

MULTIPLE-MINI INTERVIEWS

MAP Medicine & Dentistry MMIs Preparation Day

INTENDED LEARNING OUTCOMES

By the end of the workshop, pupils will be able to:

- Explain the basic principles of the MMI
- Partake in a mock MMI station, under examination conditions
- Reflect on feedback from senior peers on their performance in the mock MMI

INTRODUCTIONS

- You probably already know each other by now but your tutor doesn't know you.



WHAT ARE THE MMIS

[HTTPS://WWW.MEDSCHOOLS.AC.UK/STUDYING-MEDICINE/APPLICATIONS/INTERVIEWS](https://www.medschools.ac.uk/studying-medicine/applications/interviews)

- 7-8 different stations or small interview scenarios
- Each station assess specific attributes
 - E.g discuss personal statement and experience
 - Interacting with actor

WHAT ARE THE MMIS

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- Some assessments – whole day
 - May need to complete written work
 - Group Interviews
 - Individual panel interviews
- Most medical school provide information before the interviews
- Areas covered stem from GMC principles
 - E.g professionalism, working in teams, problem solving, communication skills etc

NOW YOUR TURN

- 2 scenarios – 2 volunteers
- Normal to be nervous (now is good practice for the real thing)
- We know you haven't prepared! That's ok
- We do not expect you to be perfect
- We do expect you to make mistakes- This helps you & your colleagues learn
- We will ask for your feedback at the end

FEEDBACK

- Necessary skill in medical school & as a doctor
- Used in medical school communication skills teaching- we know we aren't perfect and we can improve
- Today we will use Pendletons model

FEEDBACK

- **What did the learner think went well**
 - Positives (things that were done well)
 - Then group (& tutor) gives feedback on areas that went well
- **What the learner thinks could be improved:**
 - Learner states what could be improved
 - Group/tutor state the areas that could be developed (and how).

MMI STATION OUTLINE

- **2 minutes reading time** (plan what to say)
- Station lasts for **7 minutes**
- Warning 2 minutes before station end
- NB These stations are not used at Manchester.
- No scoring today but this is what we use in Manchester:

(1) Poor	(2) Borderline	(3) Satisfactory	(4) Good	(5) Excellent

FEEDBACK

- **What went well?**
 - Positives (things that were done well)
 - Then the group (and tutor) will provide feedback on the areas that went well
- **What would you do differently?**
 - The learner states what could be improved
 - Group/tutor state the areas that could be developed (and how).



ANY QUESTIONS

MAP CONFERENCE

Workshop 1: Communication skills



ILOs:

By the end of this session, you will be able to:

- Understand the importance of communication as a medical student and doctor
- Communicate effectively with a patient/ colleague/ or member of public
- Pick up on cues and explore concerns

Expectations

- Today you will be practicing how to communicate effectively
- Before splitting off into smaller groups, we will show you an example of a good and bad consultation (similar to one in your pre learning resources)
- If you have any questions, please raise your hand





Why is it important to have good communication skills?

- The ability to communicate effectively, often in difficult situations, is essential to all aspects of medical practice.
- Good communication skills are what patients value the most

Importance of ICE in clinical histories

Idea

Concerns

Expectations



Reflective statements

- Pick up on body language: "I can see you look quite upset about this"
- "I am stressed" "sorry to hear you are feeling **stressed**/can you tell me more about being **stressed**"
- "It is making work difficult" -> "you said it is making work difficult, what do you do for work?"

Now it's your turn!

Scenario

- You are in a waiting room and someone is looking nervous, please speak to them about what they are feeling nervous about

Scenario

- You are working your Saturday job as a lifeguard. You think one of your colleagues has been coming into work drunk. Please discuss this with them.

What could come up in the interview?

- Dealing with an angry/upset person
- Explaining a concept
- Breaking bad news (ran over someone's cat etc)
- Just a normal conversation!



Thank you

Any questions?

Interview tips and tricks

E.g. What qualities make a good doctor?



Peel Structure:

- Point
- Evidence
- Explain
- Link to medicine/you

E.g. Tell me a time you showed leadership skills



- **Situation**
- **Task**
- **Action**
- **Result**
- **Reflect**

Motivation /Suitability for Medicine



- Why medicine?
- Work Experience
- Qualities
- Lifelong learning
- Stress Management
- Plan B



Ethics

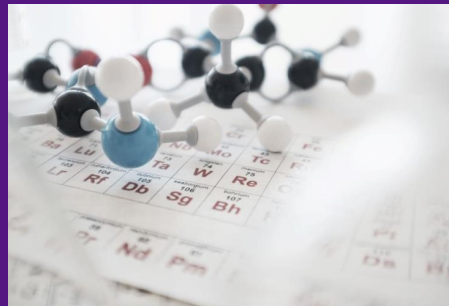
- AUTONOMY
- BENEFICENCE
- NON MALEFICENCE
- JUSTICE

Maths Calculations

Unit	Gram Equivalents	Exponential Form
Kilogram (kg)	1000.0 g	10^3 g
Gram (g)	1.0 g	1 g
Milligram (mg)	0.001 g	10^{-3} g
Microgram (μ g)	0.000,001 g	10^{-6} g
Nanogram (ng)	0.000,000,001 g	10^{-9} g

