Unlock Your Admissions Potential
Mastering Situational judgment Tests
and
Building Decision-Making Skills
for Life and a Health Professional Career

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HPSA

Health Professional Student Association

Our Vision

Regardless of background or financial status, every student should have the same opportunity to attend a health professional school.

Our Mission

We help students from underserved communities increase their chances for admission to health professional schools.

- We welcome students from underserved communities and provide them donor-supported coaching and advising.
- We provide a wide range of donor-supported resources and tools to assist students on their educational journey.
- We promote health care practice in underserved communities to current health care students and doctors.
- We identify and promote health professional schools, organizations, and associations that historically align with our vision.

Agenda

- Situational judgment tests in the 2024 medical school admissions cycle

- "Anatomy" of situational judgment scenarios

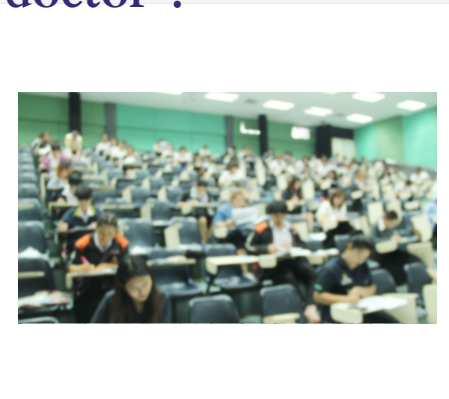- Factors or influences that determine "right" or "wrong" answers

- Practice!
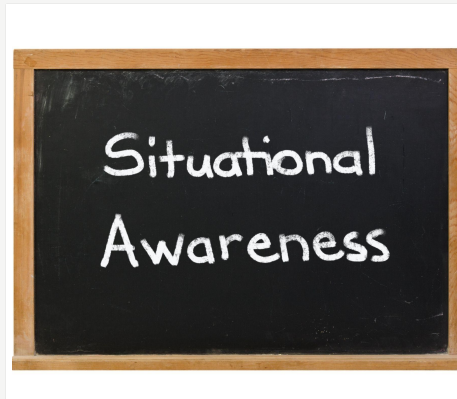
What makes a great "doctor"?

- Cognitive abilities ("intelligence")
  - Knowing the facts and simple processes
- Higher order thinking skills (HOTS)
  - Problem-solving skills
  - Self-regulatory learning (SRL)
    - Critical thinking
    - Time management
    - Meta-cognition
- "Power" skills (non-cognitive)
  - Conscientiousness
  - Intrinisic motivation
  - Social engagement
  - Situational/Cultural awareness
- Matching values to meet community needs (Mission fit)

Assessing the relevance of academic competencies in college admission tests from a higher-order thinking perspective: A systematic review. Luesia et al., 2023, at https://doi.org/10.1016/j.tsc.2023.101251

Selecting for values/fit

Personal Statements	Candidate acceptability is high, but susceptibility to coaching is also high.
References	Use of references remains widespread despite little research supporting validity or reliability
Personality Assessment	There is some evidence for predictive validity, but where there is a high risk of susceptibility to faking and/or coaching, personality assessment may be best used to drive more focused questioning at interviews (rather than a stand-alone instrument without verification)
Situational Judgment Tests	Improved validity over other selection tools, and can be mapped to organizational values. Can be delivered on-line, producing cost savings in **high volume selection**
Traditional interviews	Across most evaluation criteria, traditional interviews perform poorly
Group interviews	While group interviews appear more cost efficient in terms of assessor time, evidence for reliability, validity and fairness is lacking
Structured/Competency-based interviews	With standardized questions with trained interviewers and appropriate scoring, they **can be** reliable and valid
Multiple-mini interviews (MMIs)	When designed appropriately (using a multi-trait, multi-method approach with work samples), MMIs are valid predictors of job performance. Candidates are positive towards MMIs as they have multiple opportunities to perform.

Situational Judgment

- Online Multiple Mini Interviews (MMI) and Objective Structured Clinical Exams (OSCE)

- Acuity Insights (Casper, Duet, Snapshot)
  - 34 AMCAS US schools for 2024
    - 5 require more than Casper SJT

- AAMC PREview
  - 24 AMCAS schools (as of April 11)
    - 2 gives option (Casper or PREview)

- Kira Talent Assessments (5 minimum)

As of March 31, 2023, according to MSAR report "Situational Judgment Test and/or other assessments 2024"

In-state applicants who may have to take **both** Acuity Insights **and** AAMC PREview for in-state programs

Illinois (2197*)
Louisiana (847)
Massachusetts (1478)
Michigan (2037)
New Jersey (2021)
Pennsylvania (1672)
Wisconsin (831)

Estimated 11,083 or 20.1%
*Table A-3, 2022-2023 AMCAS applicants

Programs using Casper

- Anesthesiology Assistant
- Athletic Training
- Audiology/SLP
- Medicine (MD/DO)
- Dentistry
- Nursing
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Physician Assistant
- Veterinary Medicine

- Anesthesiology
- Internal Medicine
- Ophthalmology
- OB/GYN
- Surgery
- Urology

Why SJT?

