

**Character**



**Character**



**Character**

**Character**

**Competence**



**Competence**

**The 3 C's of Human Potential**

**Chemistry**



**Chemistry**

**Chemistry**

**Chemistry**





**THE ONIRU GROUP<sup>AS</sup>**



*Keith L. Jenkins,* SHRM-SCP

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July 29, 2020



# 134 Medical Residents – at least 15 Programs



Heritage College of  
Osteopathic Medicine

Heritage College of Osteopathic Medicine





# Itinerary

1. Review of Admission Requirements
2. What is the 3C's of Human Potential?
3. What's the Process?
4. Entrustable Professional Activities
5. Debriefing with the 3C's
6. DiSC Personality Assessment
7. Intercultural Development Inventory
8. Summary
9. Next Steps



# Admission Requirements

**CHOOSE DO**  
A NEW GENERATION OF DOCTORS

INTRODUCING AACOM'S  
NEW WEBSITE FOR ASPIRING  
PHYSICIANS: **CHOOSEDO.ORG**



# Mean Grade Point Averages (GPA) for Entering Students

2015

Science: 3.43

Non-Science: 3.63

Overall GPA: 3.53

2016

Science: 3.50

Non-Science: 3.65

Overall GPA: 3.56

2017

Science: 3.43

Non-Science: 3.64

Overall GPA: 3.53

2018

Science: 3.43

Non-Science: 3.65

Overall GPA: 3.54



# Mean Medical College Admission Test (MCAT) Scores for Entering Students (Pre-2015 MCAT)

2015

Biological Science:  
9.62

Physical Science: 8.87

Verbal Reasoning: 8.84

TOTAL MCAT: 27.33

2016

Biological Science:  
9.39

Physical Science: 8.73

Verbal Reasoning: 8.60

TOTAL MCAT: 25.84

2017

Biological Sci.: 9.0

Physical Sci.: 8.37

Verbal: 8.25

TOTAL MCAT: 25.62

2018

Biological Sci.: 8.62

Physical Sci.: 8.13

Verbal: 7.99

TOTAL MCAT: 24.75





# Mean Medical College Admission Test (MCAT) Scores for Entering Students (New MCAT)

## 2016 New MCAT

Psychological, Social, & Bio: 125.8

Bio. & Biochemical: 125.7

Chemical & Physical: 125.5

Critical Analysis & Reasoning: 125.2

**TOTAL MCAT: 502.2**

## 2017 New MCAT

Psychological, Social, & Bio: 126.2

Bio. & Biochemical: 126.0

Chemical & Physical: 125.7

Critical Analysis & Reasoning: 125.2

**TOTAL MCAT: 503.1**

## 2018 New MCAT

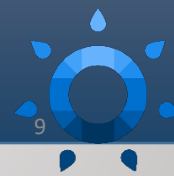
Psychological, Social, & Bio: 126.5

Bio. & Biochemical: 126.2

Chemical & Physical: 125.8

Critical Analysis & Reasoning: 125.4

**TOTAL MCAT: 503.1**



# Previous Education

All students who apply to medical school have a bachelor's degree. There are a few exceptions for students in special programs that have prior arrangements with medical schools. Some applicants have earned a master's degree or doctorate before applying to osteopathic medical school.

Premedical coursework varies at each college but generally requires at least:

- One year of biology
- One year of physics
- One year of English composition
- Two years of chemistry

Review the individual college pages for specific coursework requirements at each college.



# In-State vs Out-of-State

Many public osteopathic medical schools are mandated by state regulation to admit a certain percentage of in-state residents to each entering class. Contact the colleges in which you are interested for more information.



# Letters of Recommendation

All medical schools require letters of evaluation/recommendation. Letters may be submitted electronically through the AACOMAS application or directly to the schools using alternative services indicated by each school in the college information section of this book. Alternative services may include, but are not limited to:

- Interfolio
- VirtualEvals
- U.S. Mail

Many programs have strict guidelines for submitting letters and requirements vary from school to school. Be sure to check with each osteopathic medical college before submitting letters of recommendation. For more information about submitting letters directly through AACOMAS, please refer to the [AACOMAS Help Center](#).



# Criminal Background Checks

Some states require criminal background checks for all medical students. Additionally, affiliated hospitals and clinical institutions of many medical schools have policies requiring criminal background checks for medical students completing clinical rotations at their facilities. Currently, the Department of Veterans Affairs mandates that all medical students involved in patient care at its hospitals undergo criminal background checks.

