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The Impact of Reforming the Medical Student Admissions Training Process on Medical Student Interviewers.

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The Impact of Reforming the Medical Student Admissions Training Process on Medical Student Interviewers.

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Introduction

The Medical Student Admissions Interview Committee (MSAIC) at Wayne State University School of Medicine (WSUSOM) conducts over 1500 interviews per year. Medical student interviews are a core component of the admissions process, along with faculty/alumni interviews and multiple-mini-interviews.

The continuous quality improvement (CQI) subcommittee of MSAIC aids in identifying, improving, and managing compliance. Following suggestions provided by a CQI survey about perceptions of the training process, the training procedure was refined.

The objective of this study was to identify student perceptions on med-student interviewer training.

Methods

This retrospective study reviewed two years of interviewer cohorts. Following each cohort year, surveys were collected using Google Forms and analyzed after the final interview day.

In the **2021 cohort**, new students (n=15) were selected and participated in an orientation followed by a minimum of 3 shadowing and training sessions (Figure 1a).

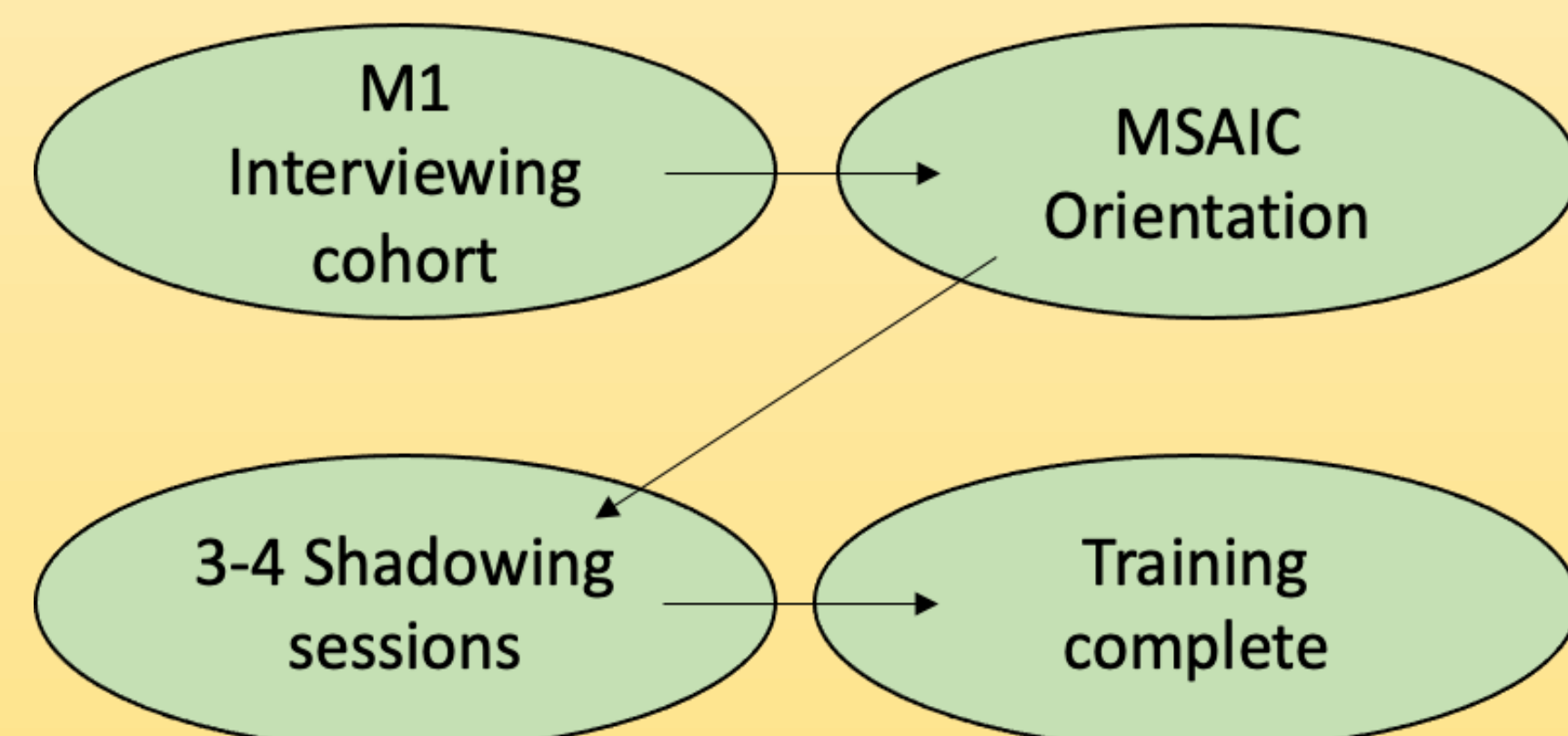


Figure 1a. Timeline for 2021 cohort

Beginning with the **2022 cohort**, a new training schema was introduced that focused on early interactive training; new students (n=20) were selected and participated in an interactive training session in addition to an orientation followed by a minimum of 2 shadowing and training sessions (Figure 1b).

