

Facilitator notes Mini Multiple Interviews (MMI)

Wednesday 10th July (2pm-3.30pm)

Intended Learning Objectives:

- Understand the basic principles of the MMI
- Opportunity to undertake MMI in examination conditions
- Opportunity to use feedback skills

Session outline:

6-7 students in small group workshop. 90 Minutes.

Resources required:

Pens/pencils/paper/flip chart paper/square paper

Resources to hand out during the session:

MMI 1 – Marking criteria to observing students

MMI 2 - Marking criteria to observing students

MMI 3 - Marking criteria to observing students

Resource to hand out at the end of the session - MMI Student Resource (contains marking criteria and scenarios)

Tutor should discuss the outline of what will happen during the sessions (10 minutes):

This is the brief before the practical session starts.

Slides 1-2

Intended Learning Outcomes

- Understand the basic principles of the MMI
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Slides 3 - Ice breaker

Students will know each other but introduction to you would be useful. Your choice of ice breaker. Or find out what the group know about their colleagues in the group.

Slide 4 – What are the MMIs

The information is taken from the medical schools council website, link included if students want to look at it later.

There will be 7-8 different stations or small interview scenarios

Each station is designed to assess specific attributes. Examples could include a station discussing a personal statement and your experiences, or a scenario where you interact with an actor.

Each university will have their own rules of how they run the sessions so find out what each university does, as it will differ.

Slides 5 – What are the MMIs

Some assessments may run for the whole day,

You may need to complete some written work or do group interviews or individual plane interviews.

Most medical schools provide information before the interviews, so make sure you get this before the MMI

Many areas that are examined come from the GMC good medical practice principles (make sure you are familiar with this and have a look on the GMC website).

These areas could include professionalism, working in teams, problem solving, communication skills etc.

Slide 6 – Feedback

During this session we will use the feedback model you used in the communication skills session (pendletons).

This is the quick reminder:

Giving feedback is a necessary skill in medical school & as a doctor

We use it a lot in communication skills training as we know we aren't perfect and we can improve, this helps us to do this.

Slide 7 – Feedback

Students will be familiar with giving feedback from their communication skills workshop, but may need a reminder.

This is also a skill that they are learning to develop and is essential when they are medical students and doctors. It is an essential part of the medical course and feedback is essential when teaching.

We will follow an outline of Pendletons model of feedback:

When we do feedback we will follow this general structure.

- We ask for feedback on how the candidate felt the session went:
 - Positives (things that were done well)
 - Then the group (and tutor) will provide feedback on the areas that went well

- We ask for feedback on how the candidate felt the session went:
 - The learner states what could be improved
 - Tutor & group then state the areas that could be developed (and how).

Slide 8 – Now your turn

Explain what will happen next:

we will do 3 MMI scenarios and therefore need 3 volunteers.

Reiterate that it's O.K to be nervous (good practice for the real thing)

- We know you haven't prepared! That's O.K.
- We do not expect you to be perfect
- We do expect you to make mistakes
 - This helps you learn and your colleagues

Slide 9 – MMI Station Outline

Explain how the station will run

- You will have 2 minutes reading time (plan what you might say)
- The station lasts for 7 minutes
- You will have a 2 minute warning at the 5 minute point (either the tutor does this or allocates this task to one of the students).

The observing students will be given a proforma table to complete with the main elements to consider during the MMI. If a student asks for a score please feel free to provide this but the numerical score will not be used to score the student (as it may affect their confidence).

We won't use the following scoring today but this is what we use in Manchester (for information – unless the student asks for it to be used. The scoring is included below for information.

(1) Poor	(2) Borderline	(3) Satisfactory	(4) Good	(5) Excellent
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Slide 10 – Questions

Answer any questions – Ask for 3 volunteers, allocate randomly if there are no volunteers.

1 student as candidate with you as an examiner with marking criteria will mimic an MMI station lasting 7 minutes. The student will have 2 minutes of reading time before the station.

Tutor or an observing pupil to monitor time – at 5 mins (you have 2 minutes remaining).

Student who are not directly participating will also have marking criteria, and will be marking the student.

These are MMIs that were specifically created for this summer school (these are not used by Manchester).