The movement toward criminal background checks across the health professions is based in large part on strengthening the public's trust in the medical profession. Criminal background checks also enhance the safety and well-being of patients, aid in the applicants' and enrolled medical students' ability to eventually become licensed as physicians, and minimize the liability of medical schools and their affiliated clinical facilities.



# Personal Qualities

Personal qualities are just as important. Osteopathic medical schools are looking for students who:

- Are well-rounded
- Demonstrate strong communication and interpersonal skills
- Have a record of community service
- Have a record of leadership
- Have some clinical experience
- Have participated in a variety of extracurricular activities
- Come from diverse backgrounds
- Are motivated to pursue a career in osteopathic medicine
- Possess knowledge of osteopathic medicine
- Have shadowed an osteopathic physician



# What Is The 3 C's of Human Potential?



The 3C's is a talent acquisition model that enables an employer to select a candidate that best fit the needs of the role, leader and organization without personally knowing the candidate







# What's the Process?



# Entrustable Professional Activities

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An systemic approach to assure that students are well prepared for residency training.



# EPA Definitions and Notes

- **Competency:** An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.
- **Entrustable Professional Activity (EPA):** EPAs are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entrustment decisions.
- **Milestone:**  
A milestone is a behavioral descriptor that marks a level of performance for a given competency.



# EPA Definitions and Notes

- EPAs and competencies are not mutually exclusive. To the contrary, EPAs by definition require the integration of competencies, and competencies are best assessed in the context of performance.



# The 13 Entrustable Professional Activities

**EPA 1:** Gather a history and perform a physical examination

**EPA 2:** Prioritize a differential diagnosis following a clinical encounter

**EPA 3:** Recommend and interpret common diagnostic and screening tests

**EPA 4:** Enter and discuss orders and prescriptions

**EPA 5:** Document a clinical encounter in the patient record

**EPA 6:** Provide an oral presentation of a clinical encounter

**EPA 7:** Form clinical questions and retrieve evidence to advance patient care

**EPA 8:** Give or receive a patient handover to transition care responsibility

**EPA 9:** Collaborate as a member of an interprofessional team

**EPA 10:** Recognize a patient requiring urgent or emergent care and initiate evaluation and management

**EPA 11:** Obtain informed consent for tests and/or procedures

**EPA 12:** Perform general procedures of a physician

**EPA 13:** Identify system failures and contribute to a culture of safety and improvement

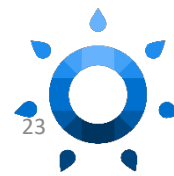


# The 8 EPA Domains of Competency

- I. **(OPP):** Osteopathic Principles and Practices
- II. **(MK):** Medical Knowledge
- III. **(PC):** Patient Care
- IV. **(ICS):** Interpersonal & Communication Skills
- V. **(P):** Professionalism
- VI. **(PBLI):** Practice-based Learning & Improvement
- VII. **(SBP):** Systems-based Practice
- VIII. **(IPC):** Interprofessional Collaboration

