

# MASTERING THE MMI

How to Navigate the Multiple Mini  
Interview

# What is the MMI?

- ▣ 6-8 vignettes that will be asked of EVERY interviewee of that school
- ▣ Opportunity to demonstrate interpersonal/intrapersonal characteristics necessary for healthcare
- ▣ Measure communication skills, critical thinking, ethical decision making, etc.
- ▣ Each scenario may measure a different area of competency
- ▣ There are no wrong or right answers
- ▣ Modeled after the OSCE (Objective Structured Clinical Examination) – aka “the boards”

# What it is NOT:

- ▣ A test of your knowledge of science, clinical decision making, policy, etc.
- ▣ A critique of your acting skill
- ▣ A back and forth dialogue, opportunity to “buddy up” with the standardized interviewer
- ▣ Opportunity to highlight your specific experiences
- ▣ Chance to explain weaknesses in your application

# What Are They Looking For?

- ▣ Ability to analyze information, engage ethical dilemmas and think critically about each scenario
- ▣ Do you actually answer the question?
- ▣ Communication skills – clear, well thought-out answers backed by examples or personal experiences
- ▣ How well you actually listen
- ▣ Demonstrate an ability to discuss/handle ethical and personal/health issues

# How to Prepare: Yourself

- ▣ Think about the way you handle ethical dilemmas. How would you explain your actions to others? Are there prejudices or “hot button” issues that you know you have?
- ▣ Any idiosyncrasies in your verbal or non-verbal communication that might be distracting or heightened in this scenario?

# How to Prepare: Topics

- ▣ Affordable Care Act:  
<http://www.hhs.gov/healthcare/rights/law/index.html>
- ▣ Center for Disease Control: <http://www.cdc.gov>
- ▣ Medline Plus:  
<http://www.nlm.nih.gov/medlineplus/>
- ▣ National Institutes of Health: <http://www.nih.gov>
- ▣ NPR Health:  
<http://www.npr.org/sections/health/>
- ▣ New York Times' Health Section:  
<http://www.nytimes.com/pages/health/index.html>
- ▣ WebMD Health news:  
<http://www.webmd.com/news/>

# How to Prepare: Audience

- ▣ Faculty, residents, current students, retired professionals
- ▣ Professional staff from around campus
- ▣ Community members
- ▣ Regardless of position, the evaluator will typically be “blind” to your application

# How to Prepare: Sample Scenarios

- ▣ University of British Columbia:  
<http://mdprogram.med.ubc.ca/admissions/interviews> and  
<http://my.science.ubc.ca/files/2014/01/Sample-Questions-2013-2014.pdf>
- ▣ University of Calgary:  
<http://www.ucalgary.ca/mdprogram/admissions/mmi/samples>
- ▣ McMaster University:  
<http://fhs.mcmaster.ca/mdprog/interviews.html>
- ▣ Multiple Mini Interview Sample Questions:  
<http://multipleminiinterview.com/mmi-questions/>
- ▣ Google “MMI practice” – a LOT of resources pop up, including video demonstrations as well!



# How to Prepare: Time

- ▣ Each scenario is around 6-8 minutes. Practice how long that actually IS and what it feels like
- ▣ Gather friends (with opposing view points) to push you or disagree with you
- ▣ Develop a mental outline for reading the scenario, forming your questions, establishing rapport
- ▣ Find other pre-meds to role play with

# Time to Practice! Scenario 1

- ▣ A 16 year old patient with Down syndrome is in your office with her boyfriend and her parents. The patient would like to have a baby with her boyfriend, and her parents have brought her to your office so that you can convince her otherwise. Her parents are completely against this. You walk inside the office and start talking to them.

# Evaluating Scenario 1

- ▣ Many answers are possible. Make sure no one's rights are being violated in the response.
- ▣ Cannot dismiss the parents concern but cannot just tell the patient "no".
- ▣ Must help the family come to a compromise or understanding.
- ▣ Eliminate fear of the parents but make sure that the patient understands the responsibility.

## Scenario 2

- ▣ If you have the choice of giving a Kidney transplant to a successful 70 yr old elderly member of the community and a 20 year old drug addict – how do you choose?

# Evaluating Scenario 2

- Evaluate which patient receives the treatment by figuring out who can get the most use of the organ. Applicant does not need to choose! This is not the question. The question wants to know, how the applicant will evaluate these patients.
- Ways to evaluate the 20 yr old Drug Addict:
  - o Life span of the kidney is longer.
  - o Ability to maintain the kidney after the transplant, i.e. accessibility to support group and ability to stay on immunosuppressant. Will the drugs that the patient has been on in the future interfere in any way with the long term treatment and care of the Kidney after the transplantations?
  - o Health condition of the patient - ONLY relevant if the drug has caused issues. Do not dismiss the patient simply based on the drug addiction
- Ways to evaluate the 70 yr Elderly member:
  - Life span of the kidney is shorter.
  - Ability to maintain the kidney after the transplant, i.e. accessibility to support group and ability to stay on immunosuppressant. Most likely will have a larger support group although all of the members of this group will be older. Also, successful means they have the financial ability to maintain the kidney with immunosuppressant.
  - Health condition of the patient - ONLY relevant if the age has caused issues. Do not dismiss the patient simply based on age
- Main point: Though the patient can be evaluated by the doctor, it is actually not necessary. UNOS exists, this to make sure that everyone is pre-evaluated by the system instead of individual physicians. Student can say that they would simply follow UNOS. However, you cannot only state this.

# Scenario 3

- ▣ Your friend and peer M4 medical student Jason has been coming late to class every day for the past 2 weeks. He also sometimes smells strongly of alcohol. Being a hardworking medical student, he very seldom skips classes until recently. You know that you have both been rotating in the hospital for long hours as you get prepared for residency. As his good friend, you have been covering for him, and adjusting his charting mistakes. Today, you run into him on campus, do you say anything to him?

# Evaluating Scenario 3

- ▣ They are good friends and so the applicant must say something, however, running into him just in open public is not the right forum.
- ▣ Ask to speak with him privately sometime that day
- ▣ Ask to see if you can help him find support, and find what the problem is. It may be family issues, don't just assume it is alcoholism.
- ▣ Advise him to seek help so that his patients are not affected. Remind him of his responsibilities without lecturing. Be sympathetic.
- ▣ What are your responsibilities to the code of conduct at the school/hospital?