- Students will volunteer – will need 3 students in total out of the 6-7 in the group.
- Reiterate it's a safe and supportive place to practice and learn in preparation for the real thing.
- We would expect them to be inexperienced and to make mistakes so they, and the group can learn from it.
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Slide 11 – Feedback

This slide can be left or brought up when students give feedback at the end of the scenario.

MMI Station 1 – Ethics (25 minutes)

Candidate Instructions:

You are a 1st Year Medical Student and one of your friends has just emailed you a senior students reflective portfolio entries. They've sent it for you to copy for your portfolio.

- 1) What are the issues in this scenario?
- 2) What would you do?

Examiner Instructions:

Areas the candidate should broadly cover the following points.

Please prompt student to answer both questions if they fail to cover both points

Candidate	Candidate covered (✓)
Finds out what friend intended	
Was it really to copy?	
Does friend realise this would be plagiarism	
Have they copied this as their own work?	
Was it shared with others?	
Were senior students aware the information was being shared?	
Consequences - would result in disciplinary action, and affect future progression in the course, could also affect senior students as well	
Would this be the behaviours expected of medical students and doctors? Professionalism, ethical behaviours?	
Understands the process of reflection as self-development so counterproductive for learning, as relies on own experiences to produce reflections	
Speak to friend in person (Arrange meeting) to find out the above	
Was it really to copy or to give examples of how to do a reflective piece	

May need to escalate if friend has copied and doesn't understand the ethical and disciplinary reasons for concern	
May need to discuss this with peers, especially if they had also copied	
If actions persisted (they have copied and don't care) will need to explain that needs to be escalated to a senior	
will discuss the issue with their own tutor for advice	
May need to discuss materials that were shared by senior students, were they aware	

MMI Station 2 - Problem Solving (25)

Candidate Instructions

You're a GP, the practice manager has asked you to come and see her urgently regarding the practice finances, you also have a request to see a patient with a rash, and a patient has requested a fitnote (sicknote) as it will run out tomorrow. You also have a request from a patient to prescribe their repeat medication (a moisturiser) as they forgot to do this a few days ago.

Please prioritise these requests in the order you would complete them

Justify your reasoning.

Examiner Instructions:

The most appropriate prioritisation would be on clinical need before administration. The best answers will include the prioritisation in this order. Students can still gain marks if this isn't 100% correct providing they can explain their reasoning (although patient safety should always be the number 1 priority)

1. Rash (review patient)
2. Moisturiser (prescribe medication)
3. Fit note (create fit note for patient)
4. Practice Manager (see practice manager)

Please prompt student if they do not provide reasoning (the student should ideally talk you through their reasoning).

The candidate should broadly cover the following area (put into a table for ease)

Candidate	Candidate covered (✓)
Rash: Need more information which means need to speak to patient – find out how ill they are, or if	

<p>this isn't possible we need to see the patient as soon as possible.</p> <p>Although the rash may be something minor it could be something quite serious e.g meningitis and they might need emergency treatment, or hospital, therefore the clinical need in this scenario outweighs the importance of the other situations.</p> <p>Patient safety is the most important factor to consider in this case.</p>	
<p>Moisturiser:</p> <p>This is a clinical task rather than completely administrative.</p> <p>The patient needs their regular medicines, in this case a moisturiser. It's possible that if they don't get this on time that their skin may worsen and they may need to be seen by a doctor.</p> <p>The patient's moisturiser prescription can wait until a potentially sick patient is reviewed.</p> <p>The patient's safety has not been compromised.</p>	
<p>Fitnote (sicknote):</p> <p>This is important to complete before seeing the practice manager as this may have implications on the patient financially.</p> <p>This doesn't relate to patient safety and therefore the rash which could affect patient safety should be seen before this.</p> <p>The moisturiser which also relates to a clinical condition, which may worsen, if this treatment is delayed should all occur before this task.</p>	
<p>Practice manager meeting:</p> <p>Although the message said the meeting was 'urgent', it regarded the practice finances. Although it is important, it does not relate to clinical care.</p> <p>Clinical care should be prioritised in this scenario, particularly if there is any risk to patient safety if a task is delayed.</p> <p>This task can be delayed until the patient's medical condition, medication and fitnote have been managed.</p>	

MMI Station 3 – Communication (create an origami Butterfly) (25 minutes)

The student has 2 minutes of reading time.

The examiner will have a piece of square paper to create the butterfly.

