

Preparing Applicants for the MMI

Rev Up for the MMI presented at CAAHP 2015 – Show-Me Your Drive: Pacing Students through the Pre-Health Speedway – Kansas City, Saturday, April 25, 2015

What it is/What they need to know about the MMI

- An opportunity to demonstrate interpersonal/intrapersonal characteristics (necessary for healthcare).
- Measure communication skills, critical thinking, ethical decision-making, etc.
- Each interview/scenario may measure a different area; a question may be specific and narrow in scope.
- There are – for the most part – no right or wrong answers.
- Modeled after the OSCE (Objective Structured Clinical Examination), but in this case used to evaluate behaviors rather than clinical skills.

And what it isn't

- A test of their knowledge of science, the body or any particular healthcare procedure or policy.
 - They will not be asked to diagnose, order tests, prescribe medicine or a course of action.
 - It is alright if they are unsure of legalities in a particular state (i.e.: parental consent for contraceptives).
- A critique of their acting skill (in the role play scenarios). "I'm not a doctor (yet), I just play one on TV".
- A back and forth dialogue, a friendly conversation, an opportunity to "buddy up" or "butter up".
- An opportunity for them to highlight their _____ (unless, of course, it is relevant to the topic).
- A chance to explain (or explain away) some unpleasant or less than stellar aspects of their file.

What applicants need to know...

About themselves

- Prepared to answer any behavior-based questions and ethical dilemma questions in a much longer, extensive format.
- Idiosyncrasies in their own verbal and/or non-verbal behavior that have the potential of being exaggerated in stressful and/or prolonged speaking situations.

Hot topics in healthcare

- Affordable Care Act - <http://www.hhs.gov/healthcare/rights/law/index.html>
- Center for Disease Control - <http://www.cdc.gov>
- MedlinePlus - <http://www.nlm.nih.gov/medlineplus/>
- National Institutes of Health - <http://www.nih.gov/>
- National Public Radio's Health section - <http://www.npr.org/sections/health/>
- New York Times' Health section - <http://www.nytimes.com/pages/health/index.html>
- PubMed - <http://www.ncbi.nlm.nih.gov/pubmed>
- WebMD Health News - <http://www.webmd.com/news/>

Evaluation

Who will be the evaluators?

- Faculty, residents, current students, retired professionals.
- Professional staff from around campus (pre-health advisors, student affairs professionals, etc.).
- Community members with an active interest in the college/school and profession.
- Evaluators usually have no background information about candidates other than their name.

How will applicants be evaluated?

- Their ability to analyze information, engage ethical dilemmas, think critically about each scenario and problem solve.
- If they actually answer the question(s) presented (as opposed to telling the story they want to tell).
- Communication skills: clear, well-thought out answers backed by examples or personal experiences.
- Non-verbal skills: eye contact, comfortable voice pattern, empathy, use of hands/gestures/posture.
- How well they (actually) listen – to the actor in role plays; to follow-up questions.
- Demonstrating an understanding and ability to discuss current social, bioethics and health care issues.
- *Applicants generally receive no feedback – verbal, non-verbal, side comments, etc. – from their evaluators.*

How can students practice/prepare for the MMI?

- Time simulations and experience how quickly, or slowly, does 6-8 minutes pass. Develop your sense of time management.
- Develop a mental outline that helps you analyze what the scenario is asking:
 - Gather information (read scenario, BREATH DEEP, analyze what you might know, ask questions)
 - Establish rapport with your interviewer (listen to cues, use preferred names, good eye contact and hand shake, open body language, show empathy, patience and try to understand the value(s) involved).
 - Discuss the issue presented, while continuing to listen, gather information and maintain your rapport. You are using a balance of your academic excellence with your interpersonal and professional skills to show your strength.
- Set up a timed circuit of 6-8 mock MMI questions using a wall/corridor. Two minutes to read the question, and then face away from the question and use 6-8 minutes to respond.
- Work with a partner to role play different scenarios as well as talk about current health care issues.
- Role play how you respond when someone gets upset or disagrees with you.
- Become comfortable being cut off (mid-sentence or mid-thought) because of time constraints.
- Become comfortable receiving no feedback – verbal, non-verbal, side comments, etc. – to measure their progress; evaluators (at most schools) are instructed not to provide any feedback at all.
- Learn all you can about the school's interview process.