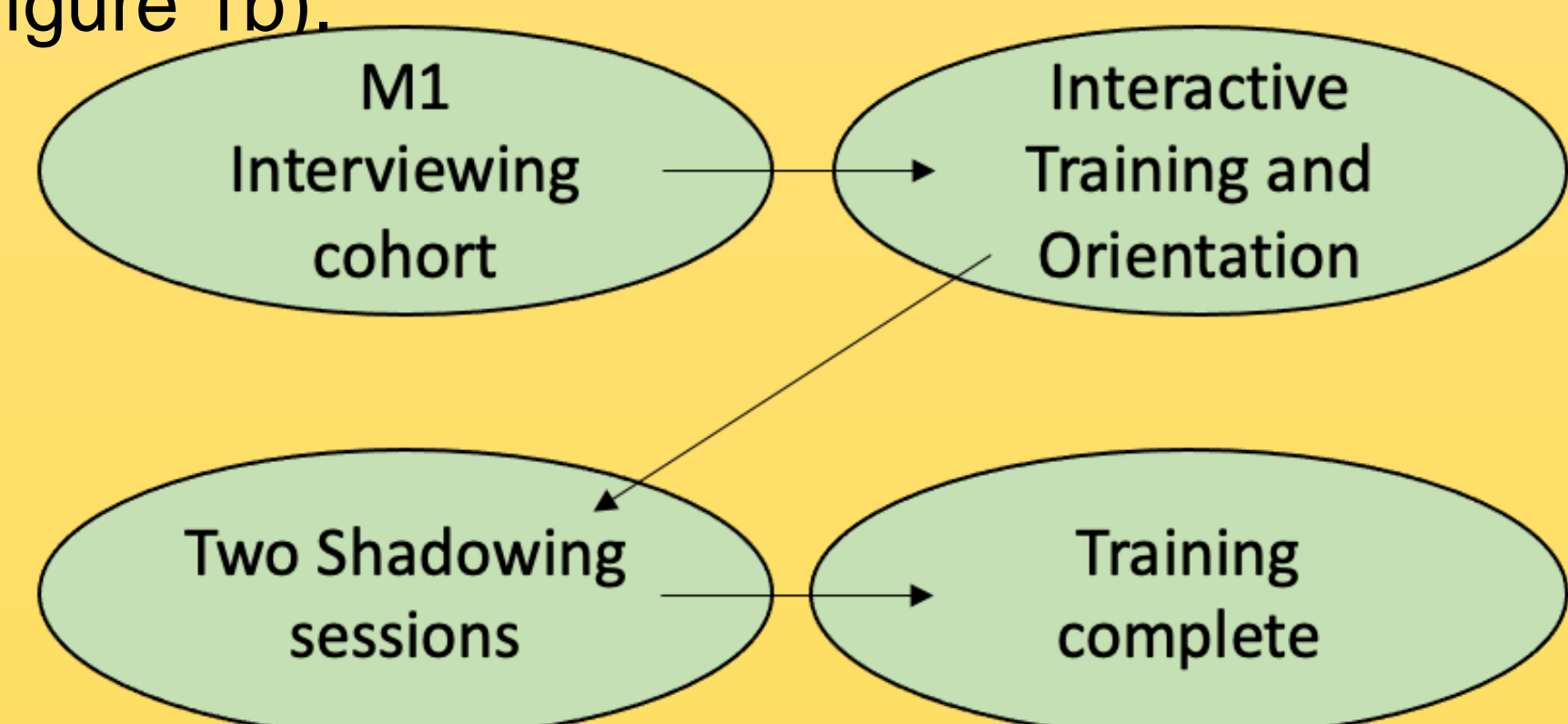


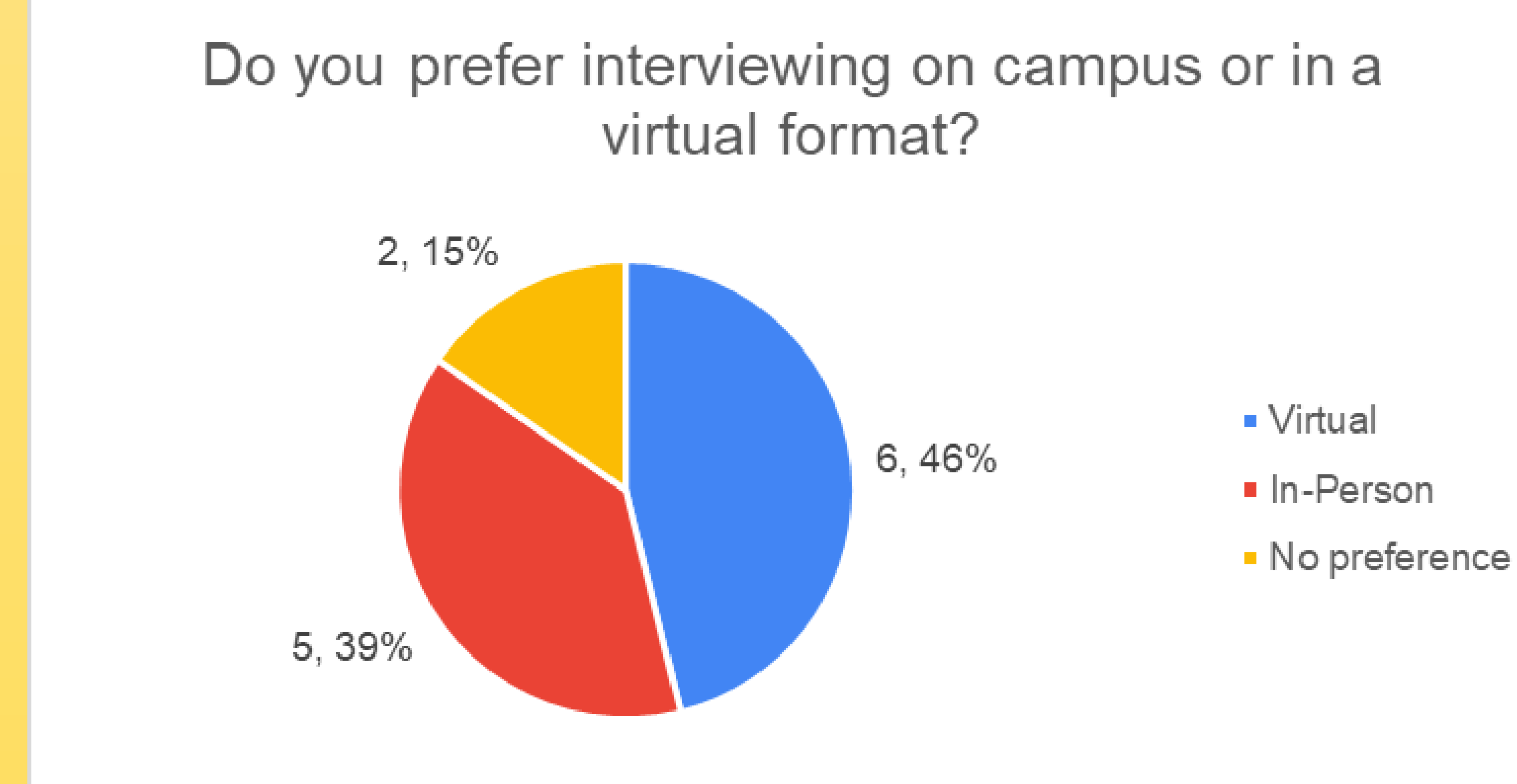
