



CIPhER

Center for Innovative Pharmacy Education and Research

This Month's Topics in Pharmacy Education Research

Month: July 2017

Topic: Admissions/Selection

Number of Articles (%): 19 (14.0%)

TITLES

1. **More Transparency Is Needed to Curb Excessive Residency Applications**
 - a. Deng, F., Chen J. X., and Wesevich, A. (2017). More Transparency Is Needed to Curb Excessive Residency Applications. *Academic Medicine*, 92(7), 895-896. doi:10.1097/ACM.0000000000001741
2. **In Reply to Deng et al**
 - a. Gruppuso, P. A. and Adashi, E. Y. (2017). In Reply to Deng et al. *Academic Medicine*, 92(7), 896. doi: 10.1097/ACM.0000000000001763
3. **A Proposal to Address the Increasing Number of Residency Applications**
 - a. Hueston, W. J. (2017). A Proposal to Address the Increasing Number of Residency Applications. *Academic Medicine*, 92(7), 896-897. doi: 10.1097/ACM.0000000000001740
4. **Selection methods in healthcare professions: where are we now and where next?**
 - a. Patterson, F., Cleland, J., and Cousans, F. (2017). Selection methods in healthcare professions: where are we now and where next? *Advances in Health Sciences Education*, 22(2), 229-242. doi: 10.1007/s10459-017-9752-7
5. **The construct validity of HPAT-Ireland for the selection of medical students: unresolved issues and future research implications**
 - a. Kelly, M. E. and O'Flynn, S. (2017). The construct validity of HPAT-Ireland for the selection of medical students: unresolved issues and future research implications. *Advances in Health Sciences Education*, 22(2), 267-286. doi: 10.1007/s10459-016-9728-z
6. **The relationship between extracurricular activities assessed during selection and during medical school and performance**
 - a. Urlings-Strop, L. C., Themmen, A. P. N., and Stegers-Jager, K. M. (2017). The relationship between extracurricular activities assessed during selection and during medical school and performance. *Advances in Health Sciences Education*, 22(2), 287-298. doi: 10.1007/s10459-016-9729-y
7. **CASPer, an online pre-interview screen for personal/professional characteristics: prediction of national licensure scores**
 - a. Dore, K. L., Reiter, H. I., Kreuger, S., Norman, G. R. (2017). CASPer, an online pre-interview screen for personal/professional characteristics: prediction of national licensure scores. *Advances in Health Sciences Education*, 22(2), 327-336. doi: 10.1007/s10459-016-9739-9
8. **Hidden item variance in multiple mini-interview scores**
 - a. Zaidi, N. L. B., Swoboda, C. M., Kelcey, B. M., and Manual, R. S. (2017). Hidden item variance in multiple mini-interview scores. *Advances in Health Sciences Education*, 22(2), 337-363. doi: 10.1007/s10459-016-9706-5
9. **Do personality traits assessed on medical school admission predict exit performance? A UK-wide longitudinal cohort study**

- a. MacKenzie, R. K., Dowell, J., Ayansina, D., and Cleland, J. A. (2017). Do personality traits assessed on medical school admission predict exit performance? A UK-wide longitudinal cohort study. *Advances in Health Sciences Education*, 22(2), 365-385. doi: 10.1007/s10459-016-9715-4
- 10. Future directions in personality, occupational and medical selection: myths, misunderstandings, measurement, and suggestions**
 - a. Ferguson, E. and Lievens, F. (2017). Future directions in personality, occupational and medical selection: myths, misunderstandings, measurement, and suggestions. *Advances in Health Sciences Education*, 22(2), 387-399. doi: 10.1007/s10459-016-9751-0
- 11. Selecting for creativity and innovation potential: implications for practice in healthcare education**
 - a. Patterson, F., Zibarras, L. D. (2017). Selecting for creativity and innovation potential: implications for practice in healthcare education. *Advances in Health Sciences Education*, 22(2), 417-428. doi: 10.1007/s10459-016-9731-4
- 12. A multi-site study on medical school selection, performance, motivation and engagement**
 - a. Wouters, A., Croiset, G., Schripsema, N. R., et al. (2017). A multi-site study on medical school selection, performance, motivation and engagement. *Advances in Health Sciences Education*, 22(2), 447-462. doi: 10.1007/s10459-016-9745-y
- 13. Participation and selection effects of a voluntary selection process**
 - a. Schripsema, N. R., van Trigt, A. M., Lucieer, S. M., et al. (2017). Participation and selection effects of a voluntary selection process. *Advances in Health Sciences Education*, 22(2), 463-476. doi: 10.1007/s10459-017-9762-5
- 14. Preadmission schooling context helps to predict examination performance throughout medical school**
 - a. Stringer, N., Chan, M., Bimpeh, Y., and Chan, P. (2017). Preadmission schooling context helps to predict examination performance throughout medical school. *Advances in Health Sciences Education*, 22(2), 505-519. doi: 10.1007/s10459-016-9714-5
- 15. Selecting for a sustainable workforce to meet the future healthcare needs of rural communities in Australia**
 - a. Hay, M., Mercer, A. M., Lichtwark, I., et al. (2017). Selecting for a sustainable workforce to meet the future healthcare needs of rural communities in Australia. *Advances in Health Sciences Education*, 22(2), 533-551. doi: 10.1007/s10459-016-9727-0
- 16. Use and ornament: expanding validity evidence in admissions**
 - a. Kulasegaram, K. (2017). Use and ornament: expanding validity evidence in admissions. *Advances in Health Sciences Education*, 22(2), 553-557. doi: 10.1007/s10459-016-9749-7
- 17. A research agenda for establishing the validity of non-academic assessments of medical school applicants**
 - a. Kreiter, C. D. (2017). A research agenda for establishing the validity of non-academic assessments of medical school applicants. *Advances in Health Sciences Education*, 22(2), 559-663. doi: 10.1007/s10459-017-9758-1
- 18. Widening perspectives: reframing the way we research selection**
 - a. Dore, K. L., Robers, C., and Wright, S. (2017). Widening perspectives: reframing the way we research selection. *Advances in Health Sciences Education*, 22(2), 565-572. doi: 10.1007/s10459-016-9730-5
- 19. Have admissions committees considered all the evidence?**
 - a. Hecker, K. and Norman, G. (2017). Have admissions committees considered all the evidence? *Advances in Health Sciences Education*, 22(2), 573-576. doi: 10.1007/s10459-016-9750-1