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**Title**

Jazzing Up Virtual Interview Season With a Residency Program Information Portal for Interviewees

**Permalink**

https://escholarship.org/uc/item/2h11g9mk

**Journal**

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 23(4.1)

**ISSN**

1936-900X

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**Publication Date**

2022

**Copyright Information**

virtual environment to determine whether this history-taking method is effective for more medically complex emergency department patients.

## 40 Development of a Longitudinal Elective Focused On Undergraduate Medical Education

*Bryanne Macdonald, Liza Smith*

**Learning Objectives:** We aimed to develop a longitudinal undergraduate medical education elective for academic-bound residents based on the responsibilities and expectations of an emergency medicine Clerkship Director.

**Introduction:** With the growing complexity and nuance of the EM application process, the need for well-trained Clerkship Directors (CDs) and advising faculty is greater than ever. Development of electives exposing residents to the intricacies of advising in the residency application process and of running an EM subinternship can help develop faculty skilled in these areas and prepared to take on the role of CDs in EM.

**Educational Objectives:** We developed a longitudinal elective introducing residents to undergraduate emergency medical education with objectives derived from the responsibilities and expectations of an EM CD. These objectives included developing skills in giving feedback and advising, reinforcing good practice in teaching and administrative responsibilities, and acquiring skills in summative evaluation.

**Curricular Design:** We chose to forgo the traditional block elective and instead utilized a longitudinal elective structure coinciding with medical student audition rotations. Residents worked fewer clinical shifts per month during audition rotations, allowing the flexibility to participate in and complete all elective responsibilities. Residents participated in monthly orientation, mid-rotation feedback and advising sessions, and composed Standardized Letters of Evaluation (SLOEs) with graded responsibility. After observing two blocks of each session, residents transitioned to leading these under direct supervision of the CD. Residents then completed summative feedback for use in the program's SLOEs.

**Impact:** Utilization of a longitudinal elective allows residents ample time for career exploration and skills development without the constraints of the traditional one-month elective timeline. Residents were able to apply advising strategies learned early on, confidently advising students in residency applications, accurately identifying at-risk students, developing introductory knowledge to complex cases and generating SLOE writing strategies.

## 41 Jazzing Up Virtual Interview Season With a Residency Program Information Portal for Interviewees

*Ashley Rider, Bianca Velasquez, Yvonne Lam, Leonardo Aliaga, Holly Caretta-Weyer, Jennifer Kanapicki Comer, Kelly Roszczynialski, Luz Silverio, Sara Krzyzaniak*

**Learning Objectives:** To asynchronously connect interviewees to our residency program through a digital platform designed to recreate personalized knowledge-sharing.

**Background:** Emergency medicine residency recruitment has continued in the virtual environment in 2021. Remote interviews limit the personalized exchange that occurs between program and applicant. Virtual interviews, while more equitable and financially feasible, result in applicants feeling less familiar with the program. To compensate, an emphasis on digital presence is needed. A well-curated website can provide foundational information about the program but typically lacks the personalized quality of an in-person on-site interview.

**Objectives:** To asynchronously connect interviewees to our residency program through a digital platform designed to recreate personalized knowledge-sharing.

**Design:** We created a website to convey personalized program information to 2021-2022 interviewees called the "Stanford Applicant Access Zone (SAAZ)." Through this private interviewee-only platform, we recreated many of the discussions and presentations that otherwise occur during an in-person interview. SAAZ contains interview logistics for the interview day, future engagement opportunities, videos highlighting unique features of the program, and a tour. We tracked the number of visits and page views to gauge use.

**Impact/Effectiveness:** As of 11/23/21, there were 184 users of 210 invitees who account for 1506 page views. The peak usage was in the first week of November after invites were sent, with spikes in usage on a weekly basis thereafter, consistent with interview days. The average engagement time was 248 seconds. Apart from the welcome page, the most commonly viewed page was "Interviews" at 337 views (2.36/user), followed by "Engage" at 279 (2.18/user), "Meet the Team" at 207 (1.92/user), and "ACCEL" at 152(1.54/user). The interview day length decreased from 5 to 3 hours by relocating content to the website. SAAZ is a novel means to provide asynchronous program details while preserving personalized information sharing and shortening the virtual interview day.