- **"Content Validity"**: SJT scenarios are representative of tasks and activities found on the job.
- **"Face Validity"**: Applicants perceive SJT's as being very fair.
- **Racial/SES differences may be smaller** compared to cognitive ability test scores.
- Reward candidates with a **high level of social and interpersonal skills**
- Typically used for **managerial jobs** or jobs requiring **effective interpersonal interaction**.

https://www.opm.gov/policy-data-oversight/assessment-and-selection/other-assessment-methods/situational-judgment-tests/

Acuity Insights

- **Casper**
  - Around 20 years of development and validation
  - Online SJT focused on 9 competencies
  - Open-ended response format
  - 14 scenarios, 90 minutes minimum
    - Audiovisual recorded
      - 2 text, 4 video scenarios
      - 2 follow-up questions showed one at a time, 1 minute response time each
    - Typewritten
      - 3 text, 5 video scenarios
      - 3 follow-up questions displayed, 5 minute total response time
  - Graded by independent, trained raters
  - https://acuityinsights.app/casper/

- **Duet**
  - More recent but separate assessment
  - 15 minutes to complete
  - Aligning values and mission fit
    - "Prefer this or that"?
  - Specific for individual programs
  - Consider the programs' characteristics
  - Compare and rank/choose importance.
  - Grading is based on how well your rankings match the program's preferences.
  - https://acuityinsights.app/Duet/

AAMC PREview

- Around 10 years of development and validation
- Online SJT focused on 8 AAMC competencies (developed for medical schools)
- Gauge candidate's understanding of **effective** pre-professional behavior
- Multiple choice standardized exam format
  - Very ineffective to very effective (4-point) scale
  - "Partial credit" can be awarded if you are "close."
- 35 scenarios, 75 minutes minimum
  - 186 individual test items
- Scaled score designed to be comparable over multiple (3) admissions cycles.
- Test key developed from survey of student affairs, diversity, and admissions professionals at medical schools. **YOU CANNOT APPEAL YOUR SCORE.**
  - **What would medical school administrators want you to do?**
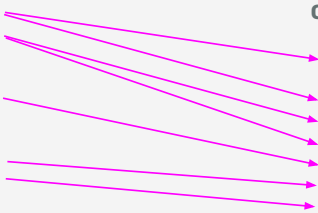- https://students-residents.aamc.org/aamc-preview/aamc-preview-professional-readiness-exam

Competencies

Acuity Insights Casper Assessment
- Collaboration
- Communication
- Empathy
- Equity
- Ethics
- Motivation
- Problem solving
- Professionalism
- Resilience

AAMC PREview Pre-Professional Competencies
- Service orientation
- Social skills
- Cultural competence
- Teamwork
- Oral communication
- Written communication
- Ethical responsibility to self and others
- Reliability and dependability
- Resilience and adaptability

What is it like?

HPSA/SDN 2022 SJT experience poll

https://www.studentdoctor.net/2022/12/08/2022-situational-judgment-test-sjt-experience-survey-part-ii/

Quick insights

Anonymous Google poll.

Most of the respondents took Casper or AAMC PREview at home on their laptop as medical school (MD/DO) applicants for 2023 admission. Other fields included dentistry, veterinary, pharmacy, PT, and postbac med.

Resources used
- Free resources (Altus or AAMC)
- **SDN Forum (Casper/SJT/PrepMatch)**
- Social media advice videos from "experts" who claimed to have crushed their performance (how do they know?)

Casper and PREview are different tests and can give different results/distributions.

