

Office of Admissions

Multiple Mini Interviews



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

THE UNIVERSITY OF MINNESOTA MEDICAL SCHOOL APPLICATION PROCESS



What does the MMI provide the Admissions Committee?

- Provides opportunity to gain insights unavailable from the AMCAS or secondary applications
- Ability to assess social cognitive characteristics
- Completes our assessment of attributes important for admissions specifically to the UMN TC Medical School (*Essential and Desired Qualities for an Ideal Medical Student*)
- MMI is a recruitment opportunity!



Why MMI at UMN TC?

- Currently most interviewees score “above average”
- Interviews have structured questions but allow interviewer flexibility to ask their own questions-this can sometimes be problematic
- Inconsistent evaluations
- Perceptions of known interviewer v. unknown interviewer
- Minimize halo effect and unconscious bias
- 7-8 evaluator data points compared to 2

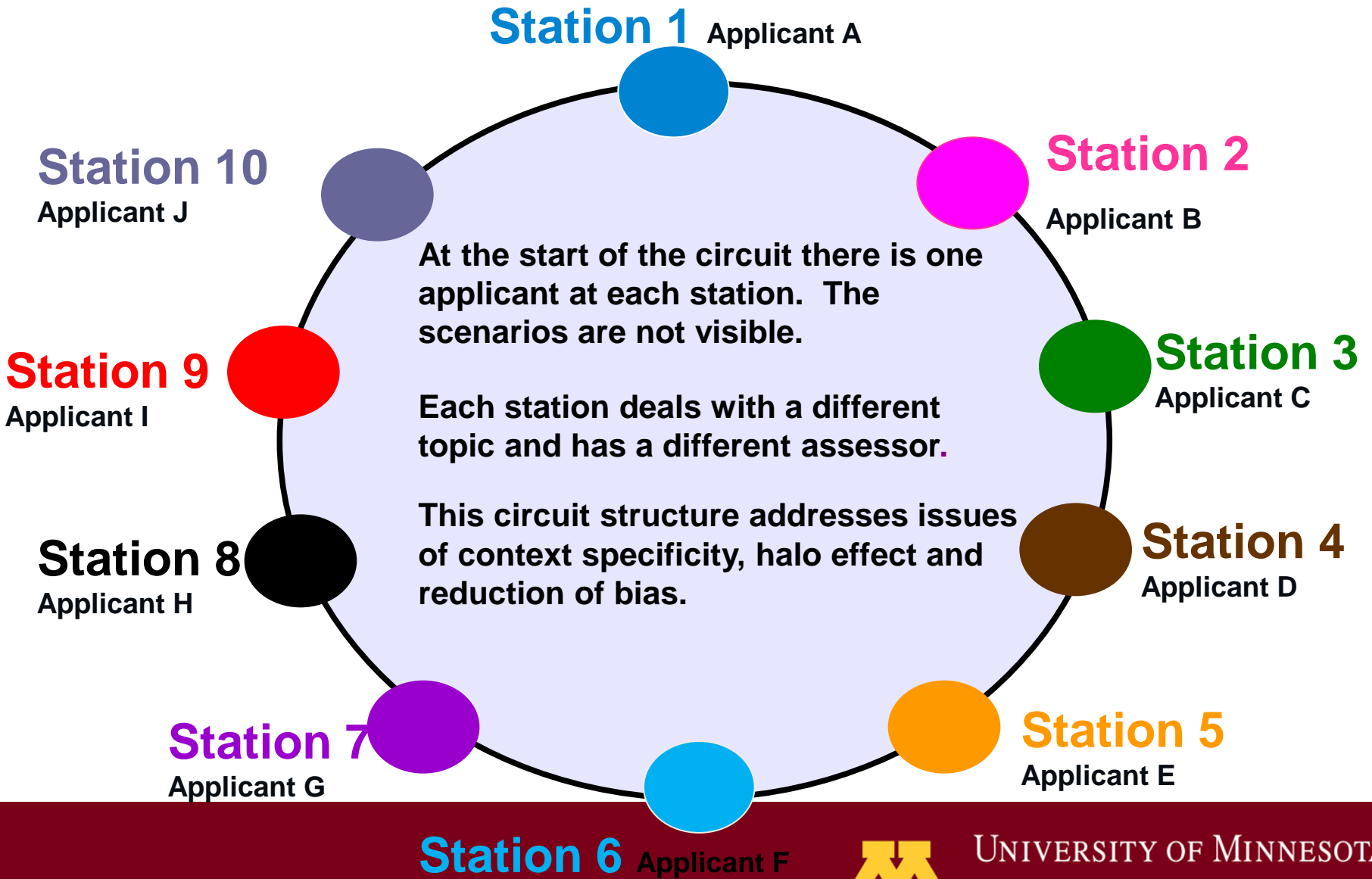


MMI Mechanics

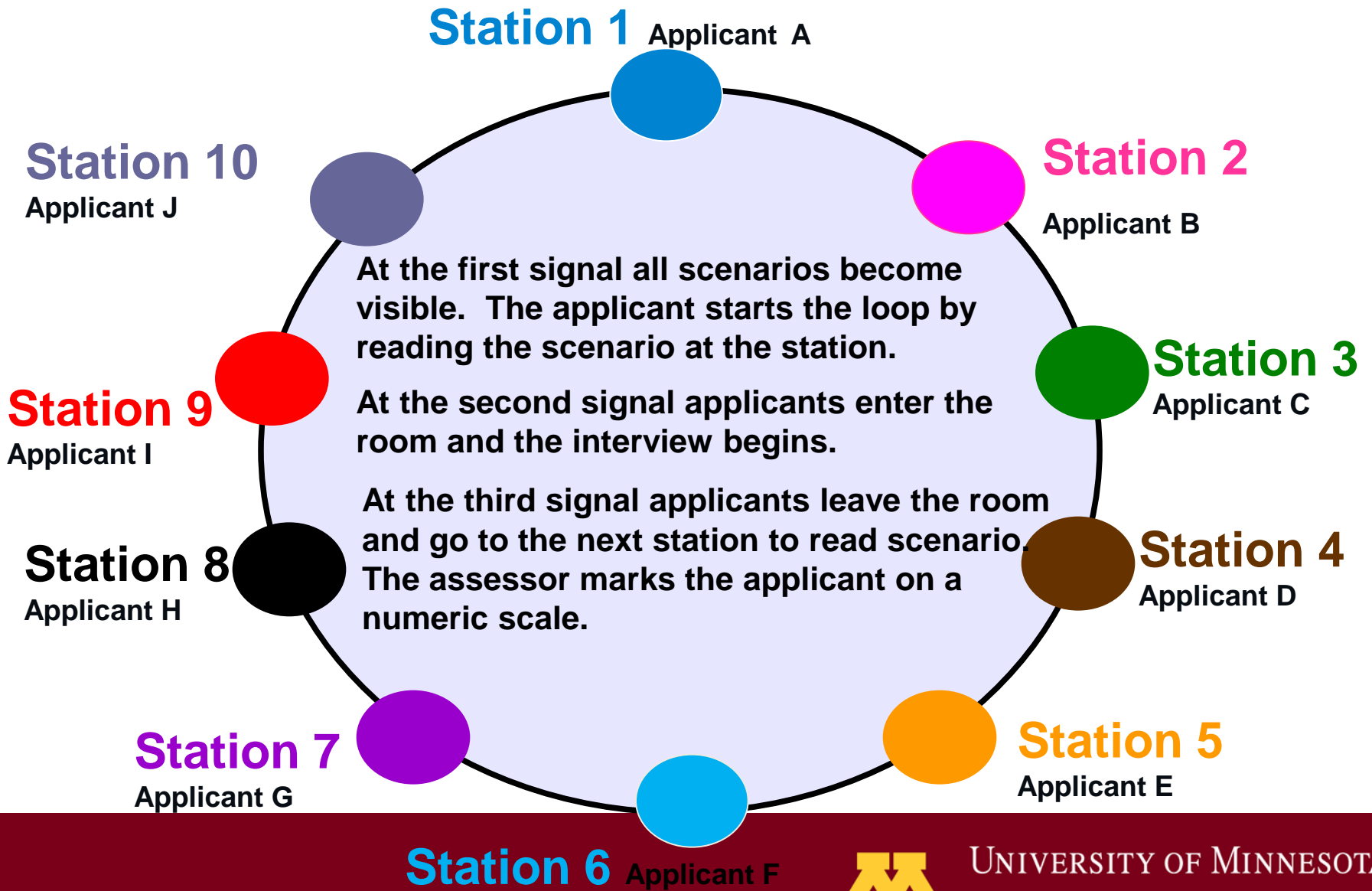
- 9 applicants participate in a circuit of 9 stations (7 evaluated stations, 1 free station, and 1 rest station)
- Entire circuit lasts 1 hour and 30 minutes
- Each station lasts 7 minutes
- There are 3 minutes between stations for evaluators
 - Students: 1-minute transition and 2 minutes for reading the next scenario



