Integration of Behavioral Interviewing Practices in Residency Programs

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Disclosures

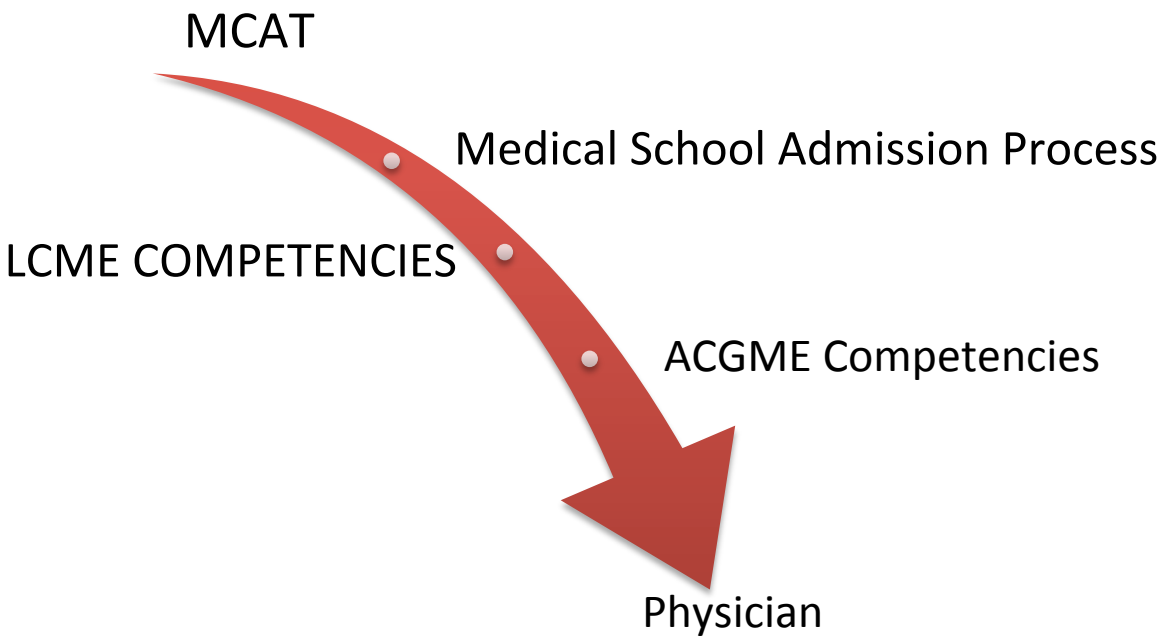
No disclosures or conflict of interest.

Objectives

- Discuss implications for integration of behavioral interviewing in family residency programs.
- Discuss current practices of behavioral interviewing in various family medicine residency programs.
- Identify strategies for the implementation of effective behavioral interviewing practices in one's residency program.

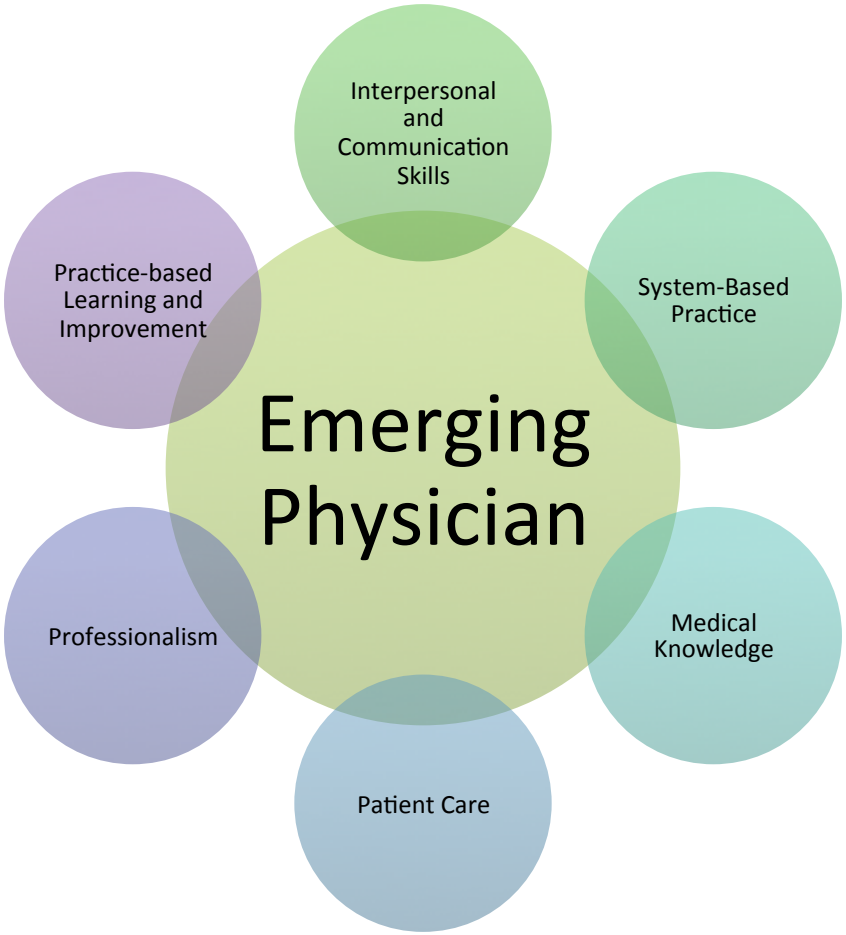
Why Behavioral Interviewing?

