions to Ask Yourself*

Finally, you will likely find yourself facing a decision between one of several programs which are all extremely similar from academic and patient-care standpoints. At this time, it is very important to consider factors relating to your personal happiness and comfort for the duration of your residency.

- Can I be happy working in this program and with these people?
- Am I confident in the program and the sponsoring institution?
- Are there factors that make this place (city/town/rural area) an attractive place for me to live during my residency? (Factors that you may include are proximity to immediate and extended family, happiness of spouse/significant other, housing, cost of living, quality of secondary school system, community opportunities, and recreational activities.)

#### *Sample Interview Questions*

##### *Getting to Know You*

1. Tell me about yourself.
2. Why did you become a doctor?
3. How would your friends describe you?
4. Why are you interested in this specialty?
5. If you could not be a physician, what career would you choose?
6. What do you do in your spare time?
7. How would you describe yourself?
8. What motivates you?
9. What is the greatest sacrifice you have already made to get to where you are?
10. Why do you want to go into this specialty?
11. Tell me something about you that's not on your CV.
12. What are some of your hobbies?
13. What's the most recent book you've read?

### *Your Experience*

1. Tell us about your research experience.
2. What leadership roles have you held?
3. What was your favorite course in medical school?
4. What was the most interesting case that you have been involved in?
5. What is your most important accomplishment?
6. Describe a particularly satisfying or meaningful experience during your medical training. Why was it meaningful?
7. What was the most difficult situation you encountered in medical school?
8. What clinical experiences have you had in this specialty?
9. If you could do medical school over again, what would you change?
10. Describe the best/worst attending with whom you have ever worked.

### *Your Future*

1. What do you see yourself doing in the future?
2. What are your goals?
3. Are you interested in academic or in clinical medicine?
4. Do you want to do research?
5. Do you plan to do a fellowship?
6. What will be the toughest aspect of this specialty for you?
7. What problems will our specialty face in the next 5-10 years?
8. Do you see any problems managing a professional and a personal life?
9. Are you prepared for the rigors of residency?
10. What do you hope to get from our program?

### *Sell Yourself*

1. What is one event you are proudest of in your life?
2. What do you think you can contribute to this program?
3. List three abilities you have that will make you valuable as a resident in this specialty.
4. How well do you take criticism?
5. How much did lifestyle considerations fit into your choice of specialty?
6. What sets you apart from other applicants we're interviewing?
7. Why should we choose you?

### *About the Program*

1. Why are you interested in our program?
2. What are you looking for in a program?
3. What questions do you have for me?

### *Difficult Interview Questions*

1. Can you tell me about this deficiency on your record?
2. Why haven't you done more research?
3. Tell me about a time you failed.
4. What motivates you?
5. Tell me about a time that you worked with someone you didn't like/get along with/a difficult person.
6. If you worked with someone who took credit for your ideas, how would you respond?
7. Give an example of a time you dealt with a crisis.
8. What are your strengths and weaknesses?
9. What's the biggest risk you've ever taken?



10. Why did you choose your medical school?

#### *Strange Interview Questions*

1. If you were a color/animal/flower/television character, which one would you be?
2. What historical figure inspires you?
3. If you won \$1million, how would you spend it?
4. Tell me about your hometown/college/medical school.
5. Who is your role model?

#### *Invasive Interview Questions*

- 1) Are you married (engaged, divorced, separated, in a relationship, single)?
- 2) What does your partner do for a living?
- 3) How does your partner feel about you doing residency here (or about anything)?
- 4) Do you have children?
- 5) Do you plan on having children?
- 6) Are you on birth control? (Yes. It's been asked.)
- 7) What religion are you?/Will you be looking for a new (place of worship)?
- 8) How do you feel about abortion?
- 9) Do you have any disabilities/mental illnesses?
- 10) What is your national origin? (This may be a motivation underlying the "Where are you from?" question.)
- 11) Where were you born? Where were your parents born/from?
- 12) How old are you?
- 13) How tall are you? How much do you weigh? Do you work out?

#### *Match Violation Questions*

1. Where else are you applying?
2. How are you going to rank programs?
3. Did you apply to other schools in the (North/South/East/West/Midwest/State)? (It is NOT a violation to ask why you are interested in living in the program's location.)
4. Where else have you interviewed?

### [The AAMC Standardized Video Interview](#)

The AAMC Standardized Video Interview is designed to allow program directors to evaluate your professionalism and interpersonal/communication skills. Students interested in pursuing Emergency Medicine will need to prepare themselves for the Standardized Video.

During the Standardized Video Interview, you will be asked to read interview questions of two types: (1) Behavioral questions (which ask interviewees to describe previous experiences) or (2) Situational questions (which ask interviewees to respond to hypothetical situations). Interviewees will have up to 30 seconds to read and reflect upon the question, then have up to 3 minutes in which to respond.

**Interviewees cannot review their responses, and there is no opportunity for re-recording. Your first answer is your final answer.** Standardized interviews use the HireVue<sup>®</sup> software, and this vendor provides technical support.

When you are ready to record your interview answers, there are some things you should consider:

- Be sure to dress as you would for any other interview.