The student has 7 minutes to provide instruction with a warning at 5 minutes to remind them they have 2 minutes remaining.

Instructions to examiner:

This station tests the students ability to give instructions (communicate effectively).

As the examiner, you will purposely get the instructions wrong to test the candidate's ability to change their instructions to you, and manage their own emotions (without frustration and to remain calm).

We don't expect the student to be able to complete the task in the time allocated (they don't need to complete the task to obtain marks).

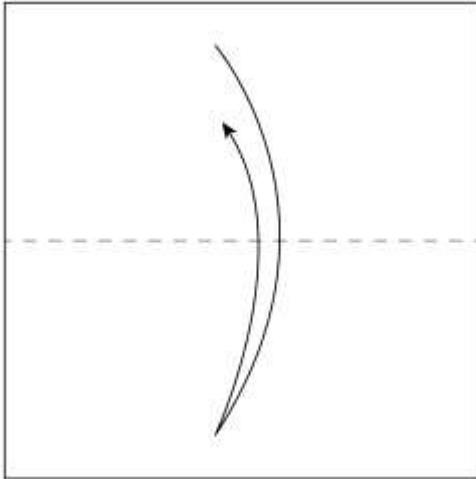
The candidate should only provide verbal prompts, they should not 'show you' how to do the steps.

Candidate	Candidate covered (✓)
Explain the purpose of the activity – to create and origami Butterfly	
Explains what they will do – provide instructions on how to complete the task	
Provides clear instructions	
Able to give short defined instructions	
Able to modify or tailor the instructions based on your errors	
Able to remain calm and supportive (rather than annoyed/critical or frustrated)	

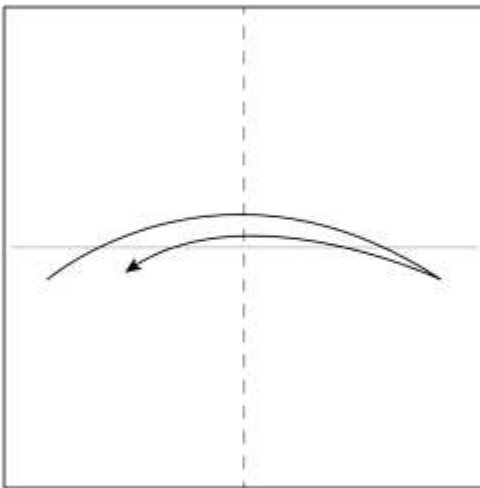
Instructions given to the candidate:

Candidate Instructions:

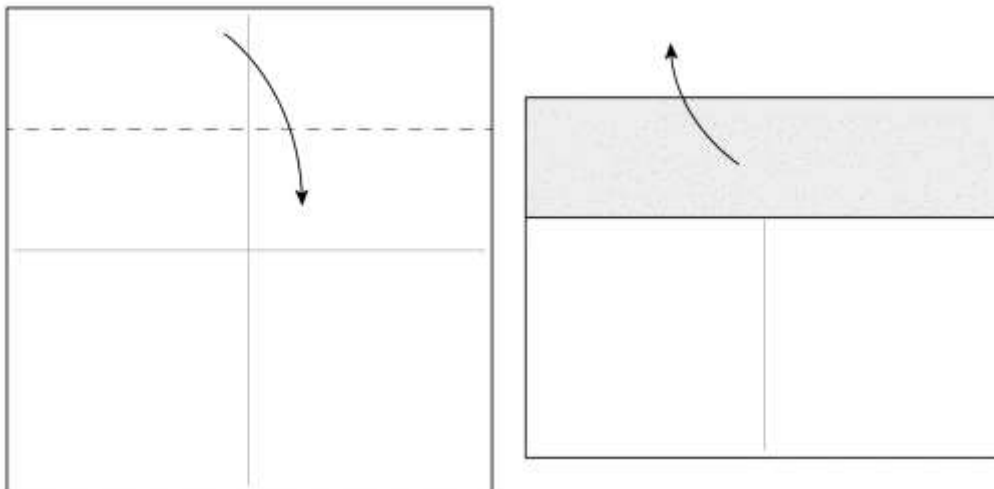
Please explain the steps needed to create an origami Butterfly, to your examiner. Please, use verbal commands only (do not show them what to do).



Step 1) Start with a square sheet of paper. Fold it in half as above. Crease should have been created.