## EPA 7: Form clinical questions and retrieve evidence to advance patient care.

<p><b>1. Description of the activity</b></p>	<p>On day one of residency, it is crucial that residents be able to identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions. Day one residents should have basic skill in critiquing the quality of the evidence and assessing applicability to their patients and the clinical context. Underlying the skill set of practicing evidence-based medicine is the foundational knowledge an individual has and the self-awareness to identify gaps and fill them.</p> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Develop a well-formed, focused, pertinent clinical question based on clinical scenarios or real-time patient care.</li> <li>• Demonstrate basic awareness and early skills in appraisal of both the sources and content of medical information using accepted criteria.</li> <li>• Identify and demonstrate the use of information technology to access accurate and reliable online medical information.</li> <li>• Demonstrate basic awareness and early skills in assessing applicability/generalizability of evidence and published studies to specific patients.</li> <li>• Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.</li> <li>• Apply the primary findings of one's information search to an individual patient or panel of patients.</li> <li>• Communicate one's findings to the health care team (including the patient/family).</li> <li>• Close the loop through reflection on the process and the outcome for the patient.</li> </ul>															
<p><b>2. Most relevant domains of competence</b></p>	<table border="0"> <tr> <td><input type="checkbox"/> Patient Care</td> <td><input type="checkbox"/> Systems-Based Practice</td> </tr> <tr> <td><input checked="" type="checkbox"/> Knowledge for Practice</td> <td><input type="checkbox"/> Interprofessional Collaboration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Practice-Based Learning and Improvement</td> <td><input type="checkbox"/> Personal and Professional Development</td> </tr> <tr> <td><input type="checkbox"/> Interpersonal and Communication Skills</td> <td><input type="checkbox"/> Osteopathic Principles and Practice (OPP)</td> </tr> <tr> <td><input type="checkbox"/> Professionalism</td> <td></td> </tr> </table>		<input type="checkbox"/> Patient Care	<input type="checkbox"/> Systems-Based Practice	<input checked="" type="checkbox"/> Knowledge for Practice	<input type="checkbox"/> Interprofessional Collaboration	<input checked="" type="checkbox"/> Practice-Based Learning and Improvement	<input type="checkbox"/> Personal and Professional Development	<input type="checkbox"/> Interpersonal and Communication Skills	<input type="checkbox"/> Osteopathic Principles and Practice (OPP)	<input type="checkbox"/> Professionalism					
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<p><b>3. Competencies within each domain critical to entrustment decisions</b></p>	<p><b>AAMC Competencies</b></p> <table border="0"> <tr> <td>KP 3</td> <td>PBLI 6</td> </tr> <tr> <td>KP 4</td> <td>PBLI 7</td> </tr> <tr> <td>PBLI 1</td> <td>PBLI 9</td> </tr> <tr> <td>PBLI 3</td> <td>ICS 2</td> </tr> </table>	KP 3	PBLI 6	KP 4	PBLI 7	PBLI 1	PBLI 9	PBLI 3	ICS 2	<p><b>AACOM Competencies</b></p> <table border="0"> <tr> <td><i>PC 4</i></td> <td><i>PBLI 3</i></td> </tr> <tr> <td><i>PBLI 1</i></td> <td><i>PBLI 4</i></td> </tr> <tr> <td><i>PBLI 2</i></td> <td><i>PBLI 5</i></td> </tr> </table>	<i>PC 4</i>	<i>PBLI 3</i>	<i>PBLI 1</i>	<i>PBLI 4</i>	<i>PBLI 2</i>	<i>PBLI 5</i>
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<i>PBLI 1</i>	<i>PBLI 4</i>															
<i>PBLI 2</i>	<i>PBLI 5</i>															



Competencies	Entrustable Professional Activities													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
<b>VI. Practice-based Learning and Improvement (PBLI)</b>														
PBLI 1							X							1
PBLI 2							X							1
PBLI 3							X						X	2
PBLI 4			X				X	X			X			4
PBLI 5							X							1
<b>VII. Systems-based Practice (SBP)</b>														
SBP 1									X	X				2
SBP2									X	X				2
SBP3									X	X	X		X	5
SBP4			X						X	X				2
SBP 5									X	X	X		X	4
<b>XIV. Interprofessional Collaboration (IPC)</b>														
IPC 1									X	X				2
IPC 2									X	X				2
IPC 3									X	X				2
IPC 4									X	X				2
IPC 5									X	X				2
IPC 6									X	X				2
IPC 7						X			X	X				3
<b>Total</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>81</b>



## VI. Practice-Based Learning and Improvement

1. Describe and apply evidence-based medical principles and practices. Interpret features and meanings of different types of data, both quantitative and qualitative, and different types of variables including nominal, dichotomous, ordinal, continuous, ratio, and proportion.
2. Evaluate the relevance and validity of clinical research.
3. Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice.
4. Critically evaluate medical information and its sources, and apply such information appropriately to decisions relating to patient care.
5. Describe and apply systematic methods to improve population health.

