Multiple Mini Interview Practice Session

Continuing Education
UNIVERSITY OF COLORADO BOULDER

1

An Introduction to Multiple Mini Interviews

Video clip courtesy of Virginia Tech Carilion School of Medicine

Continuing Education
UNIVERSITY OF COLORADO BOULDER

4

Multiple Mini Interview Practice Session

Part 1:
- Introduction to MMIs
- Tips for responding to typical types of MMI prompts

Part 2:
- Practice Session!

Continuing Education
UNIVERSITY OF COLORADO BOULDER

2

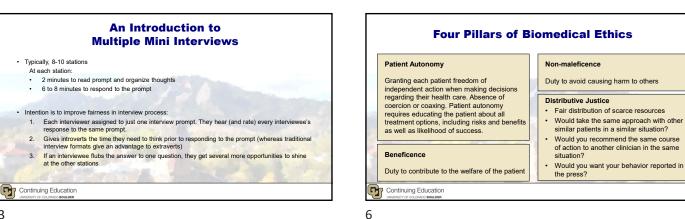## Types of MMI Questions

1. Scenario involving an ethical dilemma
2. Role play with an actor (situation with internal tension)
3. Hands-on activity with a partner or small group
4. Station with a writing prompt
5. Traditional interview question*
6. Behavioral interview question (STAR technique)*

Discussed at Interview Strategies Presentation

Continuing Education
UNIVERSITY OF COLORADO BOULDER

5

An Introduction to Multiple Mini Interviews

- Typically, 8-10 stations
  At each station:
  - 2 minutes to read prompt and organize thoughts
  - 6 to 8 minutes to respond to the prompt

- Intention is to improve fairness in interview process:
  1. Each interviewer assigned to just one interview prompt. They hear (and rate) every interviewee's response to the same prompt.
  2. Gives introverts the time they need to think prior to responding to the prompt (whereas traditional interview formats give an advantage to extraverts)
  3. If an interviewee flubs the answer to one question, they get several more opportunities to shine at the other stations

Continuing Education
UNIVERSITY OF COLORADO BOULDER

3

Four Pillars of Biomedical Ethics

Patient Autonomy

Granting each patient freedom of independent action when making decisions regarding their health care. Absence of coercion or coaxing. Patient autonomy requires educating the patient about all treatment options, including risks and benefits as well as likelihood of success.

Beneficence

Duty to contribute to the welfare of the patient

Non-maleficence

Duty to avoid causing harm to others

Distributive Justice
- Fair distribution of scarce resources
- Would take the same approach with other similar patients in a similar situation?
- Would you recommend the same course of action to another clinician in the same situation?
- Would you want your behavior reported in the press?

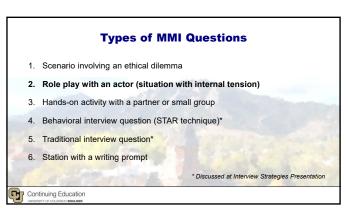Continuing Education
UNIVERSITY OF COLORADO BOULDER

6

Thinking Through Ethical Dilemmas:
Topics Typically Included In Interview Responses

- Introduce yourself: first and last name, handshake
- Briefly restate your understanding of the scenario, identifying the crux of the dilemma while empathizing with the experience of the people named in the scenario.
- Identify key stakeholders, naming the primary values/interests that are in conflict
  - For clinical scenarios: autonomy, non-maleficence, beneficence, distributive justice
- What additional information would you want to gather before proceeding?
  - Typically includes talking compassionately with one or more people named in the scenario and, often, consulting with experts for guidance
- Who else would you want to contact (or which resources would you want to access) for guidance on how to proceed?
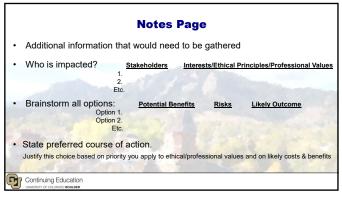- Brainstorm to identify possible courses of action
  - Generally, aim to identify at least two possible options
  - Discuss the upsides, downsides, and likely outcomes for each one
  - State your preferred course of action and summarize your rationale for your choice
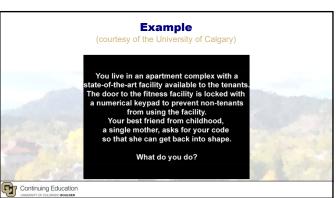
Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

7

Types of MMI Questions

1. Scenario involving an ethical dilemma
2. **Role play with an actor (situation with internal tension)**
3. Hands-on activity with a partner or small group
4. Behavioral interview question (STAR technique)*
5. Traditional interview question*
6. Station with a writing prompt

* Discussed at Interview Strategies Presentation

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

10

Notes Page

- Additional information that would need to be gathered

- Who is impacted?

Stakeholders	Interests/Ethical Principles/Professional Values
1.	
2.	
Etc.	