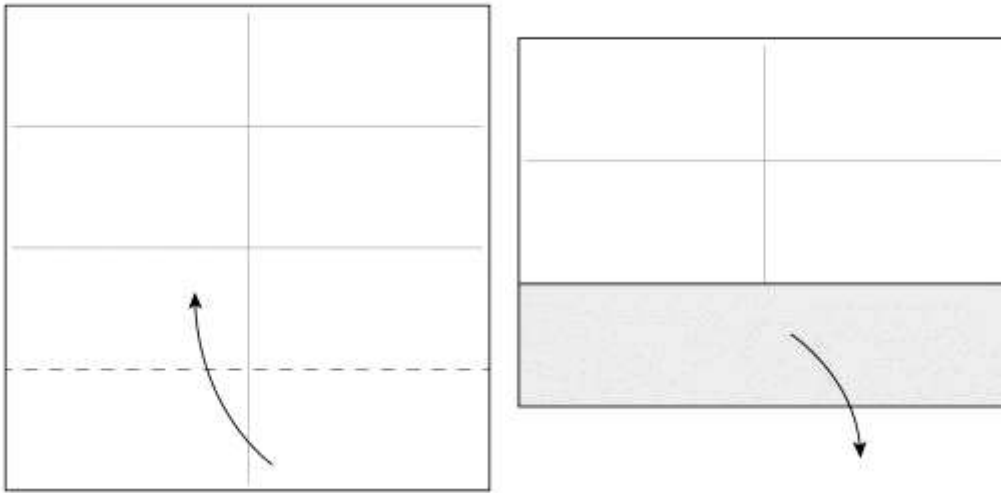


Step 2) Fold the paper in half as above



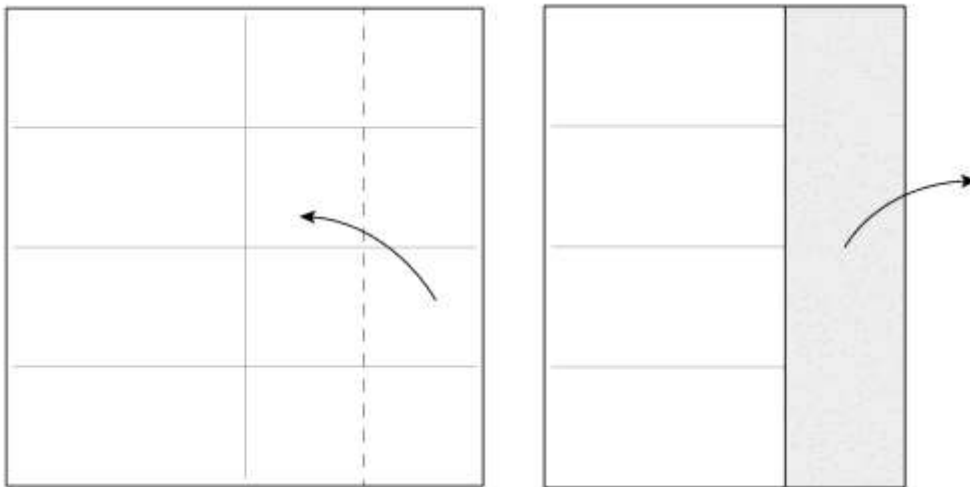
Step 3) Fold as above

Step 4) unfold as above



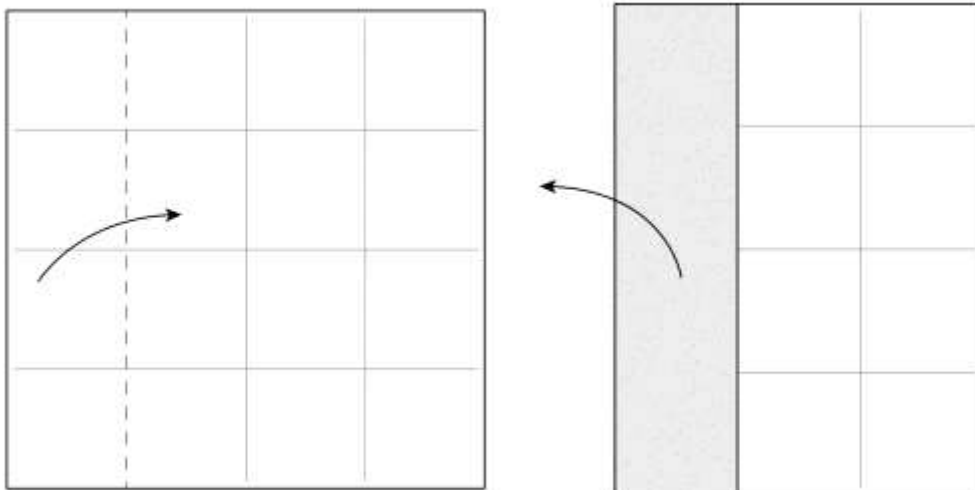
Step 5) Fold as above

Step 6) unfold as above



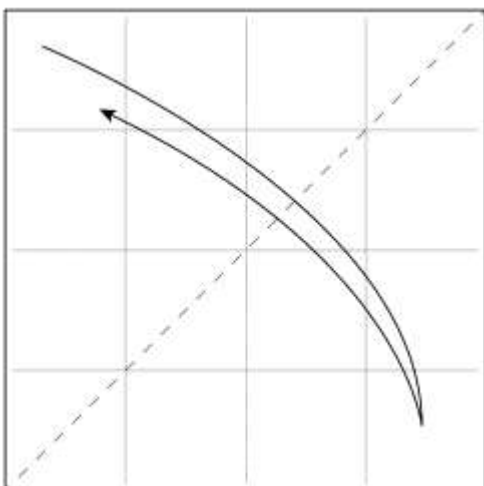
Step 7) Fold as above