Integration of Behavioral Sciences



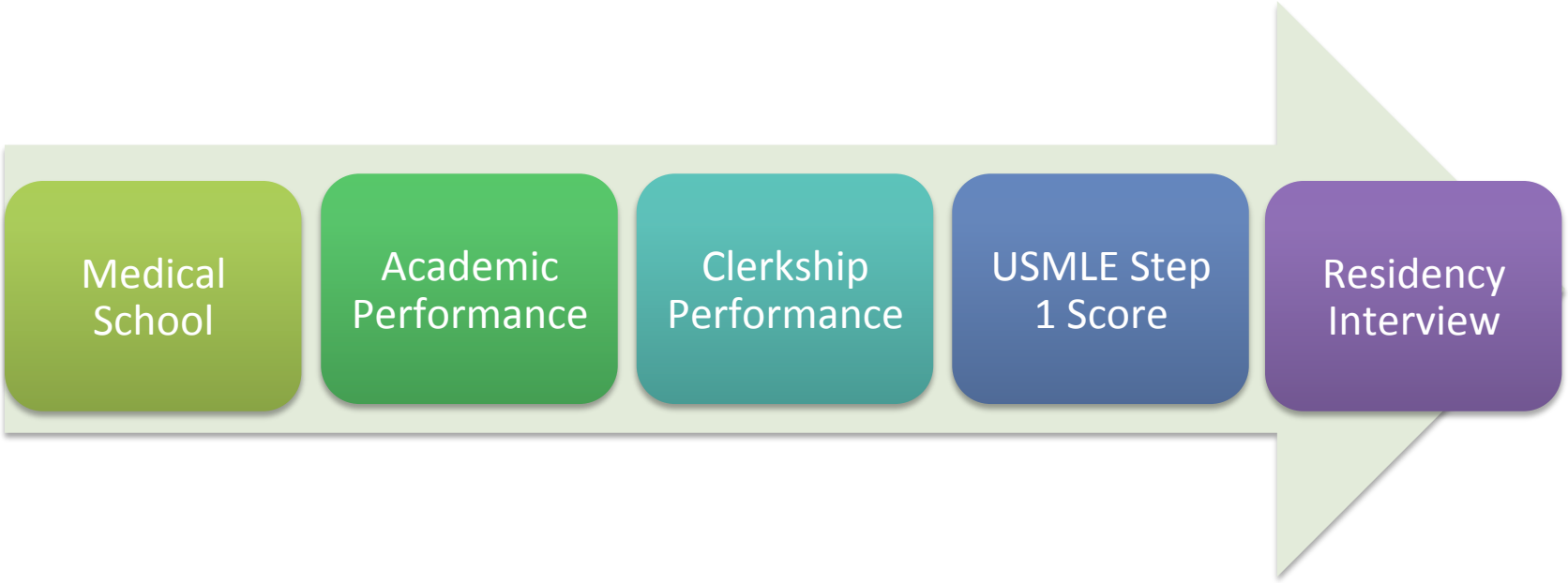
Medical School Application Process

LCME & ACGME Competencies



Graduate Medical Education

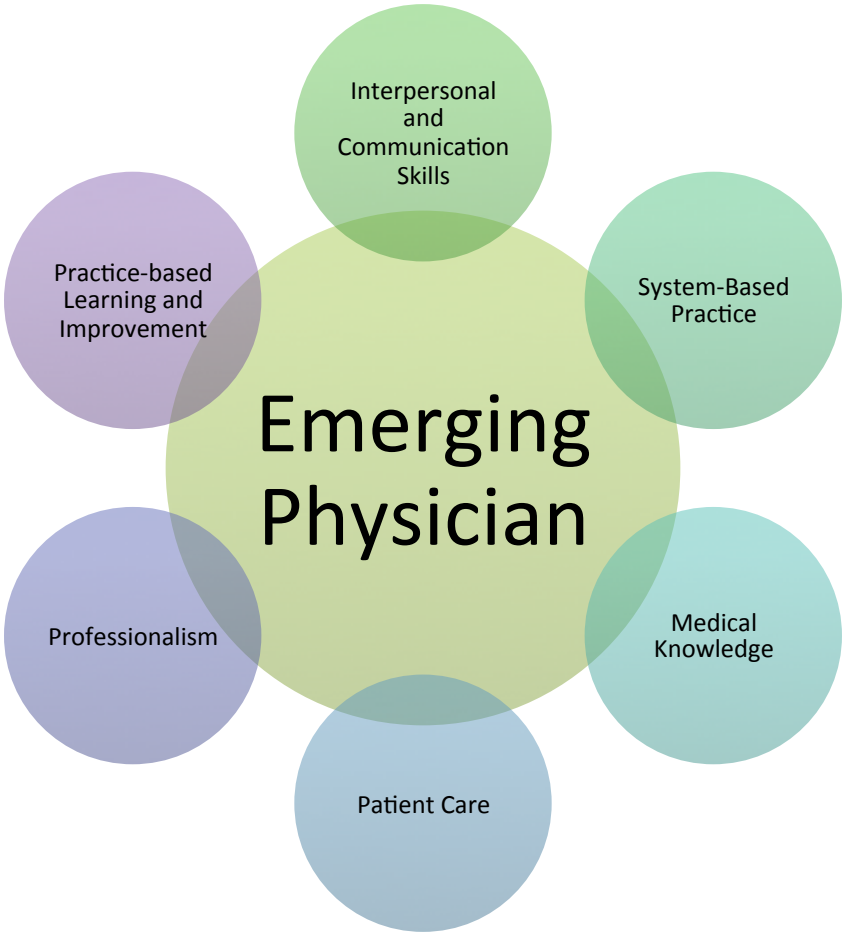
GME Application Selection Process



GME Residency Interviews

- Predict trainability prior to commencement
- Determine which individuals will successfully complete training

ACGME Competencies



Variation in Preparation of Residency Applicants

- Variation in US Medical School Curriculum
- International Medical School Graduates