Self-disclosed scores	Q1 PREview (1-3)	Q2 PREview (4)	Q3 PREview (5)	Q4 PREview (6-9)
Q1 Casper			5	2
Q2 Casper		2	1	4
Q3 Casper	2	2		3
Q4 Casper		1	1	4

n=27, Casper Average 2.4, PREview Average 3.1

Cohort scoring trends

Acuity Insights Casper	Quartile Average
All (n=68)	2.6
Postbac non-student (n=25)	2.5
Postbac/ Graduate student (n=23)	2.9
Professional students (n=12)	3.0 (*)
Professional MD/DO (n=9)	2.8 (*)
Professional not MD/DO (n=3)	3.7 (**)
URM (n=13)	2.4

AAMC PREview SJT	Quartile Average
All (n=29)	3.1
Postbac non-student (n=13)	2.8
Postbac/ Graduate student (n=12)	3.3
Professional students MD (n=4)	2.8 (*)
URM (n=5)	2.4

PREVIEW scores and percentiles
3 == 25% (Q1)
4 == 41% (Q2)
5 == 59% (Q3)
6 == 78% (Q4)

(*) Zero disclosed scores in Quartile 1.
(**) Zero disclosed scores in Quartiles 1 and 2.

https://www.studentdoctor.net/2022/12/08/2022-situational-judgment-test-sjt-experience-survey-part-ii/

https://www.studentdoctor.net/2022/12/01/2022-situational-judgment-test-experience-survey-part-i/

Challenges with taking SJT's

- Managing time during the exam (Casper)
  - Typing responses
- Proctoring or connection issues (PREview)
  - New video on PREview site on the experience
- Lack of practice questions
  - Available sample questions are untimed.
    - HPSA/SDN developing online timed simulated MMI's.
- Online MMI's for interviews (AMP/Zoom/WebEx, Kira Talent)
  - Lack detailed info in the MSAR reports on interview formats.
  - What about AADSAS, CASPA, PTCAS, VMCAS, etc.?

Basics of making decisions

Interact with us at
pollev.com/emilchuck316
(Limited capacity)

Steps of Decision-Making

When do you find yourself in a position where you have to make a decision?

Types of decisions

- Everyday decision (what to wear) vs. consequential decision (costs vs. benefit?)

- Impulsive (buy this now) vs. thoughtful decision (can I wait?)
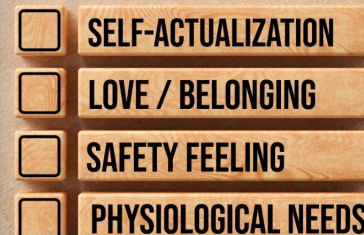
- When to go for help

Colorado Education Institute resource found at
https://www.aeseducation.com/blog/best-decision-making-activities-middle-school

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> > SELF-ACTUALIZATION: sense of meaning, achievement and acceptance

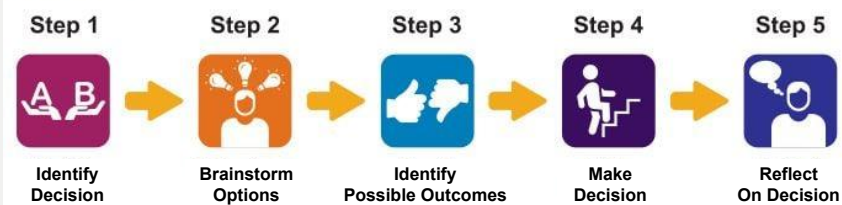> > LOVE / BELONGING: friends, family and intimate relationships

> > SAFETY FEELING: security

> > PHYSIOLOGICAL NEEDS: food, water, rest...

SELF-ACTUALIZATION
LOVE / BELONGING
SAFETY FEELING
PHYSIOLOGICAL NEEDS

Steps of Decision-Making

The Model

Step 1 — Identify Decision
Step 2 — Brainstorm Options
Step 3 — Identify Possible Outcomes
Step 4 — Make Decision
Step 5 — Reflect On Decision

Colorado Education Institute resource found at
https://www.aeseducation.com/blog/best-decision-making-activities-middle-school

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Recognize the Context

- **Who are you** and the other relevant players in the scenario?
  - Who has authority, or is everyone equal?
  - Who can you appeal to (if appropriate)?

- **What are the "rules" or etiquette**?
  - Professionalism, ethics, scope
    - Academic integrity and student code of conduct
  - Core values defining culture, hierarchy, and belonging
    - Family, friends, community, and faith-based norms/values
  - Resource scarcity (time, money, food, shelter/security, health)
    - Stress (and other physiological responses)

Scenario (PREview)

You receive an email from J (one of your peers), but the email was intended for W, a patient J saw earlier in the day. In the email, J summarized the visit with W, including some disclosure of various test results and a summary of a treatment plan with a request to schedule a follow-up. J was using their personal email to send the message.

How (very) effective/ineffective are these immediate actions:

1. Forward the email to W.

2. Delete the email and pretend you never received it.

3. Email J saying you were accidentally sent the email but impressed with the write-up.

4. Report J for disciplinary action.

Becoming a Student Doctor

Background information
- Medical ethics
- Diversity, inclusion, belonging
- Systems competencies
- Pre-professional competencies
- Interview format basics
- Decision-making skills

HPSA Situational Judgment Workshop