Preparing for CaRMS
OHPSA Application & Interview Guide
OHPSA: Supporting you throughout the CaRMS process

To our residency applicants:

All of us in the office of student affairs are excited to work with you during this next phase of your medical education. While there may be some unknowns to contend with until Match Day, February 26, 2018, there is one thing that is certain: the ongoing support you have from the office of student affairs and the MD Program.

We are here to help you put your best foot forward.

We hope that this manual, crafted by our experienced career counsellors with support from many others, will help guide you through the upcoming few months so you are optimally positioned throughout this process.

Best of luck; we’re with you.

Jon Novick, MDCM FRCPC
Director, Career Advising System

Antonio Pignatiello, MD
Associate Dean, MD Program
Guide Content

CaRMS process and key timelines

Preparing your documents for residency applications

- Reference Letters
- CaRMS Specific CV
- Personal Statements/Letters

Preparing for your residency interviews

Resources

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Introduction to CaRMS

• The Canadian Resident Matching Service (CaRMS)
  a national, independent, not-for-profit, fee-for-service organization that provides a fair, objective and transparent application and matching service for medical training throughout Canada
  (from CaRMS website)

• CaRMS website: provides information on the application and match process including program descriptions, timelines, eligibility criteria as well as data and reports on match results from previous years

• CaRMS Help Centre: offers helpful resources including FAQ’s, instructional videos, articles, etc.

TIP: have a look at the CaRMS YouTube channel
CaRMS Application Timeline

• Familiarize yourself with CaRMS Timelines
• Key dates:

  September 5, 2018
  • CaRMS Online Opens
  • Program descriptions available

  November 2018
  • Application and document assignments deadline Nov 20 (noon ET)
  • Assignment of letters of reference deadline Nov 27 (noon ET)

  January 12 – February 3, 2019
  • CaRMS interview period
Suggested timelines for CaRMS preparation

**July / August**
- Begin tailoring your CV
- Begin contacting referees about writing you a strong reference letter

**September**
- Review program descriptions
- Prepare your tailored personal statements
- Preschedule appointment with OHPSA for CV & statement review

**October**
- Continue to work on your documents
- Gain feedback from mentors, clinicians, your network of support, OHPSA staff

**November**
- Submit your application and documents
- Don’t wait until the last minute to submit to avoid CaRMS technical issues

**December**
- Begin interview coaching with OHPSA staff
- Plan to participate in practice interviews with faculty

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CaRMS application specifics

- For current and comprehensive information on documents required to be submitted, residency program specifics, provincial criteria, etc.:

  Please refer to CaRMS application instructions and individual program descriptions on the CaRMS website

- The CaRMS Help Centre: offers helpful resources including FAQ’s, instructional videos, articles, etc. to guide you through the CaRMS application process
Reference Letters

Tips • Etiquette • Timelines • Resources
# Reference Letters: Key points

<table>
<thead>
<tr>
<th><strong>TIPS</strong></th>
<th><strong>ETIQUETTE</strong></th>
<th><strong>TIMELINES</strong></th>
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</table>
| • Letters of reference (LOR) from physician preceptors are a key component of your CaRMS application package  
• LOR requirements vary for each program. Review the program description to identify:  
  • The number of letters requested by each program  
  • Who is qualified to write the letter  
  • Specific aspects referees are being asked to address in the letter | • Always be respectful and polite, and ask in person when possible  
• Ask your potential referees if they are comfortable writing you a **strong** letter  
• Thank your referee for agreeing to write the letter  
• Provide and discuss helpful information:  
  • Any known program guidelines regarding the content of the letter  
  • Your CV; evaluations; cases worked on, procedures performed  
  • The process for submitting letters as per CaRMS and the deadline  
• Let your referees join you in celebrating your success by informing them of your match | • Ideally approach your referee towards the end of your rotations/electives about writing you a letter  
• Provide ample time for referees to compile letters before CaRMS submission deadline |
Reference Letter Resources

• To support you in your reference letter research and understanding, please refer to the Reference Letter Toolkit. This toolkit was developed to provide critical context to physician teachers for the process of writing reference letters to effectively support students through the residency application process.
CaRMS specific CV

Purpose ● Key Sections ● Checklist ● Example Sections
Creating your Curriculum Vitae (CV)

- Many residency programs require a Custom CV to be included in your application (see Program Descriptions when CaRMS opens). This is in addition to (and generally duplicates) the information you provide in your electronic application.