- Caribbean Medical School Curriculum
- Cultural Differences

Job Performance Predictor

- Focus too much on how well applicant answers your questions
- Need to focus on how successful applicants will achieve your expectations
- Behavioral Interviewing adds a non-cognitive and performance-based component in the interview process

Individual Behavioral Interviewing

Terri Wall, PhD

St. Vincent's Family Medicine Residency

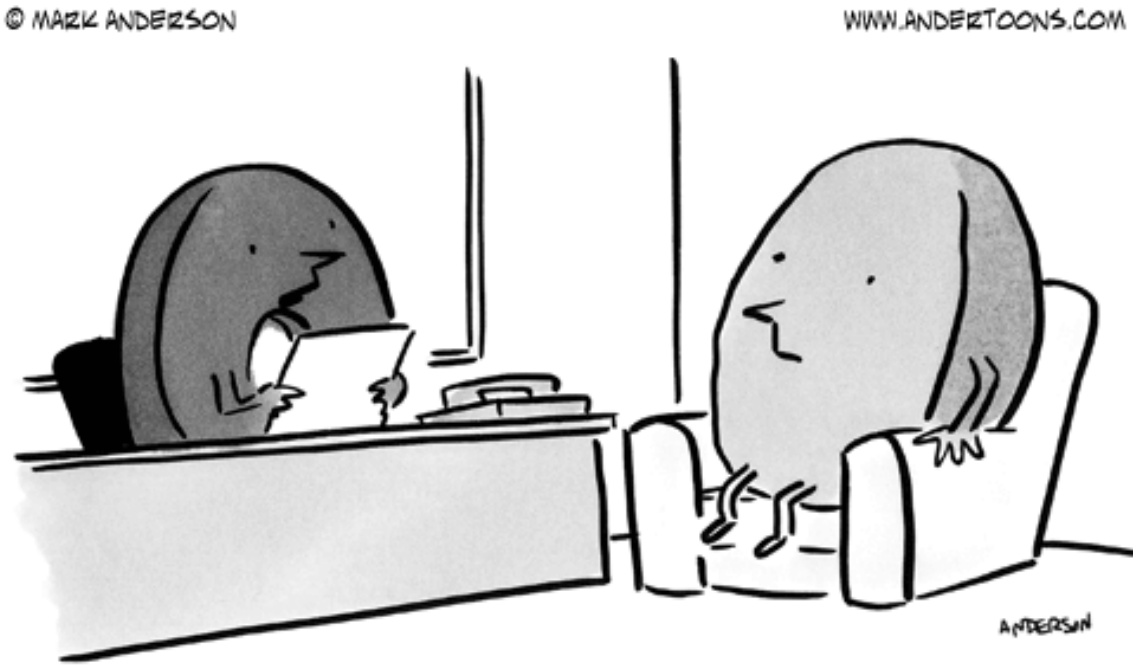
Why Individual Behavioral Interviewing?

