**Holistic Considerations for Medical School Admissions Officer and Admissions**

**Committee Concerning Intersections of COVID-19, Racism, and Inequality**

**Group Discussion Guide: *Premed Advising***

**INTERVIEW SUMMARY**

In a holistic review process, schools look at a potential medical student’s Experiences, Attributes, and Metrics (EAMs)

to widen the lens through which we assess applicants in support of school mission and to further leverage the

benefits of diversity, equity, and inclusion. For the upcoming admissions cycle, and cycles to come, admissions

officers must consider the downstream effects of the intersection of intersections of COVID-19, racism, and inequality

on applicants’ abilities to meet criteria for admission that is beyond their control.

In this interview, Dr. LaTanya Love, Interim Dean of Education at McGovern Medical School at

the University of Texas Health Science Center at Houston discusses how her team is communicating with

premed advisers about changes to their admission process due to COVID and creative ways her team is evaluating

experiences this cycle. Some of the changes LaTanya highlights in this interview include:

* Posting [a FAQ document about COVID](https://med.uth.edu/admissions/admissions/admissions-faq/covid-19-admissions-faq/) related changes to the application process on the admissions website
* Participating in Texas Health Education Service’s [Courage Session](https://www.txhes.com/newsroom/courage-sessions/index.html) in order to engage in virtual conversations with students about changes to the application process.
* Encouraging applicants to expand their healthcare knowledge by engaging with healthcare blogs, TedTalks, and interviews with frontline workers
* Encouraging applicants to reflect on the skills they have developed as a result of the pandemic such as patience, resiliency, and empathy

# **DISCUSSION QUESTIONS** Reflect on the following questions with your group after listening to the interview.

| DISCUSSION QUESTIONS | IDEAS |
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| What were the key takeaways from this interview?  | Click or tap here to enter text. |
| How does our engagement with premed advisors and applicants need to change this cycle? | Click or tap here to enter text. |
| What information do we need to communicate to premed advisers and applicants about changes to our application process?  | Click or tap here to enter text. |
| How could we adapt the “Courage Sessions” model to fit our program? | Click or tap here to enter text. |
| What is the best way to assess how COVID impacted community service, healthcare, and research opportunities for our applicants? | Click or tap here to enter text. |
| What are examples of narrative prompts we could use to help us evaluate if the student has an appreciation of what a career in medicine entails?  | Click or tap here to enter text. |
| How can we broaden our criteria for medically related experiences beyond shadowing during this application cycle?  | Click or tap here to enter text. |
| How can we recognize candidates who create service opportunities for themselves and others without penalizing candidates who do not? | Click or tap here to enter text. |
| Who are the applicants who will be most affected by any changes we will make to our process and how can we ensure we are not inadvertently impacting the applicants we are trying to enroll? | Click or tap here to enter text. |
| What are some next steps we may want to pursue based on our discussion today? | Click or tap here to enter text. |