

**Retrospective Analysis of Thirteen Years of Admission
Interview Data at Ben Gurion University Medical School**

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(Abstract)

Semi-structured admission interviews have been employed at the Ben Gurion University Medical School (BGUMS) since its establishment in 1974.

The sum of two independent interview ratings serves as the dominant criterion tool of selection once an aptitude test and minimum matriculation requirements are met. This is a report of retrospective analysis of data from thirteen years of this admission process. Data of 612 admitted students and 110 interviewers were analysed.

The predictive validity and discriminative power of the interview ratings as to academic performance and global ratings during the various stages of the undergraduate studies was assessed. The results do not indicate that correlation exists between these parameters.

The admission interview is also nonpredictive of students failing academically or dropping out of school. Similarly, matriculation grades and aptitude tests were nonpredictive of

undergraduate performance (of the selected students). Only 10% of individual interviewer ratings demonstrated medium to high positive correlations to students' achievements. Reliability between two interviews showed fluctuations of the correlation coefficients without a consistent trend with a median of 0.23.

Agreement between two interviewers in the first interview was significantly lower than that of the second. (mean $r = 0.33$; $SD = 0.32$ and mean $r = 4.8$; $SD = 64$ respectively.)

Although there is a general satisfaction from BGU graduates and the interview method is considered to play a role in the overall outcome, the findings of our analysis cannot substantiate evidence for the value granted to this method which is time-consuming and costly. Refinement by better selection and training of interviewers as well as reconsideration of the admission policy in general is suggested.

**The Influence of Exposure to Clinical Knowledge
in the Basic Clinical Science Subjects**

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(Abstract)

Basic clinical science subjects are traditionally examined after the third year course of the Swiss medical curriculum. Students who took this examination at the end of the fourth year, in which they were involved in practical, clinical work, clearly performed better than their third-

year colleagues who wrote it immediately after taking the required courses. This shows the positive impact of the exposure to clinical problems on the acquisition of knowledge in the basic clinical courses.