Individual Behavioral Interviewing

"So, tell me a little bit of what you think I want to hear about yourself."

The Question and The Answer

Know What Your Looking For



"I'm sorry, your jelly is very nice, but we're looking for more of a cream filled."

The Bottom Line!!

Teaching Residents Behavioral-Based Interviewing

Janelle Von Bargen, PhD
St. Francis Hospital
University of Delaware

Teaching Residents Behavioral-Based Interviewing

- Needed Skill Development
- Observable behaviors in candidates
- Thinking about ACGME Milestones
- Evaluating and scoring the interview

Needed Skill Development

- Understanding of Behavioral Interviewing
  - Using actual experiences as predictors
  - Asking for more detail & expansion of answer

B
- Background

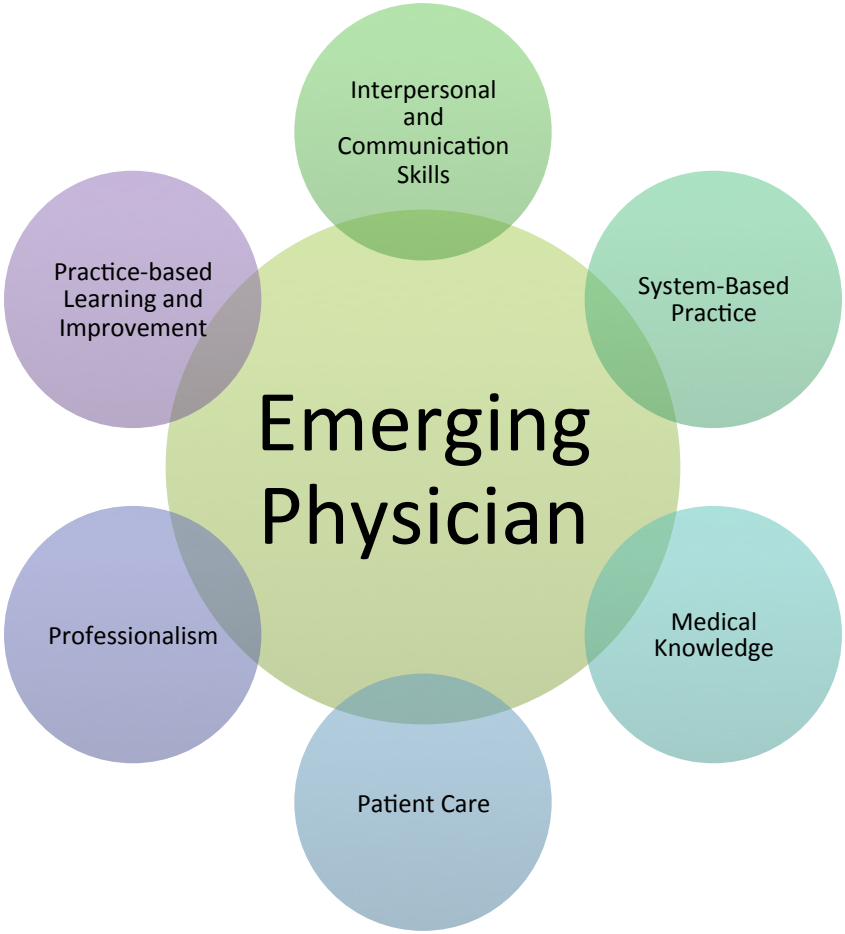
A
- Action

R
- Response

Observable behaviors in candidates

- Body Language
- Animation
- Eye Contact
- Voice Tone

Incorporating Milestone Competencies



Evaluating answers and the interview

Below Expectation	Slightly Below Expectation	Meets Expectation	Slightly Above Expectation	Exceeds Expectation
1	2	3	4	5
• Never made a mistake • Reluctant to admit mistake • Looking and turning away		• Uses BAR • Responds w/ PT in mind • Seeks advice w/complex decisions • Verbalizes some empathy		• Understands why the error occurred and how to avoid. • Presents appropriate and insightful response • Is animated, changes tone, expresses concern

Group Behavioral Interviewing

Lance Kelley, PhD

Waco Texas Family Medicine Residency

Traditional Individual Interviewing

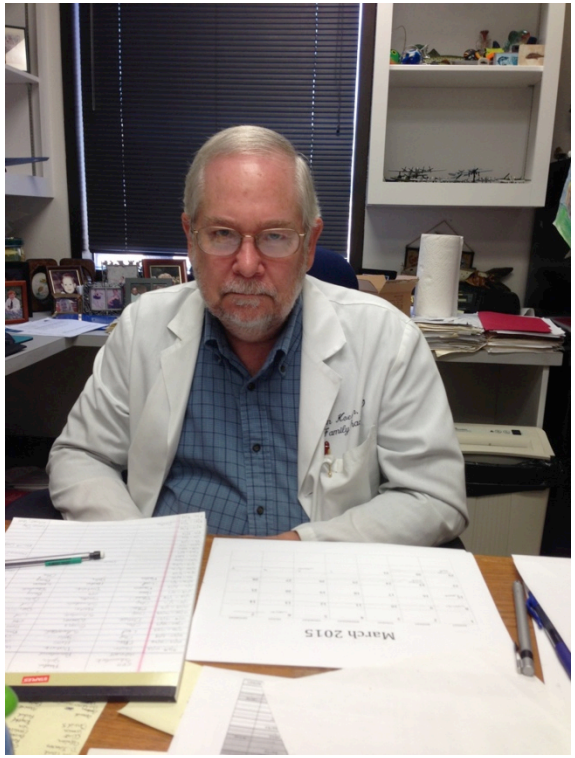
Pros	Cons