Where to find sample MMI questions

- University of British Columbia (<http://mdprogram.med.ubc.ca/admissions/interviews/>; <http://my.science.ubc.ca/files/2014/01/Sample-Questions-2013-2014.pdf>)
- University of Calgary: <http://www.ucalgary.ca/mdprogram/admissions/mmi/samples>
- University of Saskatchewan College of Medicine: https://www.medicine.usask.ca/pt/admission/Practice_MMI_QuestionsUofS.pdf
- Multiple Mini Interview, *Sample MMI questions*: <http://multipleminiinterview.com/mmi-questions/>

What happens when an interview/a scenario goes wrong

- Stay calm, breath deep, be willing to say if you misspoke and then clarify your response.
- Know this is only ONE of 6-8 opportunities for other evaluators to see you (in a different light, next time).
- Six to eight minutes and will be over before you know it. Learn what you can from this scenario then let it go and fully address the next scenario.

Who is using the Multiple Mini Interview (to the best of our knowledge)

Shared at CAAHP 2015 Kansas City 25-April-2015. Compiled by the University of Cincinnati Pre-Professional Advising Center (preproadvising@uc.edu) with significant contributions from Rice University and Williams College

Allopathic medical schools (U.S.)

- Albany Medical College
- Central Michigan University COM
- Chicago Medical School at Rosalind Franklin University
- Cooper Medical School of Rowan University (hybrid)
- David Geffen SOM at UCLA
- Duke University SOM
- Michigan State University College of Human Medicine
- New York Medical College
- New York University SOM
- Oregon Health and Science University
- Rutgers Robert Wood Johnson Medical School
- Stanford University SOM
- SUNY Upstate University COM
- Tufts University SOM (Maine Track only)
- University of Alabama at Birmingham SOM (hybrid)
- University of Arizona COM
- University of Arizona COM - Phoenix
- University of California-Davis SOM
- University of California-Riverside SOM
- University of California-San Diego SOM
- University of Cincinnati COM
- University of Massachusetts COM
- University of Michigan Medical School (hybrid)
- University of Mississippi SOM
- University of Missouri-Kansas City SOM
- University of Nevada SOM
- University of Oklahoma COM
- University of Utah COM (Hybrid)
- University of Vermont COM
- Virginia Tech Carilion SOM
- Western Michigan University SOM

Allopathic medical schools (Canada)

- Dalhousie University FOM
- Laval University FOM
- McGill University FOM
- McMaster University, Michael G. DeGroot SOM
- Memorial University of Newfoundland FOM
- Northern Ontario SOM
- Queen's University Faculty of Health Sciences
- Universite de Montreal FOM
- Universite de Sherbrooke FOM
- University of Alberta FOM and Dentistry
- University of British Columbia FOM
- University of Calgary FOM
- University of Manitoba FOM
- University of Saskatchewan COM

Dental schools

- Arizona School of Dentistry and Oral Health (A.T. Still)
- Marquette University
- Midwestern Univ. College of Dental Medicine-Illinois
- Ohio State University College of Dental Medicine
- University of Buffalo School of Dental Medicine
- University of Michigan School of Dentistry

Nursing schools

- Rosalind Franklin University (nurse anesthesia)

Optometry schools

- Salus University Scholars Program
- University of California-Berkeley

Osteopathic medical schools

- A.T. Still University SOMA
- Marian University COM
- Pacific Northwest University COM
- Western University of Health Sciences COMP (hybrid)

Pharmacy schools

- Oregon State University
- Regis University
- Sullivan University
- University of Arkansas
- University of California-San Francisco
- University of Colorado
- University of Illinois-Chicago
- University of Kentucky
- University of North Carolina Eshelman
- University of Oklahoma
- University of South Florida
- University of Texas at Austin

Physical therapy programs

- SUNY Upstate University
- Rosalind Franklin University

Physician assistant programs

- George Washington University
- Rosalind Franklin University

Veterinary schools

- Michigan State University
- Oregon State University
- Texas A&M University
- University of California-Davis
- Virginia-Maryland College of Veterinary Medicine

EXPLORE – PREPARE – APPLY

Pre-Professional Advising Center 120 University Pavilion (513) 556-2166 PreProAdv@uc.edu www.uc.edu/PreProAdvising

Preparing for the MMI

What it is/ what it isn't

- An opportunity to demonstrate personal/intrapersonal characteristics (necessary for healthcare).

*From the PPAC self-evaluation tool used during the Health Application Workshops.