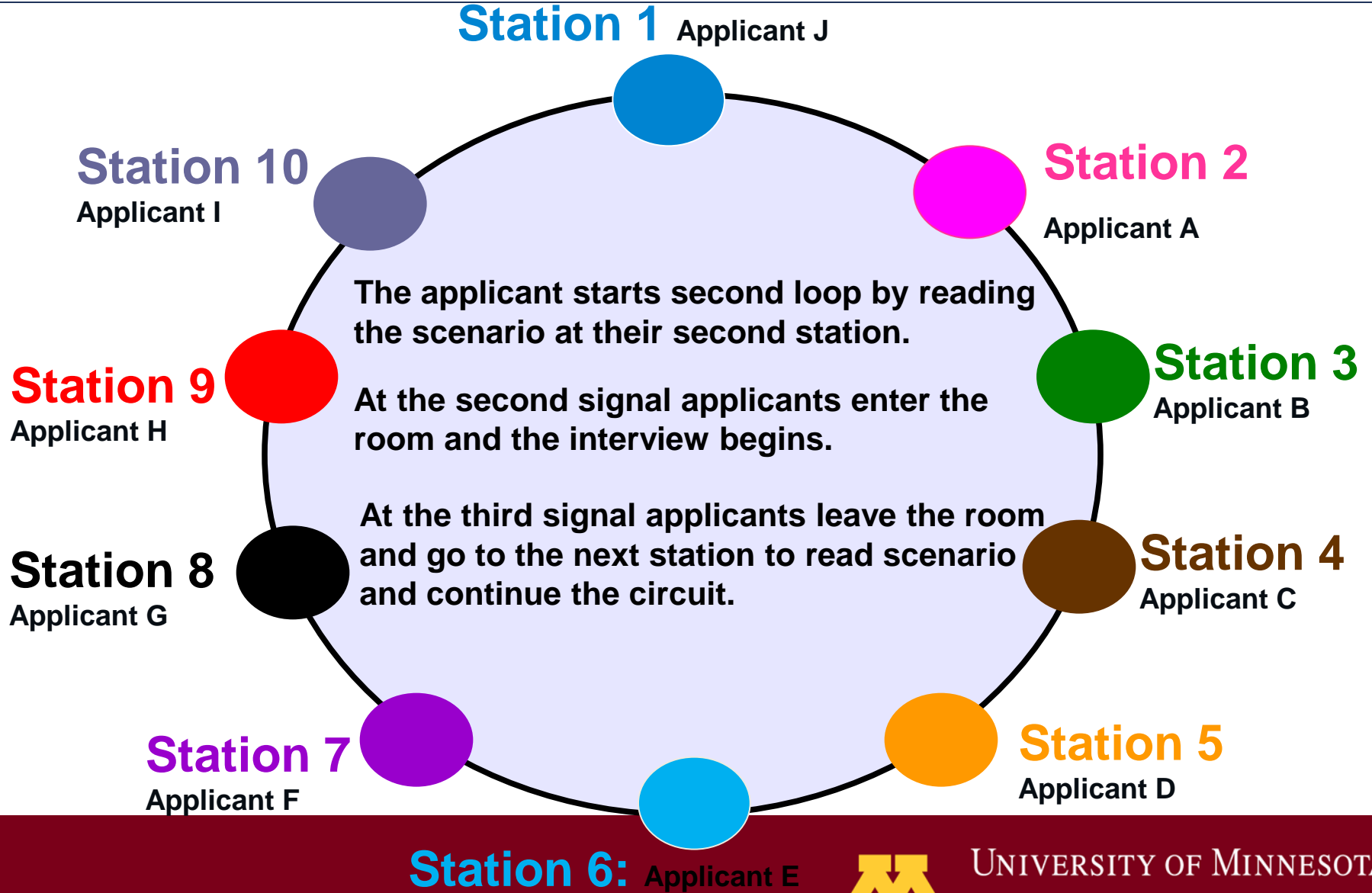
MMI is a Circuit Exercise



The Loop of the Circuit



After the First Set of Interviews



Scenarios Encountered by Applicants

| Station Type | Interaction | Role of assessor |
|---------------|-----------------------|-----------------------|
| | | |
| Discussion | Applicant - Assessor | Participant and rater |
| | | |
| Collaboration | Applicant - Applicant | Observer and rater |
| | | |
| Acting | Applicant-Actor | Observer and rater |
| | | |
| Debate | Applicant - Applicant | Observer and rater |



Example Scenarios

- You are a university student who is shadowing a family doctor to learn more about the profession. The next patient you must see speaks only Spanish. The doctor asks that you see this patient to find out the reason for the visit. The patient is in the room. You may use the paper and pencil provided to assist you.
 - **Problem Solving and Communication Skills**

- Consider a mistake you made in the past that had a significant impact on another person. How did you handle the situation? What would you do differently now, and why?
 - **Conflict resolution, Self awareness, Communication skills, Responsibility**



Example Scenarios

- Due to the shortage of physicians in many rural communities, it has been suggested that medical programs give preference to students who are willing to commit to a two or three-year tenure in an under-serviced area upon graduation. Consider the broad implications of this policy for health and health care costs. For example, do you think the approach will be effective? At what expense? Discuss this issue with the interviewer.
 - **Problem Solving and Communication Skills**
- Discuss a challenging situation where you were not sure of how to proceed.
 - **Self awareness, Problem solving, Ethical and moral judgement**



Example Scenarios

