

AAMC Situational Judgment Test Sample

Sample Instructions

You are about to begin the AAMC Situational Judgment Test exam. This exam contains scenarios that measure competencies that are important to be a successful medical student and doctor.

A scenario set includes a scenario and items. Each scenario is a short paragraph describing a situation that medical students may encounter during medical school. The items (responses) represent a range of possible actions someone could take in response to the situation.

For each scenario, you should assume the role of a medical student. You will be asked to rate the effectiveness of each response on a four-point scale.

| Very Ineffective (1) | Ineffective (2) | Effective (3) | Very Effective (4) |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------|
| The response will cause additional problems or make the situation worse. | The response will not improve the situation or may cause a problem. | The response could help but will not significantly improve the situation. | The response will significantly improve the situation. |

Read each scenario and response carefully before rating the effectiveness of the response.

As you evaluate the responses, please follow the instructions and guidance below:

- Consider each response as an immediate next step in the scenario, unless otherwise noted.
- Everything you need to know to evaluate each response is included in the scenario and the response itself. Do not assume anything beyond what is written in the scenario or response.
- Evaluate and rate each response independently. Do not compare the responses to each other or rank order the responses.
- Within a scenario set, each effectiveness rating can be used more than once or not at all. Not all scenario sets will include responses that reflect each effectiveness rating.
- As in real life, there may be multiple ways to respond to a situation. The response you think may be most or least effective may not be present. Each scenario set includes a sample of possible responses to the situation.

Sample 1

You are pursuing a two-week volunteer opportunity at a well-regarded local clinic. When you receive your course schedule, you realize the volunteer opportunity would conflict with your weekly required lab. This is the only time that the lab is offered this semester, so you are not able to make up the lab. Participation in the lab will count toward your grade.

Please rate the effectiveness of each response to this situation.

1. Skip your lab for two weeks to attend the volunteer opportunity.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Ask your lab instructor to identify a solution that will allow you to attend both.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Stop pursuing the volunteer opportunity so that you can attend the required lab.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Tell your lab instructor in advance that you will miss two of your scheduled lab sessions.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Attend the lab and investigate if similar volunteer opportunities are available at another time.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Sample 2

During class, your professor observes you participating in a role-play exercise with one of your classmates. You are acting as a doctor, and your classmate is acting as an angry patient. The role-play is tense but stays on course. You think you performed well, but, after class, your classmate gives you unexpected negative feedback that you missed several opportunities to comfort the patient and calm the situation. You are now expected to attend a debriefing session with your professor.

Please rate the effectiveness of each response to this situation.

1. Tell your classmate that only the professor is qualified to provide feedback.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Explain to your professor that you understand you missed some opportunities during the exercise and discuss how to improve.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Skip the debriefing session because you have already received feedback.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Ask your classmate how you could improve your performance in the future.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Explain to your professor why you were satisfied with your performance.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Ask your classmate if they would be willing to practice role playing in advance of your next exercise.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Ask your classmate not to bring up the negative feedback during your debriefing session.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Confirm your classmate's feedback with your professor.

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|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Sample 3

You are leading a study group with some classmates when two classmates begin arguing about one of the course topics. The argument is tense but stays on-topic until one student insults the other's intelligence. The other student responds by insulting the first student's appearance.

Please rate the effectiveness of each response to this situation.

1. Ask another classmate to diffuse the argument.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Let the two classmates handle the situation themselves, as you were not involved in the argument.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Tell the two classmates you are no longer willing to work with them.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Tell the two classmates that personal attacks are not acceptable.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Ask the two classmates to resolve their issue privately.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Tell the study group to take a short break and offer to speak with the two classmates privately.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Ignore the classmates' argument and continue leading the discussion with the other group members.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Ineffective | Ineffective | Effective | Very Effective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |