Objectives

• Describe the Transformative Care Continuum and our recruitment process.

• Demonstrate recruitment tools

• Elucidate early outcomes
Transformative Care Continuum (TCC)

• “mini medical school” in two residency programs
• OUHCOM and Cleveland Clinic joint venture – established August 2016
Screening Applicants

- Essay
- Letters of Recommendation
- Screening scenarios: SJT
- Screening surveys (Qualtrics)
  - Tolerance for Ambiguity
  - Groenigan Reflective Ability Scale
  - Jefferson Empathy Scale
Applicant Screening

• Extracurriculars
  - Leadership experience (with duration)
  - Community service (with duration and/or volume)

Distance Traveled
- Value real life experience
- Passion/Perseverance
- Long-term goals and objectives
Desirable Traits

• Solutions-focused problem solver
• Receptive to feedback
• Committed to service
• Empathetic
• Emotional resilience
• Strength of character
• Interpersonal skills – self-confidence/collaborative
• Diversity: personality, thought, etc.
Holistic Review

• Assess strengths, unique characteristics
• Adjust for socioeconomic disadvantage
• Understand what works and what doesn’t work at your institution
What do test scores actually mean?

• Do you use them to determine success?

• Is context important?

• Does it predict success on team, on service, in patient care?
<table>
<thead>
<tr>
<th>Applicants</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewed</td>
<td>38</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>Class Size</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Class Average Science GPA</td>
<td>UG 3.27 G 3.60 O 3.38 AD 0.408 0.175 0.349</td>
<td>UG 3.42 G 3.8 O 3.53 AD 0.385 0.01 0.333</td>
<td>UG 3.22 G 3.88 O 3.31 AD 0.371 0.04 0.303</td>
</tr>
<tr>
<td>Class Average Total GPA</td>
<td>UG 3.46 G 3.65 O 3.48 AD 0.261 0.165 0.279</td>
<td>UG 3.44 G 3.88 O 3.54 AD 0.42 0.04 0.32</td>
<td>UG 3.45 G 3.88 O 3.54 AD 0.240 0.04 0.191</td>
</tr>
<tr>
<td>Class Average MCAT% tile</td>
<td>500 50% Ave Dev 3.375 11.5%</td>
<td>502.5 57.6% Ave Dev 3.25 11.1%</td>
<td>503.5 59% Ave Dev 3.875 12.2%</td>
</tr>
<tr>
<td>Step I COMLEX</td>
<td>7/8 passed 1 is pending, SCORES P</td>
<td>Will take this May, 2021</td>
<td>Will take May, 2022</td>
</tr>
<tr>
<td>Grades</td>
<td>above average/median lowest MCAT 33-37%: in top 20% class grades</td>
<td>above average/median</td>
<td>only 2 mos into first semester</td>
</tr>
</tbody>
</table>
# Admissions Summary

<table>
<thead>
<tr>
<th>Class Composition</th>
<th>2018 Matriculants</th>
<th>2019 Matriculants</th>
<th>2020 Matriculants</th>
<th>2021 Matriculants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as Male</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Identify as Female</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4*</td>
</tr>
<tr>
<td>URiM Students</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3*</td>
</tr>
<tr>
<td>3 ID as Black/AA</td>
<td>ID: Asian: Chinese, Arab: Lebanon, Palestinian refugee</td>
<td>ID: Hisp/Mexican</td>
<td>2 ID Black/AA</td>
<td>1 White</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Hisp/Mexican</td>
</tr>
<tr>
<td>Average Age</td>
<td>25.5</td>
<td>22.5</td>
<td>23.375</td>
<td>(24.25*) * so far</td>
</tr>
</tbody>
</table>
Unique Characteristics

- Dedication to underserved populations
- Underserved medical specialities
- Leadership experiences
- Life experiences
- SES
You are working in your longitudinal integrated practice you've been assigned. While you are waiting for the doctor you mentioned in the situation. If you wait here, I will check with the mother to see if she has any concerns.

A. I will do all I can to help you with this issue. If you tell me your baby's name and date of birth, I will have the front desk check her in immediately.

B. Let me check with the mother to see if she has any concerns.

C. Ma'am, I can hear that you are really upset, but I need you to calm down so that I can help.

D. I'm just a student here, you'll have to talk to the front desk staff.

E. I'm sure there is a good explanation for all this. Give me your details, and I'll go find out.

F. I'm studying to be a doctor. Let me see her leg, and make sure she is okay.

Drag and drop the responses in the box prior to "Most Likely to Do" to "Least Likely to Do."
The Interview Day

- UME/GME interview
  - Consistent behaviorally based questions
  - Implicit bias training
  - Interviewer training for consistency

- Meet to discuss
- Re-emphasize mission/goals of recruitment throughout interview season

<table>
<thead>
<tr>
<th>Personality Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machiavellianism</td>
<td>Named after the famous political philosopher, Niccolo Machiavelli, this trait refers to individuals who manipulate the behavior of others, often through duplicity. Machiavellians are often interested in money and power, and pragmatically use others in this quest.</td>
</tr>
<tr>
<td>Need for Achievement</td>
<td>Those high in need for achievement want to accomplish a lot and set high standards of excellence for themselves. They are able to work persistently and hard for distant goals. David McClelland argued that economic growth depends in part on citizens with high need for achievement.</td>
</tr>
<tr>
<td>Need for Cognition</td>
<td>People high in need for cognition find it rewarding to understand things, and are willing to use considerable cognitive effort in this quest. Such individuals enjoy learning, and the process of trying to understand new things.</td>
</tr>
<tr>
<td>Authoritarianism</td>
<td>Authoritarians believe in strict social hierarchies, in which they are totally obedient to those above them, and expect complete obedience from their subordinates. Rigid in adherence to rules, the authoritarian personality is very uncomfortable with uncertainty.</td>
</tr>
<tr>
<td>Narcissism</td>
<td>The narcissistic personality has self-love that is so strong that it results in high levels of vanity, conceit, and selfishness. The narcissistic individual often has problems feeling empathetic toward others and grateful to others.</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>The tendency to evaluate oneself positively. Self-esteem does not imply that one believes that he or she is better than others, only that he or she is a person of worth.</td>
</tr>
<tr>
<td>Optimism</td>
<td>The tendency to expect positive outcomes in the future. People who are optimistic expect good things to happen, and indeed they often have more positive outcomes, perhaps because they work harder to achieve them.</td>
</tr>
<tr>
<td>Alexithymia</td>
<td>The inability to recognize and label emotions in oneself. The individual also has a difficult time recognizing emotions in others, and often has difficulties in relationships.</td>
</tr>
</tbody>
</table>
Introductory Instructions can be included in the video as written instructions. Additional exam findings (hard to show on screen) can also be shared verbally or written.

Interview Day-Case and Precept Introduction by Program Director or Department Chair Frames experience and Gives Directions

Case interview proceeds as normal. We had to edit and didn't do all in one take. We edited by having soft fades in and out of the interview that nearly overlap.
Workforce Development

• To reduce health disparities by transforming the physician workforce
• CDC evidence, revealing improved life expectancy if cared for by same-ethnicity, related to ??
  - lack of trust,
  - implicit/explicit bias,
  - understand experiences of patients
• Data not yet clear: Need more AA physicians
QUESTIONS?

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