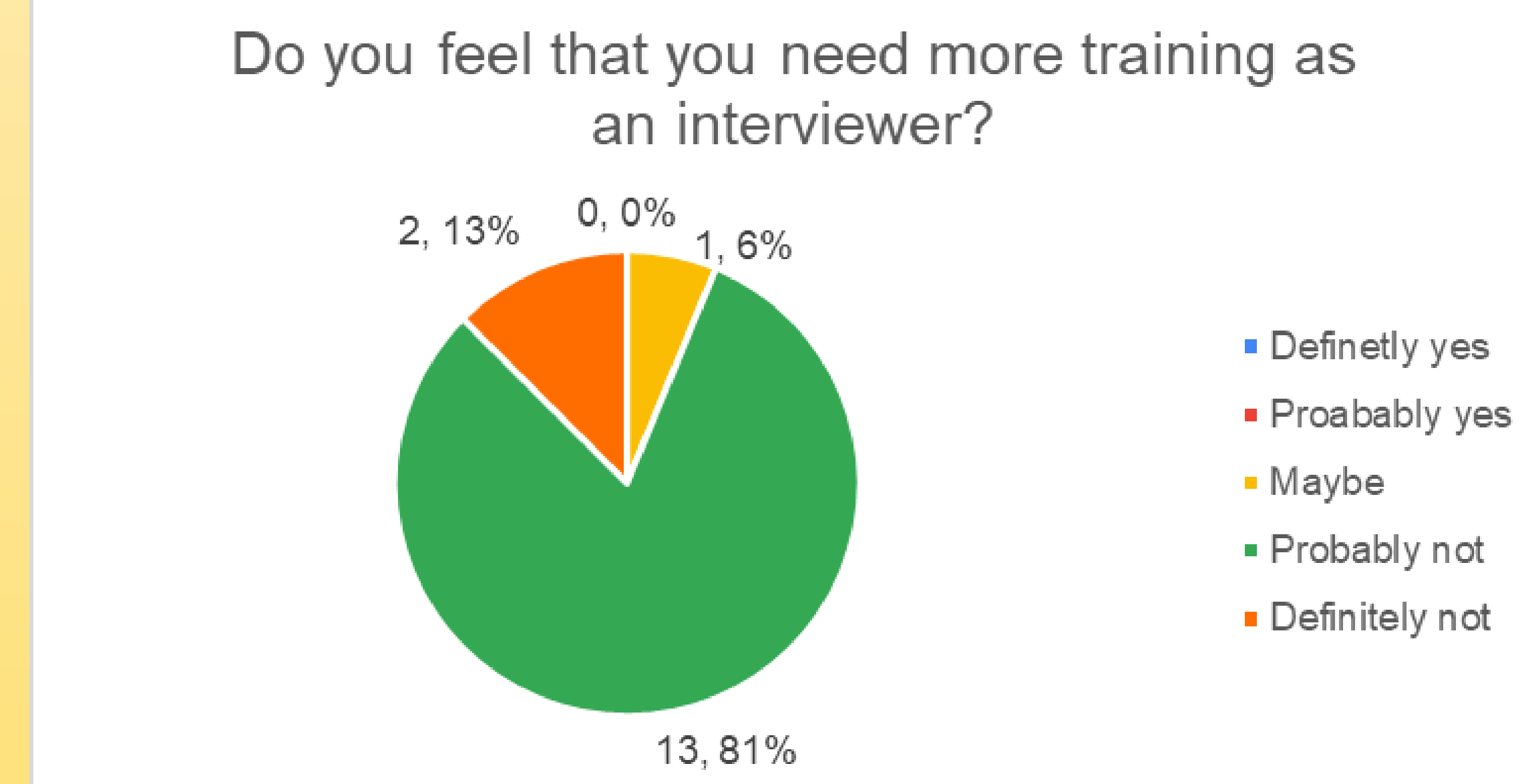
