

Recruitment Guidelines Using ACGME Competencies or How to Select a Candidate in Six Easy Steps

Dora Thompson¹, Lois Shuman², Jill Philp³, Linda Galante⁴

¹Cedars-Sinai Medical Center, Los Angeles, CA

²Indiana University Medical Center, Indiana University School of Medicine, Indianapolis, IN

³University of Michigan Health System, Ann Arbor, MI

⁴Henry Ford Hospital, Detroit, MI



Purpose

Creation of a more systematic and efficient ERAS (Electronic Residency Application System) application review process.

Methodology

The APCR (Association of Program Coordinators in Radiology) Professional Development Committee has established guidelines for Program Directors and/or Selection Committees using the six competencies set forth by the ACGME (Accreditation Council for Graduate Medical Education) as an assessment tool to filter information found on ERAS applications. Decreasing the time spent reviewing applications is crucial in order to extend invitations to exceptional applicants in a timely manner; therefore the guidelines set forth will facilitate an expedited process

Discussion

Residency applications from various medical schools can be hard to compare, with different grade methods, non-standard letters of recommendation and lack of uniformity in schools offering honor society ranking (Alpha Omega Alpha).

Figure 1

ACGME Competency	ERAS Tool
Patient Care	MSPE, Letters of Recommendation, Transcript – 3 rd and 4 th year rotations, Medical School Awards
Medical Knowledge	MSPE, Transcript, USMLE Scores, AOA member, Research Experience, Medical School Awards
Practice Based Learning and Improvement	MSPE, Letters of Recommendation, Research Experience
Interpersonal and Communication Skills	MSPE, Personal Statement, Personal Contact via Telephone, E-mail or in Person
Professionalism	MSPE, Letters of Recommendation, Personal Statement
Systems-Based Practice	MSPE, Work Experience, Research, Volunteer Experiences

Discussion

This has made the personal interview very important in selecting those people who would be a good fit to a program. A high volume of applications to a program renders it impossible to personally interview all who would be academically qualified. Applicants are thus invited to a program based on their ERAS application. Since all programs must teach and evaluate using the six competencies set by the ACGME and several of these competencies are somewhat non-tangible attitudes the person already has, it seems logical to select candidates who already display those competencies. The table in Figure 1 shows that the ACGME competencies can be recognized in various areas of the ERAS application. Many can be identified in multiple sections. Additional identifiers can be added under the “Manage Composite Score” section in the ERAS program. More weight, or a higher scoring range, could be given to a section considered more significant to an individual program.

By identifying specific items and assigning a numeric value to each entry (as show in Figure 2), a total numeric score would be given to each applicant, making sorting applications uniform and time saving. The score would then be entered into the corresponding box on the review sheet (Figure 3).

Figure 2

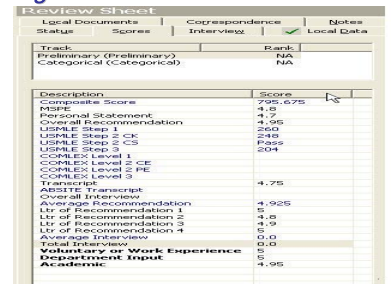
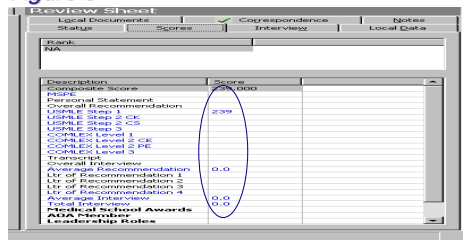


Figure 3



Conclusion

The six-step scoring system (six ACGME Competencies) provides the Program Director and/or Selection Committee Chairs a systematic and efficient protocol by which to select future applicants in a concise, impartial, and cost-effective manner.