# Current Required Personal Qualities

1. Are well-rounded - 😞
2. Demonstrate strong communication and interpersonal skills - 😊
3. Have a record of community service - 😐
4. Have a record of leadership - 😐
5. Have some clinical experience - 😐
6. Have participated in a variety of extracurricular activities - 😐
7. Come from diverse backgrounds - 😐
8. Are motivated to pursue a career in osteopathic medicine - 😊
9. Possess knowledge of osteopathic medicine - 😐
10. Have shadowed an osteopathic physician - 😐



Competency- Based



Transactional

[www.onirugroup.com](http://www.onirugroup.com)



Ambiguous



# Competency-Based Qualities

1. Initiating Action
2. Managing Conflict
3. Building Strategic Work Relationships
4. Ability to Energize Others
5. Gaining Commitment
6. Adaptability
7. Planning and Organizing
8. Critical Thinking Ability
9. Ability to Demonstrate Empathy
10. Cultural Sensitivity



# Gaining Commitment Competency

## Sample BBI Questions

- Sometimes we have to work under new policies we don't agree with. Tell me about the last time you disagreed with a new policy or procedure instituted by senior management. How did you respond?
- Not everyone agrees with our decisions. Tell me about an unpopular decision you made and how you gained acceptance from others.
- Leaders often have opportunities to foster positive relationships at work. Give me an example of a time when you did this.

Situation – Task – Action - Result



# What's the Process?



# Debriefing with the 3C's

1  
Provide each interviewer with a cell phone number where they can text their responses

2  
Facilitator leads a discussion each of the 3C's one at a time, first, Character, then Competence and finally Chemistry with the panel for each candidate

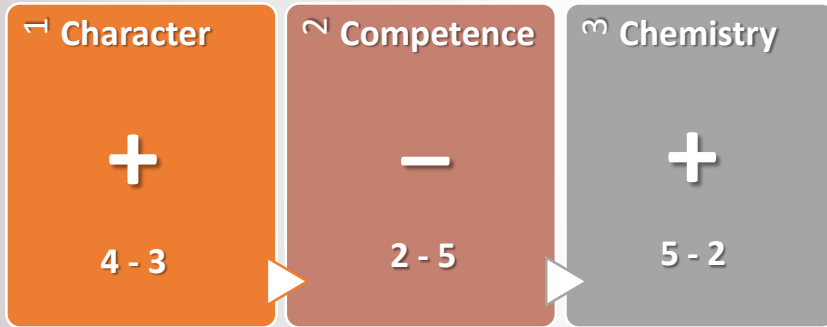
4  
The facilitator counts the plus and minus votes and the majority determines whether a plus or minus is assigned for that particular "C"

3  
Each interviewer secretly votes a plus or minus by texting a plus sign "+" or a minus sign "-" to provided phone number