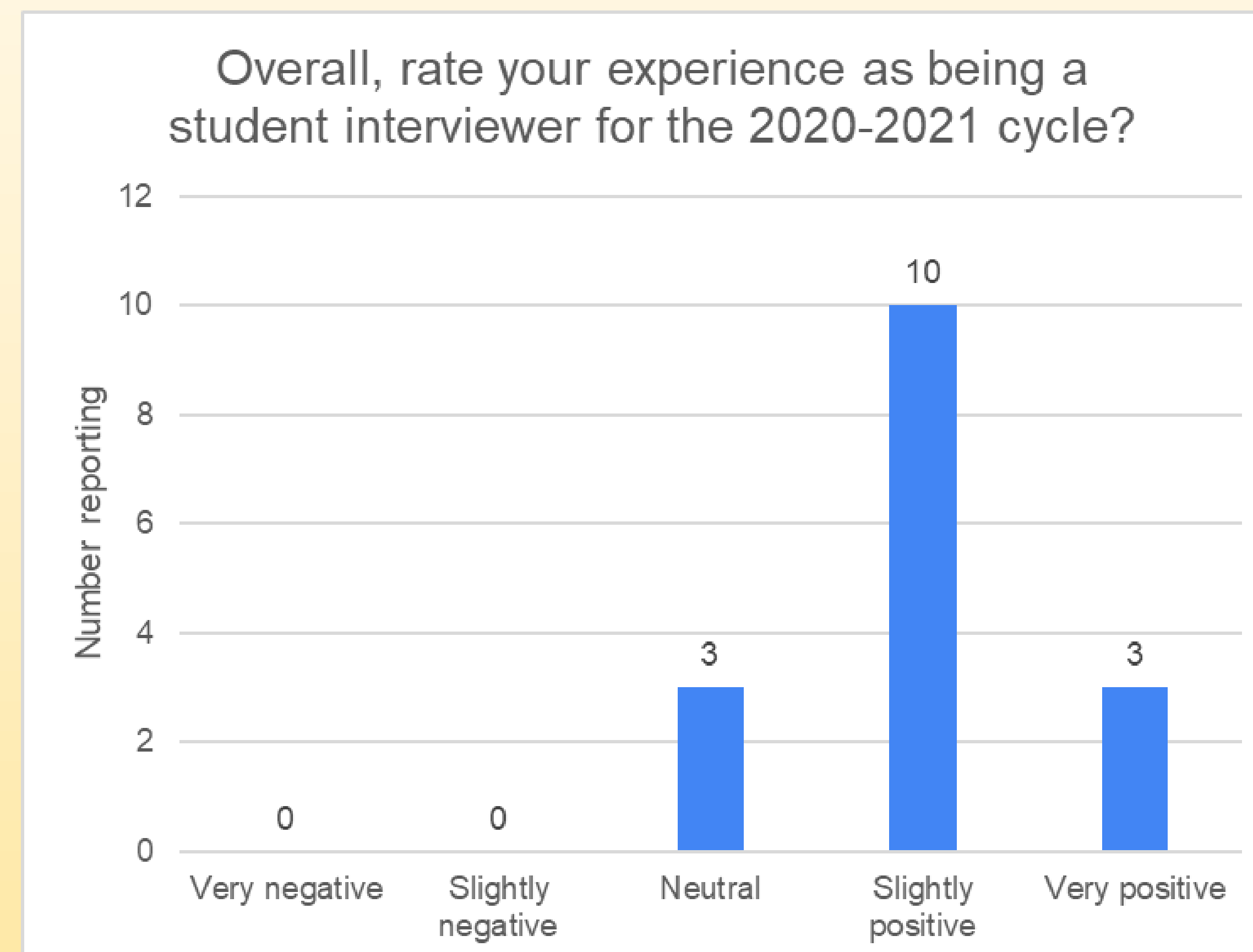
Figure 1b. Timeline for 2022 cohort

