INTRODUCTION

While traditional interviews are utilized to rank Urology applicants, these interactions are often biased, are not standardized, and do not explicitly address Accreditation Council for Graduate Medical Education (ACGME) core competencies. We aimed to evaluate the ability of a team-based LEGO building exercise to assess ACGME core competencies in the Urology residency interview.

METHODS

- Study Population: residency applicants at two institutions, 2014-2017
- Applicants randomly paired (Figure 1)
- Assigned roles as “architect” or “builder”
- Constructed LEGO structure using loose pieces (Figure 2)
- Used only verbal cues to assemble the structure
- Two reviewers graded each applicant using rubric assessing ACGME core competencies of interpersonal communication, problem-based learning, professionalism, hand-eye coordination (as indicator of surgical skill/patient care)
- Total scores combined, with possible minimum of 16 and maximum of 80
- Quantitative and qualitative assessments performed

RESULTS

- A total of 176 applicants participated in the exercise, with 28% women.
- Scores for both architects and builders showed a shift to the left, with the majority of applicants achieving performance scores above 60 (Figure 3).

<table>
<thead>
<tr>
<th>Pairs</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>Successful</td>
<td>• used consistent nomenclature (interpersonal comm.)</td>
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<tr>
<td></td>
<td>• established clear directionality (problem based)</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>• miscommunicated with false affirmations (comm.)</td>
</tr>
<tr>
<td></td>
<td>• used inconsistent nomenclature (interpersonal comm.)</td>
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<td>• lacked patience (professionalism)</td>
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Table 1: Qualitative analysis of successful versus unsuccessful pairs.

CONCLUSIONS

The LEGO exercise allowed for assessment of applicants’ ACGME core competencies, including interpersonal communication, problem-based learning, professionalism, and patient care. The exercise distinguished strong performers, ultimately highlighting competitive applicants for the Urology match. Importantly, it also differentiated and quantified poor performers, or those who may struggle with proficiency in future training milestones.