- Brainstorm all options:

	Potential Benefits	Risks	Likely Outcome
Option 1.			
Option 2.			
Etc.			

- State preferred course of action.

  Justify this choice based on priority you apply to ethical/professional values and on likely costs & benefits

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

8

Mental checklist for role plays

1) Be a caring listener
- **Listen well.** Ask questions and seek to understand the person's point-of-view. What are their goals, motivations, fears, limitations? Take their concerns seriously.
  - **Often, there is a secret "scenario behind the scenario."** The actor will tell you what it is if you show up as a caring listener.
- Be sure to ask questions to identify any influences (economic, cognitive, familial, cultural, religious, logistical, etc.) that could impact their ability to respond in an ideal and/or expected way.
- Note: If it's a medical scenario, what do they understand about their situation?

2) Check that you understand what they are saying
- Repeat back what you heard them say about their situation and what matters to them
  - "What I'm hearing you say is _____. Did I get that right?"
- Engage in any dialogue that follows

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

11

Example
(courtesy of the University of Calgary)

You live in an apartment complex with a state-of-the-art facility available to the tenants. The door to the fitness facility is locked with a numerical keypad to prevent non-tenants from using the facility.
Your best friend from childhood, a single mother, asks for your code so that she can get back into shape.

What do you do?

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

9

Mental checklist for role plays

3) Serve as a facilitator for informed decision-making
- **If a solution needs to be found, generate two or more reasonable options**, communicating risks, benefits, and, (if applicable) likely outcomes of each one.
- Ask, "What approach are you most comfortable with pursuing?"
- If the person says they want to pursue a less-than-ideal approach, say, "Let's have a conversation about that. What is worrying you?"

Big Picture Goal:

Demonstrate the "Humanism Standards" on the next slide

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

12

2/1/2024

Humanism Standards

Eliciting Information
- The ability to ask questions in an articulate, understandable, straightforward manner
- Appropriate use of open-ended questions and facilitative prompts
- Good command of spoken English

Listening Skills
- The ability to both listen to and respond appropriately to the other person's statements and questions

Professionalism
- The ability to show an altruistic interest in the other person's welfare.
- Competent and appropriately confident.
- Commitment to ensuring patient confidentiality and upholding ethical principles.

Giving Information
- The ability to effectively communicate clear explanations and provide counseling with regard to the other person's concerns.
- The ability to facilitate appropriate closure.

Respectfulness
- The ability to interact with others in a polite, sensitive, and collaborative manner, honoring others' choices and rights, and demonstrating appropriate cultural sensitivity.
- Holding others in high esteem.

Empathy
- The ability to demonstrate and communicate (verbally/non-verbally) understanding, concern, and interest in the other person's problem and life situation.

13

Hands-on Activity

Example:

The interviewer is sitting across from you. On the table, there is a box covered in wrapping paper. Your job is to instruct the interviewer on how to unwrap and open the box, using only your words.

You are told that the interviewer will use no assumed knowledge; they will follow each of your instructions literally. For example, if you say "lift up that flap," the interviewer may lift the wrong flap. If you say, "turn the box around," they may turn it in the wrong direction.

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

16

√ = Yes	Assessment Criteria for Role Play
	• Candidate was encouraging, supportive, and non-judgmental
	• Candidate encouraged actor to share their story
	• Conversation flowed smoothly back and forth
	• Candidate built rapport to make actor feel more comfortable, offering verbal and non-verbal empathy
	• Candidate legitimized actor's fears/concerns
	• Candidate identified multiple options, stating risks, benefits, and likely outcomes of each
	• Candidate served as an educator and facilitator so that actor could make an informed decision.
	• Candidate was appropriately confident
	• Candidate was respectful of and sensitive to actor's choices

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

14

Hands-on Activity

Tips for success with hands-on activities:

- These stations are designed to test your ability to communicate clearly in a challenging situation while maintaining a positive, professional demeanor.
  - Tip: It doesn't actually matter if you achieve the stated objective. They are seeking to assess your communication style.
- Be very specific with your instructions. Example: "Use your left hand to lift the left flap up and outwards to the left."

- **If this is a group activity with fellow interviewees**, show that you value other people's ideas and opinions while also contributing your own. Do your part to develop a positive and encouraging group atmosphere. Intentionally strike the balance between contributing your own ideas and allowing (or, if needed, encouraging) your fellow interviewees to contribute to the conversation.

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

17

Types of MMI Questions

1. Scenario involving an ethical dilemma
2. Role play with an actor (situation with internal tension)
3. **Hands-on activity with a partner or small group**
4. Behavioral interview question (STAR technique)*
5. Traditional interview question*
6. Station with a writing prompt

Discussed at Interview Strategies Presentation

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

15

Let's Practice!

Each pair:
- 2 minutes to prepare
- 8 minutes to answer
- 4-6 minutes for evaluator to fill out the rubric and give feedback

Continuing Education
UNIVERSITY OF COLORADO **BOULDER**

18

3