Results

Cohort Year 2021

Response Rate: 35.6%

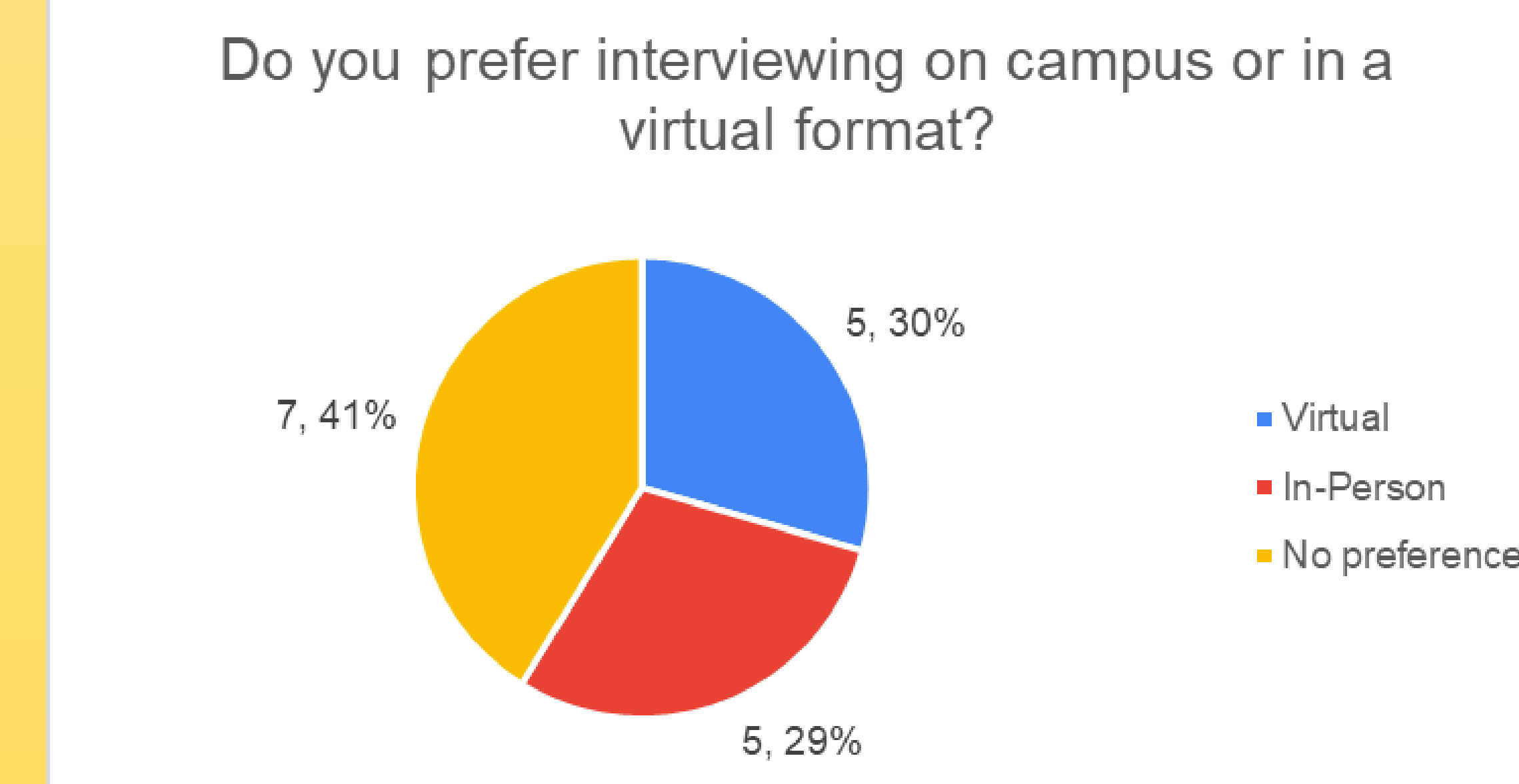
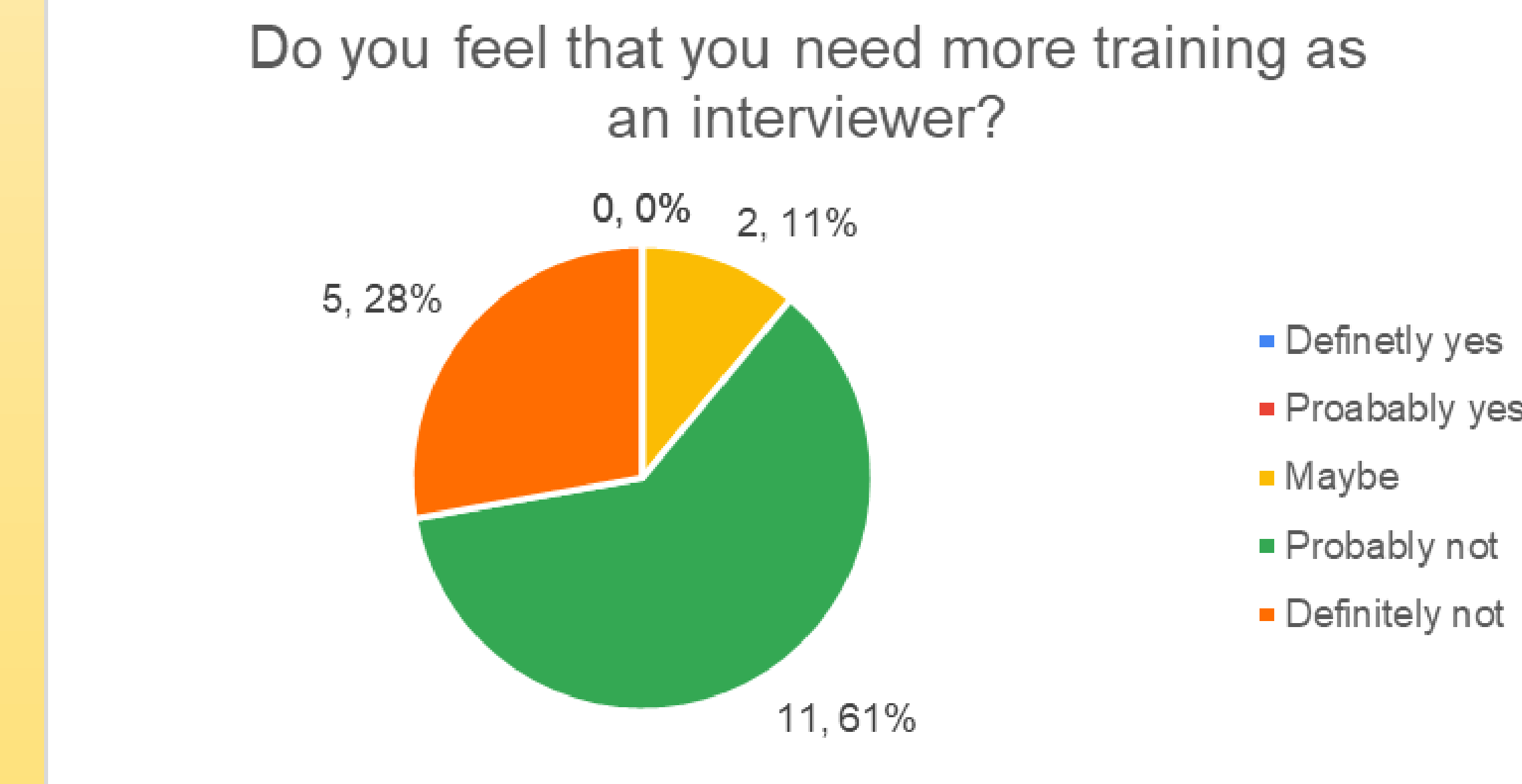
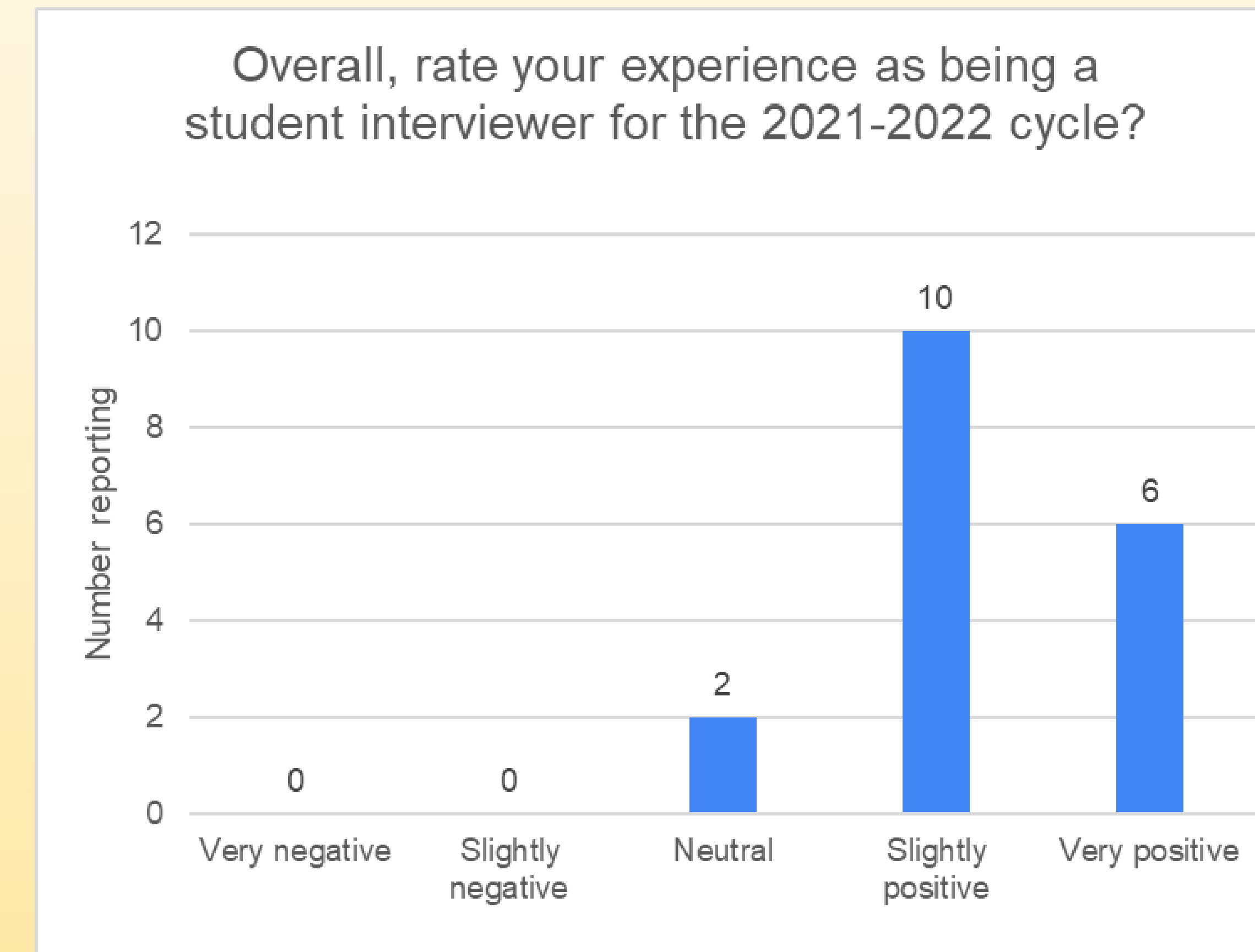
Results Summary: The overall experience as a student interviewer rated as "highly positive" among 19% of respondents. For training, 13% of respondents reported "definitely not" needing any additional training prior to interviewing. The plurality of respondents additionally stated that they preferred virtual interviewing (46%) with a minority favoring in-person (39%) and no preference between the two (15%).