Step 8) unfold as above

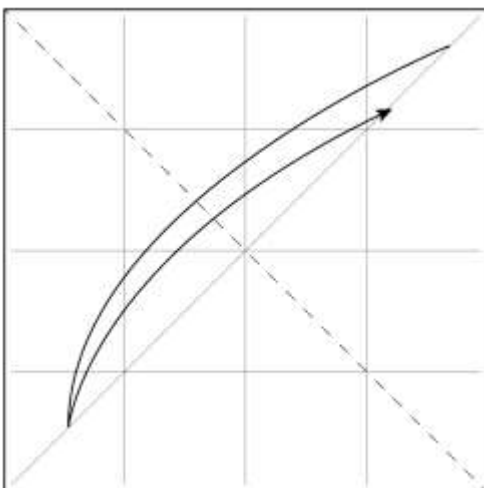


Step 9) Fold as above

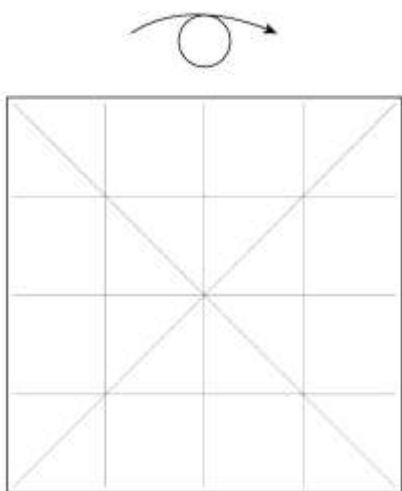
Step 10) unfold as above



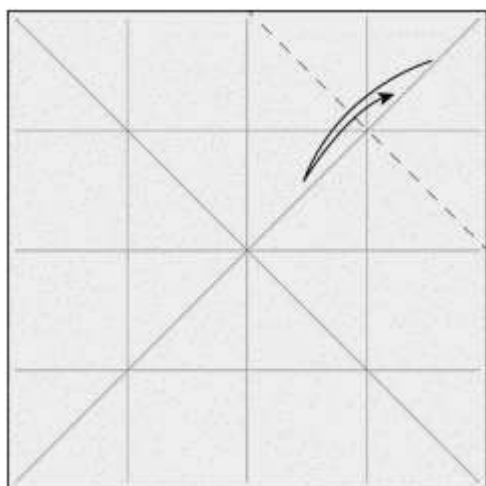
Step 11) Fold the paper as above and unfold as above



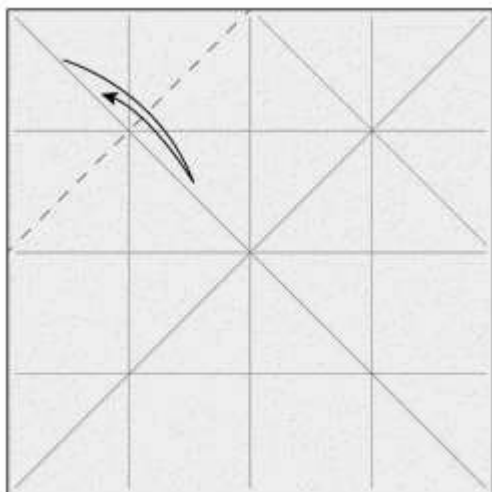
Step 12) Fold the paper as above and unfold as above.