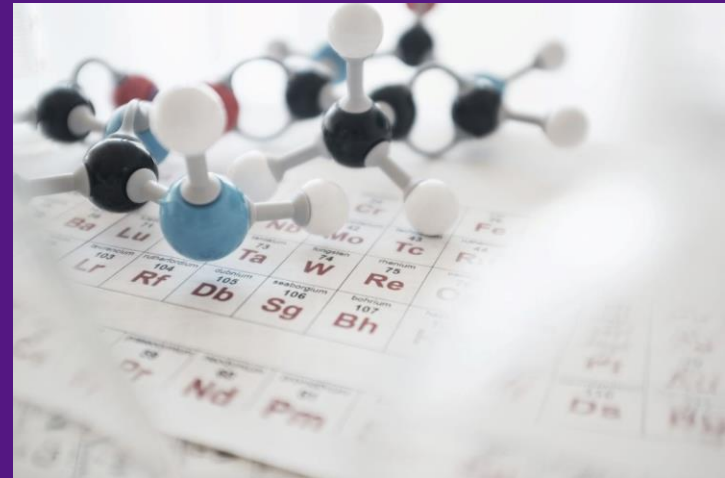
DOSAGE QUESTIONS

- You are asked to give a patient weighing 50 kg a 1 mg/kg IV injection. The syringe contains 100 mg in 2 ml. What volume of the solution in the syringe do you need to give?
- You are asked to give a patient 10 g of the drug WondaDrug. This comes as a 5% solution in bags containing 1 L. What volume of the 1 L bag do you need to give?
- You are asked to give a patient 1 ml of 1% lidocaine. How many mg are you giving the patient?
- **% = XG IN 100ML**
- **2%= 2G IN 100ML**
-



NHS Hot Topics

- Strikes
- Privatisation of the NHS
- Ageing Population
- AI in Medicine
- Cost of Living Crisis



<https://www.themedicportal.com/application-guide/medical-school-interview/nhs-hot-topics/>

Practice Questions

- Tell me a time you showed leadership qualities- and why is that important in medicine?
- What are the qualities of a good doctor?
- How do you think COVID has changed the NHS?
- What are the challenges of being a doctor?

MAP Masterclass

Workshop 2: Think like a doctor

ILOs:

By the end of this session, pupils will be able to:

- Work effectively in a group
- Consider medical ethics and law
- Consider typical ethical scenarios
- Develop an understanding of the principles of Good

Medical Practice

Expectations

Today you will be:

- Going through 3 scenarios with your facilitator(s)
- Discussing the scenarios as a group in relation to the principles of Good Medical Practice



Principles of Medical Ethics

- There are “Four Pillars of Medical Ethics”.
- These 4 pillars are used by doctors to ensure that, ideally, the treatment respects autonomy, beneficence, non-maleficence, and justice.



AUTONOMY

Acknowledge people's right to make choices for themselves based on their own values and beliefs



BENEFICENCE

One ought to prevent and remove evil or harm; One ought to do and promote good (Beauchamp & Childress, 2009, p. 151).



NONMALEFICENCE

“One ought not to inflict evil or harm,” where harm is understood as “thwarting, defeating, or setting back some party's interests”



JUSTICE

Treat others equally and fairly.

Autonomy (“Auto” = Self)

- Ensures that the patient has control over their own treatment and can decide what happens to them.



Beneficence

- Decisions must be made that are in the patient's best interests
- All possible treatments must be considered, so the patient has the best outcome



BENEFICENCE

Non-maleficence

- One of the most important parts of the Hippocratic Oath: “Do no harm”
- Normally, paired with Beneficence, as the doctor cannot allow the patient to come to harm due to neglect.



NONMALEFICENCE

Justice

Refers to several different principles:

- 1. Distributive justice
- 2. Respect for the law
- 3. Basic human rights
- 4. 'Retributive' justice

Non-maleficence

- One of the most important parts of the Hippocratic Oath: “Do no harm”
- Normally, paired with Beneficence, as the doctor cannot allow the patient to come to harm due to neglect.



JUSTICE

How to answer an ethics question

- State why it is a difficult topic
- Explain the rationale of both sides of the argument (one one hand...on the other hand)
- Give a summary
- Examiner is looking for you to be able to see both points of view! Even if you have an opinion give the other point of view!

Scenario 1

A patient is rushed to A&E following a road traffic accident and requires a blood transfusion. They are a Jehovah's Witness and refuse the blood transfusion.

“Blood represents life and is sacred to God. After it has been removed from a creature, the only use of blood that God has authorized is for the atonement of sins.”

Discuss what you would do as a doctor.

Scenario 2

A 15 year old female has attended a GP surgery asking for the combined pill (contraception). The patient's mother has phoned up the surgery asking for details of the appointment.

Discuss what you would do as a doctor.

Scenario 3

You have successfully performed a knee replacement on a 50 year old male. A few days after the operation, the patient offers you £100, thanking you for all your work.

Discuss what you would do next.

Summary

Revise ILOs:

- Work effectively in a group
- Present/discuss work to a small group
- Develop an understanding of the principles of Good Medical Practice

MANCHESTER
1824

The University of Manchester

Thank you