• Strong face validity • Interrater reliability estimates vary widely, • Structured formats tend to yield higher rates of reliability and validity • More time to discuss multiple topics	• Interrater reliability estimates vary widely • Inconsistencies due to variability in administration • Unstructured formats yield poor reliability and validity • Reliability estimates may be inflated by a number of variables • Interview team having access to academic information on candidates • Non-verbal communication (often unintentional) between members of the interviewing team • "Hard" vs "easy" interviewer • Interviewer bias (background, expectations) • Expense-time

(KW Eva, J Rosenfeld, HI Reiter & GR Norman, 2004)

The best predictor of future behavior is …

More Dynamic

Faculty Personality Selection Bias



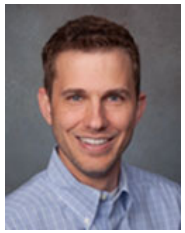
Efficiency

Teamwork

Conflict

HELLO ! My name is
Introvert

The 35th Forum for Behavioral Science in Family Medicine



Opinion

Opinion

Confusion

Opinion

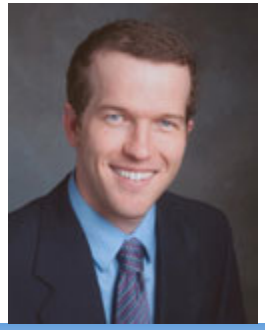
Noise

Opinion

Opinion

Opinion

Opinion



Opinion

Opinion

Opinion

Disagreement

Sponsored by The Medical College of Wisconsin

Common Source

Outcome

- Seems well-tolerated
- Anecdotally
- Literature states:

  "anxiety or nervousness levels during group interviews for all applicants were comparable to one-to-one interviews with almost 69% reporting no increased anxiety during group interviews"

- Group moderator tone is crucial!
- Use one person's response as a platform to solicit answers from the group.
- "Has anyone experienced something similar?"
- "How did you handle it?"