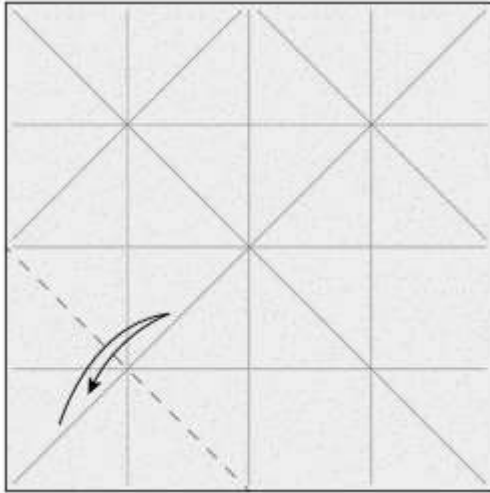
Step 13) Turn the paper over



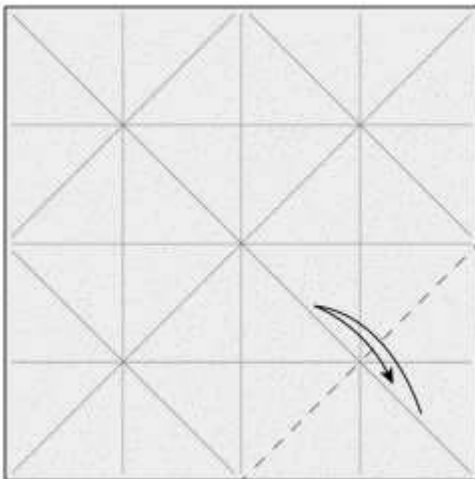
Step 14) Fold the corner as above and unfold as above.



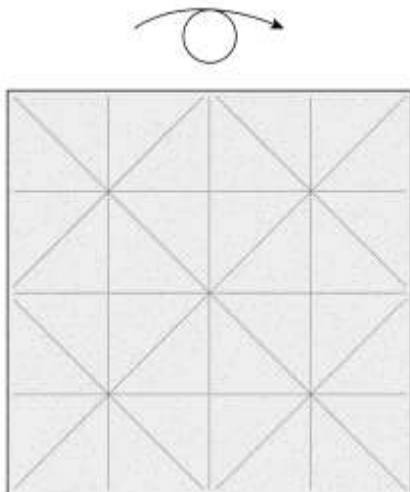
Step 15) Fold the next corner as above and unfold as above.



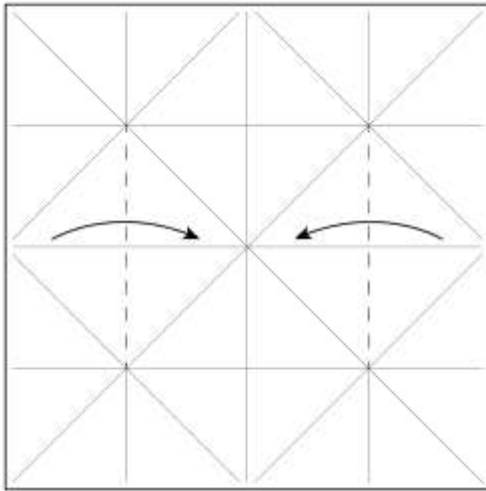
Step 16) Fold the next corner as above and unfold as above.



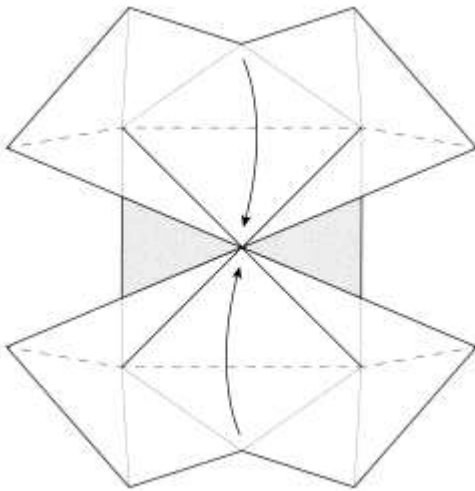
Step 17) Fold the final corner as above and unfold as above.