- Be sure to have *reliable* power and internet services. Recording your interview during a thunderstorm may not be a good idea.
- Be aware of your background. You do not want the background to be distracting in any way. This includes “busy” wallpaper or paint colors, artwork, or even your mess in the background. Try to select a place which minimizes these kinds of distractions.
- Be aware of background noise. Similarly, you need to be aware of sounds which may be transmitted during your interview. Crying babies, barking dogs, blaring sirens, music or even household machines like the vacuum or dishwasher, won’t leave those who view your interview with the best impression of you.
- Consider your lighting. You want to make sure that the lighting is appropriate and isn’t so bright that it washes you out, nor so dark that the interviewer can’t see you. Fortunately, you will have the opportunity to take a practice interview and unlimited “technology check” time, so you can use this to adjust your lighting to make sure lighting is at the right level.

### Sample Questions

**(from the AAMC’s “The AAMC Standardized Interview: Essentials for the ERAS 2018 Season”)**

Competency--Interpersonal and Communication Skills: 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.

This includes the following subcompetencies:

- Oral Communication
- Emotional Intelligence
- Teamwork and Leadership

Example questions

- 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?
- Imagine you are leading a multidisciplinary team composed of professionals with different areas of expertise. How would you make sure everyone works together effectively?

Competency--Knowledge of Professional Behaviors (Professionalism): Being able to demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

This includes the following subcompetencies:

- Empathy and Altruism
- Ethics
- Cultural Competence
- Conscientiousness

Example questions

- One of your patients refuses treatment because it is incompatible with the patient’s religious beliefs. How would you handle the situation?

- Tell me about 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?
- You have just received test results for your patient that indicate the patient's disease has progressed beyond any available treatment. How would you deliver the news?

### Match Violations

The NRMP outlines specific actions which violate the Match process, and which should be reported, using the mechanisms they outline. Programs are NOT allowed to ask interviewees "to reveal the names, specialties, geographic location, or other identifying information about programs to which the applicant has or may apply." If you are asked any such type question while interviewing, you are requested to report this incident to the NRMP. Guidelines on how to do this are available [online](#).

To handle such questions, be prepared to answer a different question, which doesn't violate Match. Say something to the effect of "I applied to a number of programs which provide (quality 1, quality 2, quality 3, etc.), which I value in a program."

## Step 2 Scheduling Information

(from [https://www.usmle.org/pdfs/bulletin/QF\\_Applying\\_and\\_Scheduling.pdf](https://www.usmle.org/pdfs/bulletin/QF_Applying_and_Scheduling.pdf))



### QUICK FACTS: *Applying and Scheduling*

STEP COMPONENT	APPLICATION AND SCHEDULING PROCESS	ADDITIONAL INFORMATION
<b>STEPS 1 AND 2 CK</b>	<ul style="list-style-type: none"> <li>Students/graduates of LCME- or AOA-accredited programs should apply via the <a href="#">NBME Application website</a></li> <li>Students/graduates of medical schools outside the US/Canada should apply via the <a href="#">ECFMG Application website</a></li> <li>During the application process, select a three-month eligibility period during which you prefer to test</li> <li>You will receive an e-mail notifying you that your scheduling permit is available</li> <li>Visit the <a href="#">Prometric website</a> to schedule your test date</li> </ul>	<ul style="list-style-type: none"> <li>You may be able to schedule your test date up to six months in advance</li> <li>If you are unable to test within your eligibility period, contact the organization that registered you for your examination (NBME or ECFMG) to inquire about a one-time eligibility period extension; a fee is charged for this service</li> <li>If you do not take the examination within your eligibility period, you must reapply with a new application and fee</li> <li>Your application fee is nonrefundable</li> </ul>
<b>STEP 2 CS</b>	<ul style="list-style-type: none"> <li>Students/graduates of LCME- or AOA-accredited programs should apply via the <a href="#">NBME Application website</a></li> <li>Students/graduates of medical schools outside the US/Canada should apply via the <a href="#">ECFMG Application website</a></li> <li>You will be assigned a 12-month eligibility period, which begins upon acceptance and verification of your application</li> <li>You will receive an e-mail notifying you that your scheduling permit is available</li> <li>Visit the <a href="#">USMLE website</a> to schedule your test date</li> </ul>	<ul style="list-style-type: none"> <li>Once assigned, your eligibility period cannot be changed</li> <li>If you do not take the examination within your assigned eligibility period, you must submit a new application and fee</li> <li>Your application fee is nonrefundable</li> </ul>
<b>STEP 3</b>	<ul style="list-style-type: none"> <li>All graduates should apply for Step 3 via the <a href="#">FSMB website</a></li> <li>During the application process, select a three-month eligibility period during which you prefer to test</li> <li>You will receive an e-mail notifying you that your scheduling permit is available</li> <li>Visit the <a href="#">Prometric website</a> to schedule your test dates</li> </ul>	<ul style="list-style-type: none"> <li>You may be able to schedule your test dates up to six months in advance</li> <li>If you are unable to test within your eligibility period, contact the FSMB to inquire about a one-time eligibility period extension; a fee is charged and restrictions may apply. Visit the <a href="#">FSMB website</a> for more information</li> <li>If you do not take the examination within your eligibility period, you must reapply with a new application and fee</li> <li>Your application fee is nonrefundable</li> </ul>



For information about how to request test accommodations for documented disabilities or for permission to bring medically necessary items with you on exam day, see page 16 of the Applying for the Test and Scheduling Your Test Date section of this *BOI*.