Multiple Mini Interview (MMI)

Erin G. Sheppard, PhD

McLaren Flint Family Medicine Residency

Multiple Mini Interview

- Multiple focused encounters.
- Different examiner/room for each station.
- Brief encounter with 2 minutes in between for evaluators to complete ratings/applicants to prepare for next station.
- Assess cognitive and non-cognitive skills.

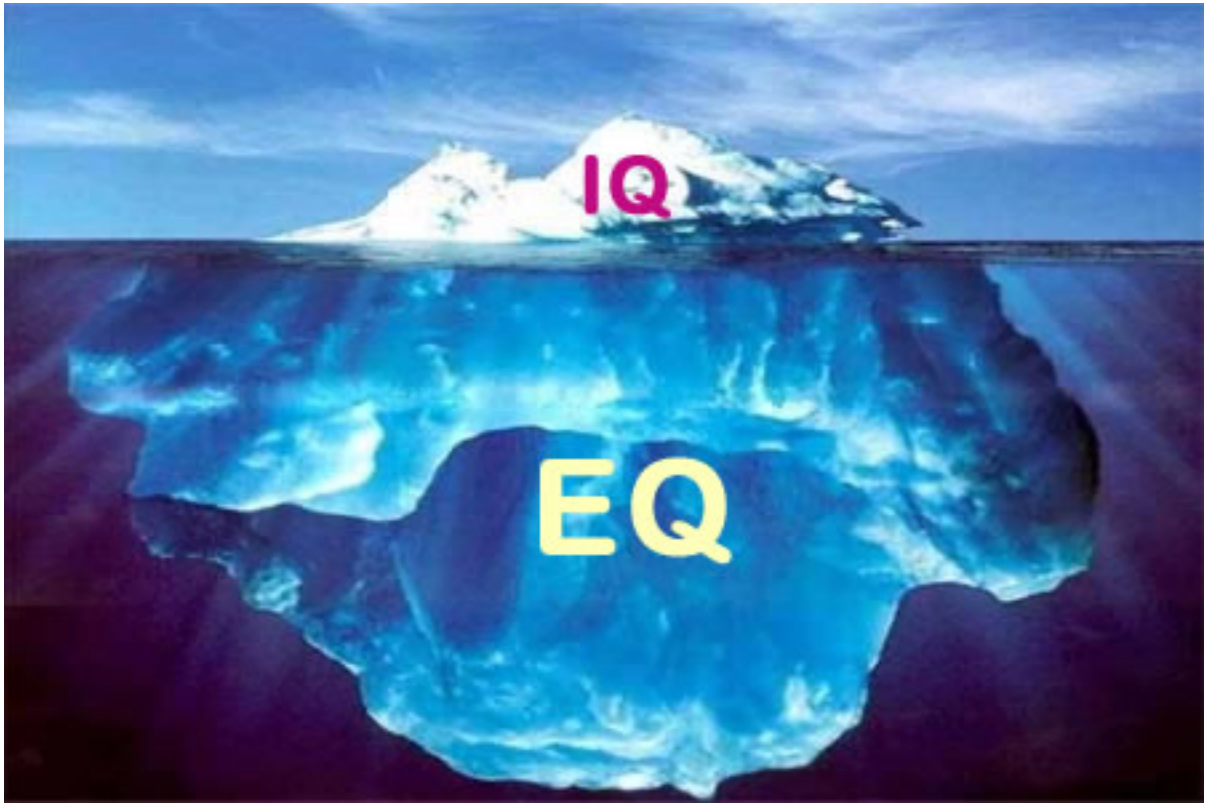
Multiple Mini Interview In Action

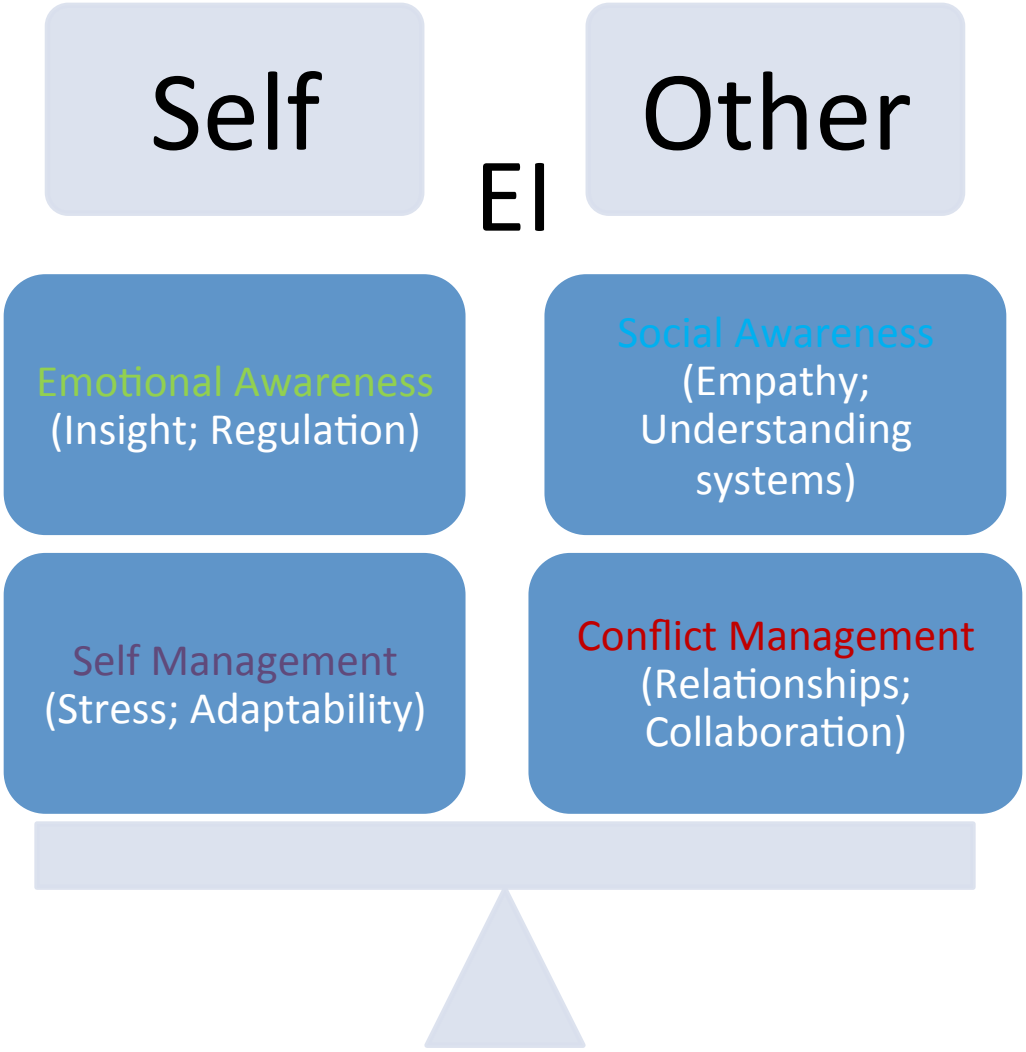
https://www.youtube.com/watch?v=DOVbDD9lNjE

Outcomes

- Examiner may serve in the role as interviewer or observer
- Dilutes the effect of chance and interviewer / situational biases
- Elicits spontaneous responses
- More cost effective for faculty members
- Programs can develop stations to suit their needs/values
- Ensures best possible match between program and applicants

Multi-Tasking/Problem-Solving


IQ
EQ


Self
Other
EI
Emotional Awareness
(Insight; Regulation)
Social Awareness
(Empathy;
Understanding
systems)
Self Management
(Stress; Adaptability)
Conflict Management
(Relationships;
Collaboration)

Assessing for Emotional Intelligence

- Cognitive Style
  - "How do you make decisions?"
- Communication
  - "How do you ensure you've been understood?"
- Self Awareness
  - "Describe a time when you needed help, and how you went about getting it."
- Self Management
  - "How can you tell when your stress level is too high? What do you do?"
- Social Awareness
  - "How do others' moods affect you?"
- Relationships
  - "If you heard someone did not care for you, what would you do?"