- Purpose of a CV: provides the program admission committee members with a concise summary of what you have accomplished:
  - academic and non-academic achievements
  - research publications and presentations
  - education
  - electives
  - experience, skills, knowledge

- Many students provide a copy to their referees when requesting a reference letter.
# Key sections

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1 Name and Contact** | • Your name, address, phone, email  
• No other personal details, e.g. age |
| **2 Education** | • List degree in bold, university attended, dates attended, specialization  
• Postsecondary only |
| **3 Awards and Honours** | • List award in full (no abbreviations), dates  
• Identify the criteria unless obvious from title, e.g. academic scholarship, leadership, research |
| **4 Clinical Experiences** | • List Electives, Selectives (Transition to Residency), Preclerkship Electives and Curricular Experiences |
| **5 Research** | • List project title in bold, department, institution or location, primary supervisor, dates |
| **6 Publications and Presentations** | • List author(s) by surname, initials (yours in bold), title, publication or location of presentation (indicate if oral, workshop, or poster)  
• If you have a long list, create 2 separate headings |
| **7 Extracurricular Activities** | • List your role in bold, followed by project, organization, location, and brief description of role/skills demonstrated  
• Can subdivide these into categories you want to highlight such as Leadership, Teaching/Tutoring, Mentoring, Community Service, etc. |
| **8 Professional Memberships** | • Relevant professional organizations with which you have membership |
| **9 Hobbies and Interests** | • List items that complement your CV, perhaps highlighting leadership, commitment to health and fitness, humanities, etc. |
| **10 Additional Optional Sections (if applicable)** | • Teaching Experience  
• Professional Development  
• Languages |
Your CV readiness checklist

**CHECKLIST**

- Is it readable and is the length appropriate?
- Is it easy to follow? Easy to skim
- Did you avoid abbreviations?
- Is it too wordy? Is it brief and to the point throughout?
- Does it look clean and uncluttered? Ample white space?
- Arial / Times Roman or other Serif font, 10 point to 12 point size (12 point is usually best)
- No more than two fonts or two sizes
- Margins no less than 1" and no more than 1.5"
- Are you using verbs in past tense (or correct tense - - (present for present tense) in experience section (consistently?)
- You have avoided using I / my language
- Is well spaced with ample white space – not crowded- readable
- Does not overuse formatting features (underlining, bolding, too large bullets)
- Has appropriate design elements
- Bullets and formatting techniques are consistent
- Consistency with Case choices/ formatting devices

**CaRMS CV SPECIFICS**

The CaRMS custom CV does not have a page limit, but it must be easily read:
- use good headings
- spread out sections
- include page numbers
- have your name on all pages
- limit descriptions to 2-3 bullet points max

Spell-check and grammar-check your CV twice; then have at least two other people do it for you. Be mindful of Canadian spelling

A good CV resource to refer to:
https://www.schulich.uwo.ca/learner-equity-wellness/services/Canadian_Medical_Residency_Guide.pdf

Starting at page 207 – discusses CaRMS CV’s, what program directors want to see etc.

