

### Perspective Taking Activity -12:36 -1:05 pm (30 min)

**Introduction:** We will be asking you to work in small groups/pairs to do an activity where you will be thinking about identities of particular students. You will then be asked to look at one part of your admissions core competencies through the lens of those perspectives. You will have an agenda to follow in your breakout group that includes times. Please be sure to adhere to the time limits.

#### In this packet:

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- Identities List
- Core Personal Competencies for entering medical students

#### Instructions

1. (1 min) Read this agenda to yourself
2. (2 min) Volunteer for roles: You will need the following roles for this activity (you may double up on roles if needed):
  - **Facilitator**- whose job it is to keep the group on track and make sure that everyone who wants to contribute has the opportunity to do so.
  - **Time keeper**- important role whose job is to make sure the group adheres to the times on this agenda. Give 1-2 minute warnings to wrap up each section.
  - **Note taker**- keeps notes on the group decision and is prepared to share that out on the chat for the larger group to see.
3. (3 min) Facilitator have group read your assigned competency and the identities (see below)- make sure you all agree on what the competency means.
4. (4 min) Facilitator: “answer as a group: how do you think your admissions process assesses this competency for each of the identities?”
5. (5 min) Facilitator: “evaluate as a group: As a \_\_\_\_\_(identity) how would you demonstrate \_\_\_\_\_ (competency)? *Note taker: Record 2-3 responses.*”
6. (5 min) Facilitator: “what barriers might there be for you as a \_\_\_\_\_(identity) in demonstrating this competency? How is our current admission system including or excluding these individuals? What are our blind spots?” *Note taker: Record 2-3 responses.*
7. (10 min) Facilitator: “what changes to the system would you like to see to allow yourself to better demonstrate this competency?” *Note taker: record 1-2 changes.*

**Note taker**- be prepared to report out on what you think are your major blind spots, what are potential changes to the system that would address the blind spots, what are areas you are doing well? (You will have 2 minutes to report out).

Group Competency Assignments

Group	First	Last	Competency
1	Tom	Delaney	Oral Communication
	Lauren	Faricy	
	Nathalie	Feldman	
2	Allison	Hall	Teamwork
	Rachel	Humphrey	
	Katarina	Khosravi	
3	Brian	Kim	Social Skills
	Nataniel	Lester-Coll	
	Eva	Wilton	
4	Erin	Morris	Ethical Responsibility to Self and Others
	Amy	Odefey	
	Liz	McElhinney	
5	Scott	Olehnik	Capacity for improvement
	Shivani	Seth	
	Cary	Jewkes	
6	Nancy	Rennert	Reliability and Dependability
	Seth	Wolf	

<b>7</b>	Mark	Thermansen	Cultural Competence
	Laura	Greene	
<b>8</b>	Jack	Gallagher	Resilience and Adaptability
	Andrew	Solomon	
<b>9</b>	Susan	Sweetser	Service Orientation
	Beth	Jillson	
	Raiel	Barlow	

**Identities List**

- A person who is hard of hearing and uses lip reading to communicate
- A person who is a wheelchair user
- A black man
- A first generation college student with no person in their family or life who has been to medical school
- A trans woman
- A Muslim woman who wears a full hijab
- A queer person of colour
- A single parent of two toddlers

## Core Personal Competencies for Entering Medical Students

Competencies	Description
<b>Ethical Responsibility to Self and Others</b>	Behaves in an honest manner; cultivates personal and academic integrity; adheres to principles; follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; and develops and demonstrates ethical and moral reasoning.
<b>Reliability and Dependability</b>	Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
<b>Service Orientation</b>	Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society, locally, nationally, and globally.
<b>Social Skills</b>	Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.
<b>Capacity for Improvement</b>	Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.
<b>Resilience and Adaptability</b>	Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
<b>Cultural Competence</b>	Demonstrates knowledge of social and cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.
<b>Oral Communication</b>	Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.
<b>Teamwork</b>	Works collaboratively with others to achieve shared goals, shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.