- Imagine you are president of the freshman medical school class. As president, the individual assumes responsibility for the actions of others which is sometimes difficult. One of your classmates is distraught over the unexpected death of a parent and seeks your support. On your way to meet that classmate, you run into another who is quite upset about the intramural schedule that was designed because it conflicts with the class community service project and wants you to change it immediately. As you get into your car, you glance at your watch and realize that you are at least an hour late picking up your child from daycare. Discuss how you would deal with the above demands on your personal and professional life. Specifically, what aspects of your personality would allow you to persevere in the above situation?
 - **Self awareness, Management skills, Responsibility**



Example Scenarios

- You are shopping and notice another patron remove an item from the shelf and walk past the sales counter towards the exit. This patron walks in such a determined fashion directly towards the exit that it seems obvious that they intend to leave the store without paying for the item. Discuss this situation with the rater. What would you do?
 - **Self awareness, Communication skills, Ethical and moral judgement, responsibility**



THE ROLE OF THE EVALUATOR

- Discuss the topic with the applicant
- Recognize there are no “right” answers for many scenarios
- Challenge applicants to express ideas clearly and rigorously
- Clarify the prompt when necessary
- Engage in a conversation that stays within the topic parameters of the station prompt
- Provide a brief assessment of the applicant's performance



Resources

Video Presentation: What to expect in the MMI?

<https://www.youtube.com/watch?v=DOVbDD9INjE>



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