**Style guides:**
http://news.artsci.utoronto.ca/resources/as-style-guide
http://medicine.utoronto.ca/sites/default/files/Writing%20Style%20Guide.pdf
CV Example Sections
CV: Your contact information

Peter Parker Hon. B.Eng., M.D. (Cand.)
555 Avenue Road
Toronto, ON M1B 2C3
416-123-4567
peter.parker@mail.utoronto.ca

Top of first page only:
• Name (optional - your education abbreviations after your name)
• Contact information: address, phone, email
• No other personal details, e.g. age

Top or bottom on all pages (excluding first page):
• Name, email, page numbers

Peter Parker – 2/4 – peter.parker@mail.utoronto.ca
## CV: Education

<table>
<thead>
<tr>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctor of Medicine</strong></td>
</tr>
<tr>
<td>University of Toronto, Toronto, ON</td>
</tr>
<tr>
<td><strong>Bachelor of Engineering - Honours in Engineering Physics</strong></td>
</tr>
<tr>
<td>McMaster University, Hamilton, ON</td>
</tr>
</tbody>
</table>

- List degree in bold, university attended, dates attended, specialization
- Postsecondary only
- Reverse chronological order
# CV: Awards and Honours

## AWARDS

### Outstanding Contribution by a Student Award
- Peters Boyd Academy, University of Toronto, ON
- 2018

### Walter F. Watkins Scholarship
- Overall honours standing in the Faculty of Medicine, University of Toronto, ON
- 2017

### Mary L. Cassidy Award
- Contribution to extracurricular activities in the Faculty of Medicine, University of Toronto, ON
- 2017

- List award in full (no abbreviations), dates
- Identify the criteria unless obvious from title, e.g. academic scholarship, leadership, research
**CV: Clinical Experiences**

### CLINICAL ELECTIVES

<table>
<thead>
<tr>
<th>Elective</th>
<th>Dates</th>
<th>Supervisor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Medicine (proposed)</strong></td>
<td>Nov-Dec 2018</td>
<td>Dr. Wilson Johnson, Markham-Stouffville Hospital, Markham, ON</td>
<td>Markham, ON 2 weeks</td>
</tr>
<tr>
<td><strong>Critical Care</strong></td>
<td>Nov 2018</td>
<td>Dr. Lionel Nielson, Toronto East General Hospital, Toronto, ON</td>
<td>Toronto, ON 2 weeks</td>
</tr>
<tr>
<td><strong>General Internal Medicine</strong></td>
<td>Oct-Nov 2018</td>
<td>Clinical Teaching Unit, St. Michael’s Hospital, Toronto, ON</td>
<td>Toronto, ON 3 weeks</td>
</tr>
</tbody>
</table>

Under separate headings for each category, list:

- Electives, Selectives (Transition to Residency), Preclerkship Electives and Curricular Experiences
- Dates, length of elective
CV: Research

RESEARCH

The impact of graphic novels on the experiences and outcomes of patients presenting with gastric emergency, Dr. Stan Lee, Toronto East General Hospital, Toronto, ON 2016-2017

Prognostic value of patient history, radiography and serology on poor outcomes in undifferentiated inflammatory arthritis patients, Dr. Tobey Maguire, Department of Rheumatology, Mount Sinai Hospital, Toronto, ON June-Aug 2016

List:
• Project title in bold
• Department, institution or location
• Primary supervisor
• Dates
CV: Publications and Presentations

ABSTRACTS, PUBLICATIONS and PRESENTATIONS

Parker, P., Web, C., Galfson, B., Jergens, P., Brusk, H. & Carlson, J. Prognostic value of patient history, radiography and serology on poor outcomes in undifferentiated inflammatory arthritis patients. (manuscript in progress)

Parker, P., Lee, S., and Ditko, S. The Impact of Graphic Novels on the Experiences and Outcomes of Patients Presenting with Gastric Emergency. Oral presentation at Sunnybrook Health Sciences Centre Department of Medicine – Resident Research Afternoon 2018.