Implementing EI Assessment

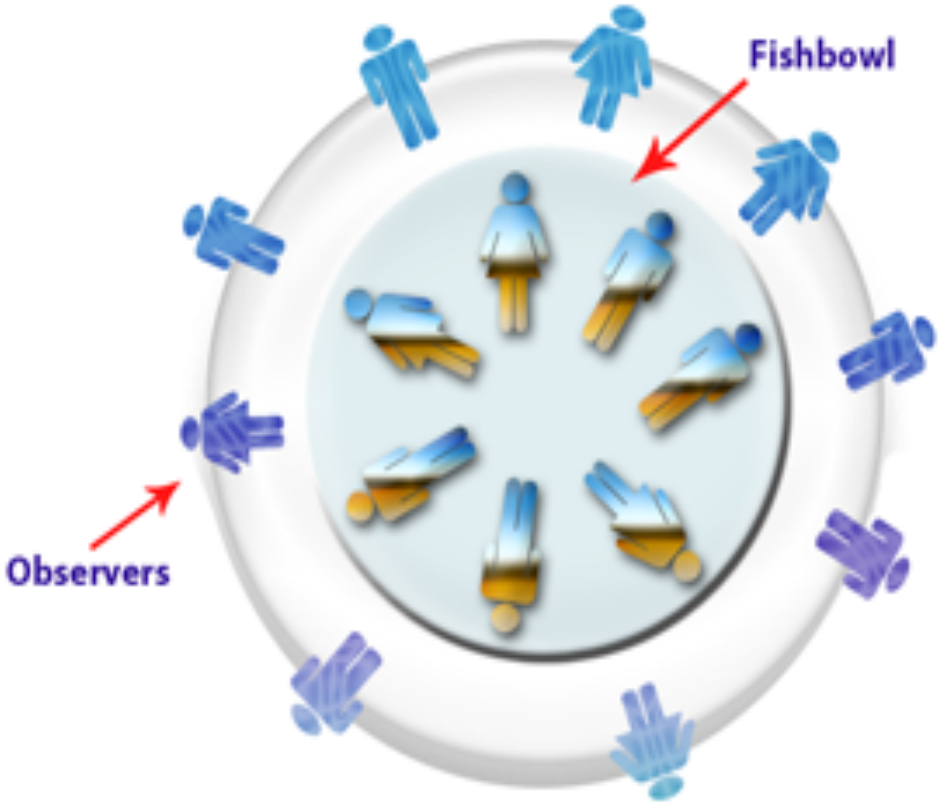
- Develop a list of EI questions for the entire faculty to ask applicants
- Train faculty on what EI is and how to assess for it
- Assign one faculty the task of evaluating EI
- Ensure that EI is included in the evaluation criteria

Fishbowl

Fishbowl Exercise

- 2 concentric circles
- Opportunity to observe role in a group setting, personality, decision-making skills, and ability to work in a team
- Applicants individually rank a list ethical situations
- Afterwards, work as a group to rank the ethical situations
- Interviewers prompt discussion with the group about their ranking

Fishbowl Structure



Potential Concerns

- Faculty looking for specific answers
- Anxious applicants
- Ambiguous task

Suggestions

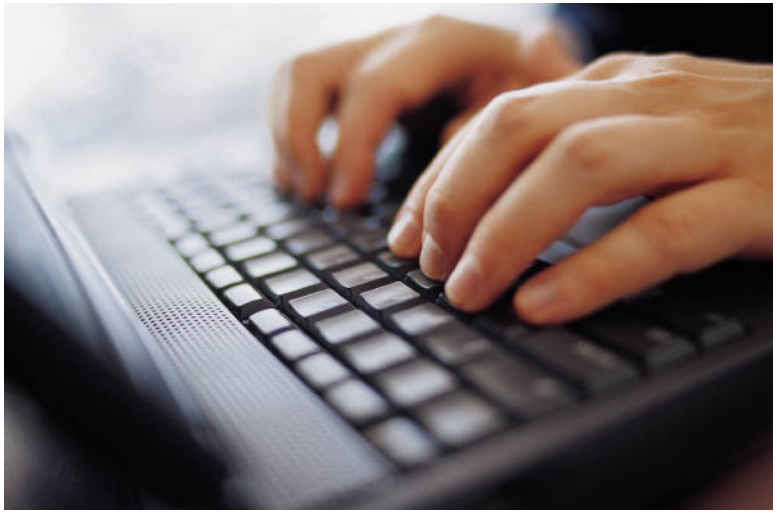
- Use the exercise as an evaluation of non-cognitive characteristics.
- Use open ended questions to prompt discussion and engage everyone.
- Keep the task as ambiguous as possible to allow for more creativity and thought provoking responses.

Summary

- Assess skill development in ACGME competencies
- Assess non-cognitive and performance
- Identify red flags early
- Goodness-of-fit with your program

Questions and Answers?

Contact us



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THANK YOU!