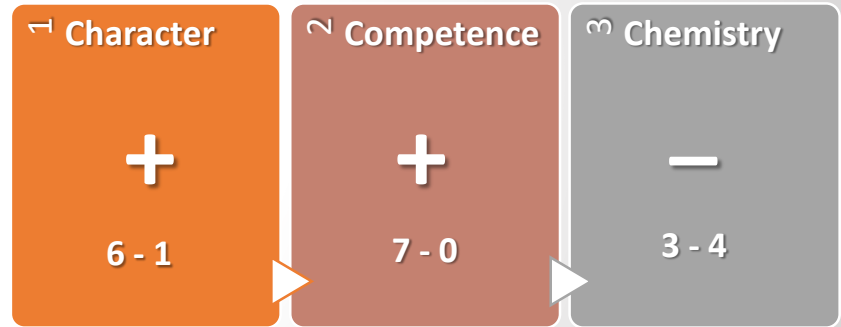


# Evaluating Talent with the 3C's

## Candidate 1

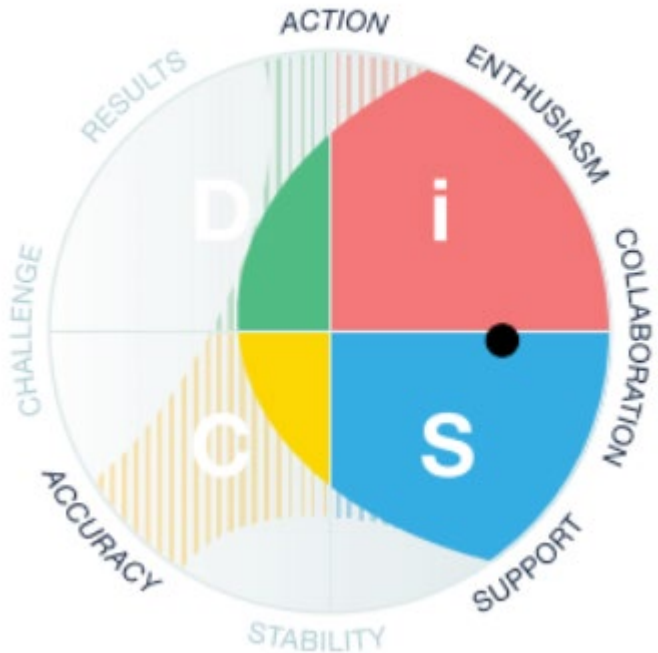


## Candidate 2



Can be conducted virtually through Zoom

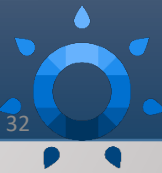




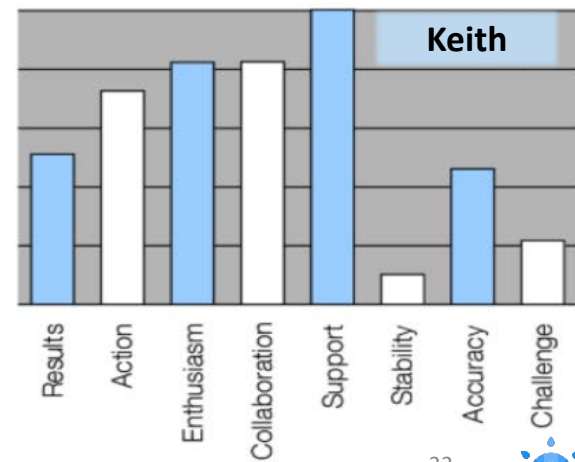
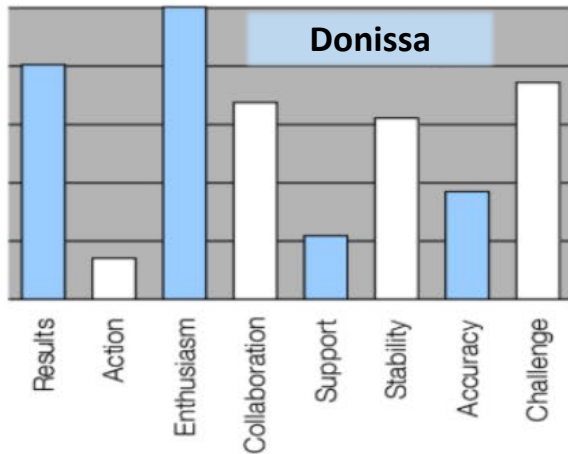
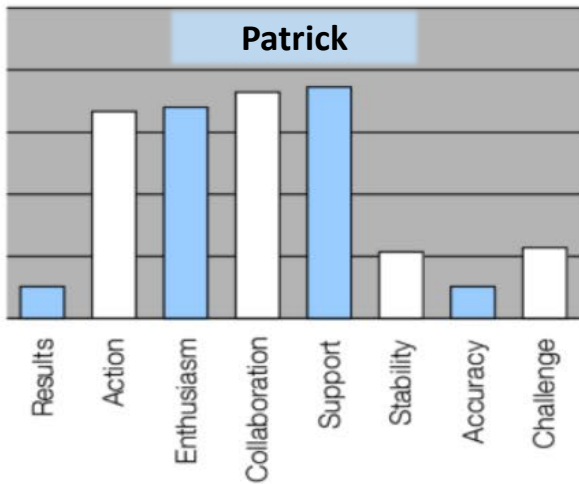
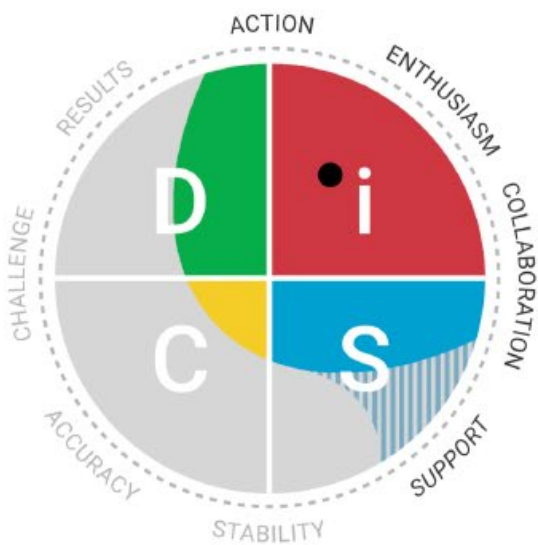
## What is DiSC<sup>®</sup>?