- List author(s) by surname, initials (yours in bold), title, publication or location of presentation (indicate if oral, workshop, or poster)
- Can create 2 separate sections for publications and presentations if you have many for each section
- Tip: can add “submitted for publication” or “in progress” for work not yet published
## CV: Extracurricular Activities

<table>
<thead>
<tr>
<th>EXTRACURRICULAR ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member,</strong> Political Advocacy Committee – Canadian Federation of Medical Students, ON</td>
<td>2017-2018</td>
</tr>
<tr>
<td><strong>Member,</strong> Working Group on the Cost of Medical Education, Sandman University Medical Society, ON</td>
<td>2017</td>
</tr>
<tr>
<td><strong>Vice President,</strong> Publications, Sandman University Medical Society, ON</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Student Mentor,</strong> Substance Abuse Mentoring Group, Toronto, ON</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

- List your role in bold, followed by project, organization, location, and brief description of role/skills demonstrated
- Can subdivide these into categories you want to highlight such as Leadership, Teaching/Tutoring, Mentoring, Community Service, etc.
CV: Professional Memberships

<table>
<thead>
<tr>
<th>PROFESSIONAL MEMBERSHIPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Medical Association</td>
<td>2009-present</td>
</tr>
<tr>
<td>Canadian Anesthesiologists’ Society</td>
<td>2011-present</td>
</tr>
</tbody>
</table>

- Relevant professional organizations with which you have membership
CV: Hobbies and Interests

HOBBIES AND INTERESTS

Athletics: rock climbing, mountain biking, kayaking
Piano: successfully completed practical and written examinations for Level 9 Piano with Royal Conservatory of Music; occasionally play at community events
Travel: travelled extensively throughout South America and Asia
Other: cooking, poetry, board games

• List items that complement your CV, perhaps highlighting leadership, commitment to health and fitness, humanities, etc.
Personal Statement

Purpose ● Strategies/Guidelines ● Checklist
Purpose of a personal statement

- An essential component of your residency application and is required by most programs.
- Key opportunity for you to provide a descriptive picture of who you are; your interest in and the unique qualities and skills you possess that make you an ideal candidate for the program; your commitment to the specialty and career.
- Provides the opportunity to make yourself stand out to the admissions committee.

Ultimate Goal: secure an interview.
### Strategies for writing your personal statement

- **REVIEW**
  - Review *each* program description carefully

- **IDENTIFY**
  - Identify the questions being asked

- **NOTE**
  - Note and respect the word limit

- **TAILOR**
  - Tailor your statement for *each* program/specialty and ensure you are answering all specific questions

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# Guidelines for writing your personal statement

Review your CV to choose and reflect on experiences that will help you highlight:

<table>
<thead>
<tr>
<th>Your interest in medicine &amp; specialty</th>
<th>What you offer</th>
<th>Your career goals</th>
<th>Your interest in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• concrete examples of what interests and motivates you about medicine &amp; the specific specialty</td>
<td>• concrete examples of your relevant experiences, skills, contributions, achievements that link to the qualities relevant to the program</td>
<td>• overview of your future career goals including how you want to contribute (e.g. clinical practice, research, teaching, mentorship), and your future practice (e.g. population, setting, location)</td>
<td>• specific aspects of the program that appeal to you based on your research of the program</td>
</tr>
</tbody>
</table>

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Personal statement readiness checklist

**CONTENT AND FOCUS**
- Answered all parts of the prompt/questions on the CaRMS program descriptions
- Provided evidence/examples of what I say: (e.g. descriptions of clinical and non-clinical experiences; times of greatest learning; interactions with patients, families, and colleagues; feedback from preceptors)
- Examples/evidence provided are appropriate
- The “why” is clearly expressed: Why this discipline will help me make meaningful impacts, why I am drawn to it
- Why I like program X is specific & genuine – clear I have done research about program
- Give vs. get balance: mentions more about what I hope to contribute to patients, colleagues and others, my field, and/or the program vs. what I hope to get from my career and from program. The overall tone of letter balances the above
- Clearly expresses what I most want readers to know about me
- I am happy with the ideas I have expressed in this letter
- Meets the word limit, as indicated in the instructions

**ORGANIZATION**

**Overall Statement**
- Introduction has a clear opening / clear intro
- Body paragraphs have topic sentences that are logical and developed and where possible/ logical links to specialty and program are made.
- Closing - There is a clear and memorable closing paragraph

**Paragraphs**

Unity, order and completeness in paragraphs:
- Paragraph has topic sentence, i.e. single main idea that is expressed in topic sentence followed by supporting sentences that flow logically providing detail and evidence to support the main idea
- The concluding sentence of paragraph summarizes my main idea by reinforcing my topic sentence and echoes program prompts on CaRMS

**Transition**
- Good cohesion and narrative flow within paragraphs and overall
- Sentences within a paragraph connect to each other and work together as a whole
- Used transition words as needed to create bridges from one sentence to the next. For example, transition words that show order (first, second, third) or logic (furthermore, in addition, in fact, in conclusion etc.)