Maturity	<i>Adaptability, Leadership, Autonomy</i>
Judgment	<i>Common Sense, Decisiveness, Reasoning</i>
Perseverance	<i>persisting in the face of challenge</i>
Self Confidence	<i>Self-assurance and Trust in One's Skills</i>
Empathy	<i>Tact, consideration, sensitivity to the needs of others</i>
Oral Communication	<i>Articulateness, Clarity of Expression</i>
Originality and Imagination	<i>Ability to see and understand new and different perspectives and approaches</i>
Ability to Work with People/Cultural Competency	<i>Rapport, tact, consideration, cooperation, attitude, biases</i>

- From the AAMC Core Competencies for Medical Students

Thinking and Reasoning Competencies	<i>Critical thinking</i>
Interpersonal Competencies	<i>Service orientation, Social skills, Cultural competence, Teamwork, Oral communication</i>
Intrapersonal Competencies	<i>Ethical responsibility to self and others, Reliability and dependability, Resilience and adaptability, Capacity for improvement</i>

- NOT a test of your knowledge of any particular healthcare procedure or policy.
 - You will not be asked to diagnose, order tests, prescribe medicine or a course of action.
- NOT a critique of your acting skill (in the role play scenarios).
- NOT a back and forth dialogue, a friendly conversation, an opportunity to “buddy up” or “butter up”.
- NOT an opportunity to highlight your _____ (unless, of course, it is relevant to the topic).
- NOT a chance to explain (or explain away) some unpleasant or less than stellar aspects of your file.

What you need to know...

About yourself

- Be prepared to answer any behavior-based questions in a much longer, extensive format.
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- New York Times' Health section - <http://www.nytimes.com/pages/health/index.html>
- PubMed - <http://www.ncbi.nlm.nih.gov/pubmed>
- WebMD Health News - <http://www.webmd.com/news/>

How you may (possibly) be evaluated

- Ability to analyze information, engage ethical dilemmas and think critically about each scenario.
- If you actually answer the question(s) presented (as opposed to telling the story you want to tell).
- Communication skills – clear, well-thought out answers backed by examples or personal experiences.
- Non-verbal skills – eye contact, tone of voice, empathy, use of hands/gestures, posture.
- How well you (actually) listen – to the actor in role plays; to the follow-up questions.
- Demonstrate an understanding and ability to discuss bioethics and health care issues.

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- University of Calgary: <http://www.ucalgary.ca/mdprogram/admissions/mmi/samples>
- University of Saskatchewan College of Medicine: [https://www.medicine.usask.ca/pt/admission/Practice MMI QuestionsUofS.pdf](https://www.medicine.usask.ca/pt/admission/Practice_MMI_QuestionsUofS.pdf)
- Multiple Mini Interview, *Sample MMI questions*: <http://multipleminiinterview.com/mmi-questions/>

How you can practice/prepare

- Time simulations. Experience how quickly, or slowly, does 6-8 minutes pass. Develop sense of time.
- Role play how you respond when someone gets upset or disagrees with you.
- Develop a mental outline that helps you:
 - Gather information (read scenario, BREATHE DEEP, analyze what you might know, ask questions)
 - Establish rapport with your interviewer (listen, use preferred names, eye contact and hand shake, open body language, empathize, understand the value involved)
 - Discuss the issue presented, while continuing to gather information and maintain your rapport. You are using a balance of your academic excellence with your professional skills.
- Work with a partner to role play scenarios as well as talk about current health care issues.

Additional resources

- What's It Like to . . . Participate in Multiple Mini Interviews (MMIs)? <https://www.aamc.org/students/aspiring/369362/whatsitliketoparticipateinmultipleminiinterviewsmmis.html>
- Portland State University MMI for Medical School, links provide history and sample questions: http://www.pdx.edu/careers/sites/www.pdx.edu.careers/files/MMI%20information_0.pdf
- Multiple Mini Interview (commercial company, their general/free information is helpful.) <http://multipleminiinterview.com/>
- For DUMMIES- How to Prepare for Multiple-Mini Medical School Interview (MMI) <http://www.dummies.com/how-to/content/how-to-prepare-for-a-multiplemini-medical-school-i.html>
- Multiple Mini Interview (MMI) YouTube video example abhchannel March 28, 2012. <https://www.youtube.com/watch?v=DOVbDD9INjE>
- How to be successful in the MMI 1: Francis Sousa, MD and Gurmeet "Roy" Rai, M.B.A. (2013) YouTube video: <https://www.youtube.com/watch?v=zdXKVLt1ZQ>
- University of British Columbia, Interview Process Demonstration: <http://mdprogram.med.ubc.ca/admissions/interviews/interview-process-demonstration/>