The DiSC assessment, published by Wiley, is a non-judgmental tool used for discussion of people's behavioral differences. If you participate in a DiSC program, you'll be asked to complete a series of questions that produce a detailed report about your personality and behavior. You'll also receive tips related to working with people of other styles.

working with people of other styles.  
behavior. You'll also receive tips related to







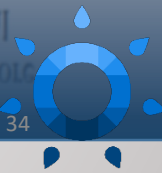


**INTERCULTURAL  
DEVELOPMENT  
INVENTORY**

The Intercultural Development Inventory® (IDI®) is the premier, cross-cultural assessment of intercultural competence that is used by thousands of individuals and organizations to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes.

IDI research in organizations and educational institutions confirms two central findings when using the IDI:

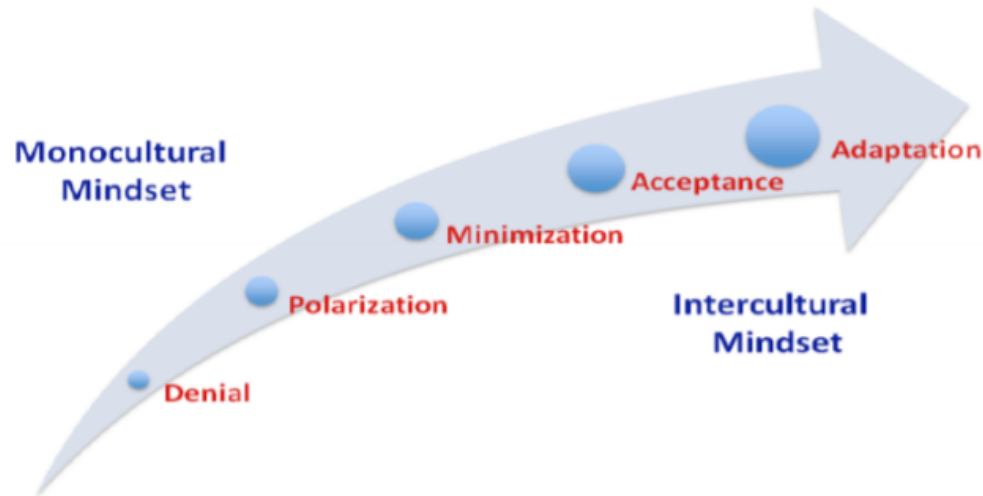
- Interculturally competent behavior occurs at a level supported by the individual's or group's underlying orientation as assessed by the IDI
- Training and leadership development efforts at building intercultural competence are more successful when they are based on the individual's or group's underlying developmental orientation as assessed by the IDI



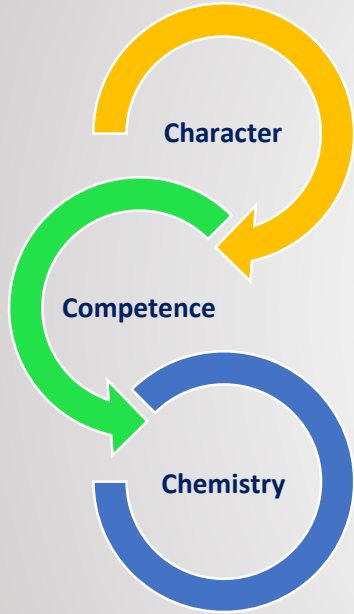
## The Intercultural Development Continuum

The Intercultural Development Continuum<sup>1</sup> (IDC) describes a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation. The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective.

### Intercultural Development Continuum



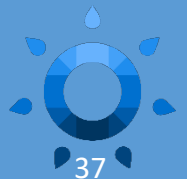
# Comprehensive Model



# How Would This Work Real Time?

1. Assemble Candidate Information (# of Candidates)
2. Determine Interview Team
3. Identify Prominent Competencies
4. Align BBI Competencies and Correlated Questions
5. Screen/Rank Candidates
6. Interview Candidates
7. Conduct Debrief Session
8. Determine Overall Candidate Score
9. Selection of Candidates

NEXT  
STEPS



Questions

?

?

Answers

?



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**THE ONIRU GROUP<sup>AS</sup>**



*Keith L. Jenkins,* SHRM-SCP

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July 29, 2020

thank you