Adapted from Liz Koblyk, Laurie Barlow, Claire Rivlin, McMaster MD Program Student Affairs
## Personal statement readiness checklist continued

### Grammar and Flow
- I have reviewed use of long and compound sentences, and have rewritten to make the ideas clearer.
- Few paragraphs and sentences start with “I” and “My”.
- Vocabulary choice accurately conveys the meaning I intend.
- I used grammar/spellcheck before submitting for review and paid attention to Canadian spelling.

### Authenticity
- The “voice” of the letter is natural, appropriate, respectful of myself and others.
- The writing stimulates readers’ interest.
- The letter sounds like me.
- The tone of the letter accurately reflects my attitude (enthusiasm).
- The ideas in the letter matter deeply to me.
- The draft is personal and expressive.

### Resources

**Paragraphs**
- **Paragraph structure**
  - [https://owl.english.purdue.edu/owl/resource/606/01/](https://owl.english.purdue.edu/owl/resource/606/01/)

**PEEL Paragraph structure**

**Writing transitions (bridges)**
- [https://owl.english.purdue.edu/owl/resource/574/01/](https://owl.english.purdue.edu/owl/resource/574/01/)
- [https://owl.english.purdue.edu/owl/resource/574/02/](https://owl.english.purdue.edu/owl/resource/574/02/)
- [https://owl.english.purdue.edu/owl/owlprint/574/](https://owl.english.purdue.edu/owl/owlprint/574/)

**Additional Resources**

Adapted from Liz Koblyk, Laurie Barlow, Claire Rivlin, McMaster MD Program Student Affairs.
Residency Interviews

Purpose • How to prepare • Approach to questions
Purpose of the interview

**FOR YOU**
An essential opportunity for you:
- to communicate and highlight your relevant attributes, skills, interests, goals and how they link with the program
- to assess if the program focus, team, setting, etc. are the right fit for you and will meet your training needs/goals
- to help with your ROL decision-making

**FOR PROGRAM ADMISSIONS COMMITTEE**
A key opportunity for the program admissions committee:
- to assess if you are a good candidate/right fit for their program
- to assess if the program will meet your training needs/goals
- to help in their ROL decision-making
How to prepare for the interview

- Know yourself
- Know the program
- Anticipate questions and prepare answers
- Practice and make use of resources available to you
- Organize travel budget and travel plan
Preparation about you

How did you decide to enter this specialty?

Strengths and weaknesses (with examples)

Accomplishments, experiences, personal goals that make you stand out

Stories: patient encounters, ethical scenarios, conflict situations, teamwork, lessons learned etc.

Identify the gaps: What you do/do not know

Questions you plan to ask

Tip

CanMEDS framework
http://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e

If you prepare a scenario for each CanMEDS role, you can use them to answer various interview questions. Develop answers using STAR approach.

Prepare examples where you demonstrated CanMEDS role attributes such as leadership, teamwork, professionalism, communication skills, etc.

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Preparation about the program

Know the program (strengths, weaknesses)

Practical data, e.g. salaries, call schedule, training sites

General environment (is it a good fit?)