Cohort Year 2022

Response Rate: 32.7%

Results summary: The overall experience as a student interviewer rated as "highly positive" among 33% of respondents. For training, 28% of respondents reported "definitely not" needing any additional training prior to interviewing. The plurality of respondents additionally stated that they had no preference between the two (41%) with a minority favoring in-person (29%) and virtual interviewing (29%).



Discussion

The alteration and improvement of the Interviewer training has allowed for a streamlined approach during the beginning portion of the academic cycle with onboarding of new M1 interviewers.

The MSAIC has adapted to better suit the needs of today's learners by providing hands on learning and the perceptions of the process over the study years has shown a net positive outcome in terms of the experience and training.

Conclusion

The alteration to training has had an overall net benefit to the student cohorts within the MSAIC and has shortened the time required to be trained while also improving the experiences of those on the committee.

Future Implications

Although there is already a positive attitude in terms of the training received when joining the MSAIC, these results show there is areas that can be improved. Future work may be able to identify specific areas that are impacted by the training that need to be improved such as AAMC competencies that can better be elucidated by the MSAIC interviewers or other early predictors of student success.

References

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2. Donaldson K, Sakamuri S, Moore J, Everett EN. A Residency Interview Training Program to Improve Medical Student Confidence in the Residency Interview. *MedEdPORTAL.* 2020 Jul 2;16:10917.