How to find out about programs

- Program information- read/research the web
- Specialty journals, newsletters, blogs, guides
- Current and/or former residents

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Types of interviews

**TRADITIONAL PANEL**
Interview questions are asked by a panel

**Modified Personal INTERVIEW (MPI) Stations**
An MPI consists of successive interviews and each is assessed by different interviewers

**MULTIPLE MINI INTERVIEW (MMI)**
The MMI is an interview format that uses many short independent assessments, typically through timed circuits, to obtain an aggregate score of the candidate's skills

**MMI RESOURCES**

MMI Preparation Tip Sheet - University of Toronto Scarborough Academic Advising & Career Centre
https://www.utsc.utoronto.ca/aacc/sites/utsc.utoronto.ca.aacc/files/tipsheets/Preparing_for_Professional_School_Tipsheets/Preparing%20for%20the%20MMI.pdf

Manual for Interviewers - Includes instructions on how to evaluate two sample scenarios and a rubric. From Undergraduate Medical Program at Michael G. DeGroote School of Medicine at McMaster University.

MMI scenarios, videos and MMI preparation podcast from the University of Calgary Medical School
https://www.ucalgary.ca/mdprogram/prospective-students/mmi-information
https://www.ucalgary.ca/mdprogram/admissions/mmi/samples

Sample MMI Questions
www.medicine.usask.ca/pt/admission/Practice_MMI_QuestionsUofS.pdf

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Some ways to approach questions

Understand and think through the 3 layers of questions before responding.

1. Literal
   • Understand/hear what they asked, what they said - what was stated

2. Actual
   • Appreciate what they actually want to hear about- what PD’s care about or what they actually want to hear – this may or may not be directly stated

3. Polished
   • Choose and deliver well-structured, well evidenced, professional and authentic answers that address all the layers. Answers have a strong narrative and make key connections (specialty, program etc.). Non-verbal communication is positive— all elements come together. Your answers should demonstrate you are a professional and a physician

Note: the emphasis and overall tone/content in your answers should be about how you will positively contribute to medicine and residency, not merely showcasing your achievements and skills.

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Sample answer structures to common questions

- Make a strong impact with your interview answers by ensuring that your message is well structured.
- Using a 3 or 4 point structure helps your interviewers identify the key themes in your answer and means they won't have to work as hard to listen and understand you.
- Structure also helps your answers have a clear beginning, middle and end or “sandwich” so you don’t just trail off at the end of answer. Ending well ensures you drive your point home.

Competency Based Questions

• STARR

Background and motivation questions

• CAMP

Questions about difficult colleagues / ethical, professional issues

• SPIES
Competency Based Questions

• E.g. **tell me about a time** when you had to work under pressure, use leadership skills, work on a team, etc.

**STARR**

**Situation:** Give context for action. Be concise and informative and situate the listeners.

**Task/Tactics:** The goal you set for yourself/ what you were asked to do.

**Action (s):** Demonstrate and highlight skills and attributes that the question is testing. Explain what, how and why you did it.

**Result:** Outcome of actions. Describe what you accomplished.

**Reflect** on situation by stating what you have learned which adds personal element and will show that you can think comprehensively about particular issue. Explain what you have done since e.g. implemented new procedures or protocols, adapted your approach etc. and mention their success.
Background and motivation questions

- E.g. Tell me about yourself, why have applied to this program?
- These type of questions allow you to expand and you will also need a starting and ending point. The following structure ‘CAMP’ can help you to give an all-round answer and make sure you cover all areas that the panel may be interested in.

**C**linical: Type of hospital experiences, specific skills you have, particular clinical interests and experiences

**A**cademic: What research interests you have developed, teaching experience you have had, any particular education experiences you have had

**M**anagement: Any service development you have been involved with, educational supervision you have had experience of, positions of responsibility, leadership experience

**P**ersonal: Why you want to live in area, your interests and activities etc.

Structure suggestions adapted from: “Suggestions for Structuring Your Answers at Interview” - NHS Health Education England
Questions about difficult colleagues/ethical, professional issues

• E.g. What would you do if? : Your teammate was always late, a supervisor was very rude to another member of your team or you find patient information in a place it should not be

SPIES

Seek info: What is the issue, is there actually a problem, is this a one off situation or is there a pattern

Patient safety: Critical that this is assessed, is patient care compromised; if so how can this be resolved quickly

Initiative: Can you do anything yourself before you escalate the situation

Escalate: Involve other colleagues as needed, who will you go to, who was/is the most appropriate person?

Support: Can you support the individual or team?

Structure suggestions adapted from: “Suggestions for Structuring Your Answers at Interview” - NHS Health Education England
Difficult Questions

<table>
<thead>
<tr>
<th>Difficult questions</th>
<th>Tips for handling difficult questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inappropriate (human rights) “How is it relevant to the residency program?”</td>
<td>• Anticipate difficult questions; prepare in advance; and practice.</td>
</tr>
<tr>
<td>• Absence/gap in education?</td>
<td>• Prepare responses to questions that may be difficult ahead of time with help from OHPSA or mentors.</td>
</tr>
<tr>
<td>• How are you going to rank us?</td>
<td>• Take time to gather your thoughts before you answer. Avoid being defensive.</td>
</tr>
<tr>
<td>• Are you applying to other specialties?</td>
<td>• You might be asked what other programs you have applied to and why. Be prepared to answer these diplomatically.</td>
</tr>
<tr>
<td>• If you’ve spent all your life in Toronto, why are you applying here?</td>
<td>• Be brief, and respond to the question in a factual way. Provide only the necessary information. Stay positive.</td>
</tr>
<tr>
<td></td>
<td>• Ask the interviewer to restate the question if you do not understand it.</td>
</tr>
<tr>
<td></td>
<td>• Do not embellish or be dishonest.</td>
</tr>
</tbody>
</table>
After the interview

☐ Be the professional you are: thank them and let them know of your increased interest

☐ Review and make notes

☐ Follow up with thank you e-mail / card
Example questions

• Tell me about your strengths and weaknesses.
• Tell me what interests you most about our program?
• How did you come to be interested in (specialty)?
• Please describe an example of an ethically challenging situation you encountered during medical school, what was the issue, what was your role in it, and what did you learn from it.
• Please describe a pivotal learning experience from medical school.
• Tell me about your experiences in (specialty).
• What do you see as a prevalent issue in healthcare at this time?
• Tell me about a conflict involving peers or colleagues and how you addressed it.
• What are you looking for in a program?
• What do you think we are looking for, and how do you meet that?
• What would you add to our program?
• Where do you see yourself in 10 years?
• What are three critical aspects of patient communication?
• What is a current issue the healthcare system is facing?
• What are you most proud of?
• What are you most ashamed of?
• Tell me about your successes and failures.
• Tell me about a clinical situation that went well and why, and a situation that didn't go well, and why. What did you learn from these situations?
• Tell me about your hobbies or interests or what you do for fun.
• How do you handle stress? How do you expect to maintain your wellness/resilience during residency?
• How would others/your friends/your colleagues describe you?
• How do you work with others on a team?
• Why should we choose you?
• Who is one of your heroes?
Questions you would like to ask of panel

Ensure you have prepared meaningful questions for this opportunity.

Sample questions candidates can ask at a residency interview

https://www.aafp.org/medical-school-residency/residency/interviews/questions.html
https://www.mcgill.ca/medcareerplan/med-4/interviews/typical-questions-asked-ask
Resources

Links

Career in Medicine Resources – includes sample questions
https://www.aamc.org/cim/residency/application/interviewing

Canadian Medical Residency Guide – interview preparation beginning on page 219
https://www.schulich.uwo.ca/learner-equity-wellness/services/Canadian_Medical_Residency_Guide.pdf

CaRMS Interview Guidelines
https://www.carms.ca/match/msm/applicant/file-review-and-interviews-msm/interviews-msm/interview-guidelines-msm/

Six Tips for Acing the Residency Interview
Supports

Have your documents reviewed by different people

- Use provided checklists to review your work
- Faculty, Academy Directors, Mentors
- OHPSA Staff
- Family & Friends

Interview Preparation

- Use interview guide to prepare & practice
- Faculty Practice Interviews
- OHPSA Staff
- Family & Friends

To book OHPSA appointments: ohpsa.reception@utoronto.ca