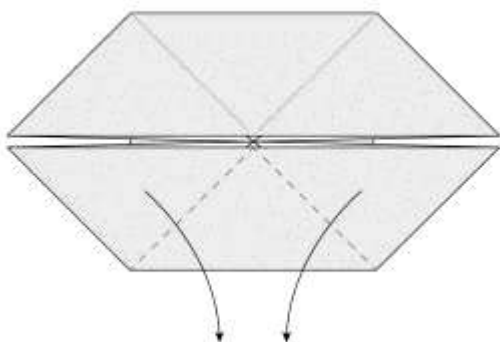
Step 18) Turn the paper over



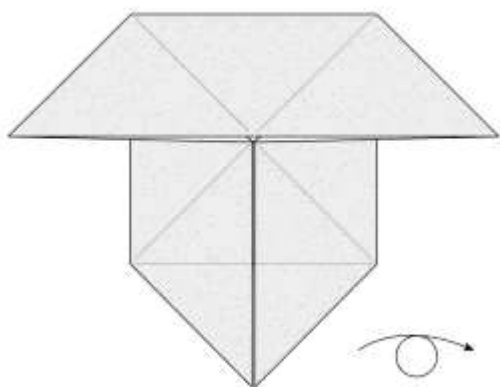
Step 19) Fold the two sides of the paper towards the centre along the dotted line. You already have a crease here. Only fold the middle half of the paper where the dotted lines are. Don't fold the top or bottom parts of the existing crease.



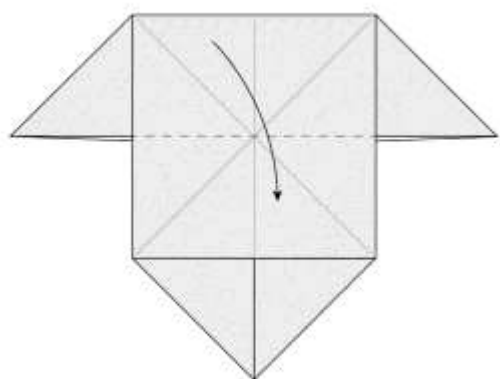
Step 20) You should have a shape that resembles what you see here. Fold both the top and bottom of the model along the dotted lines to the centre.



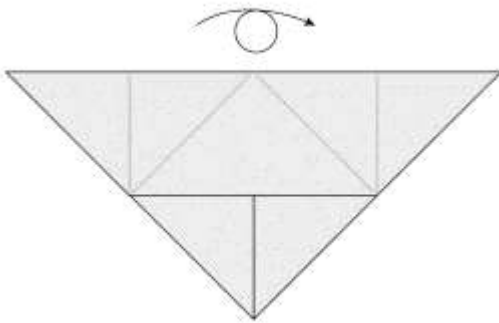
Step 21) This is a completed Boat Base. Fold the bottom two flaps of paper down along the dotted lines.



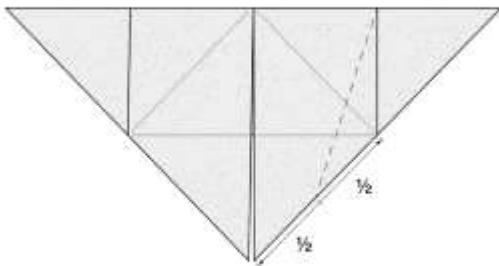
Step 22) Flip the model over.



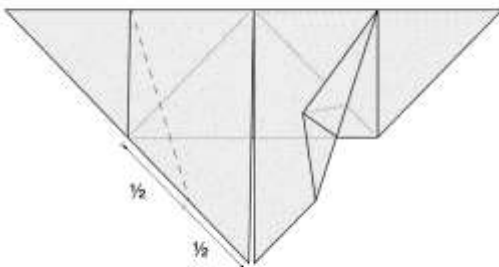
Step 23) Fold the top part of the paper down along the dotted line.



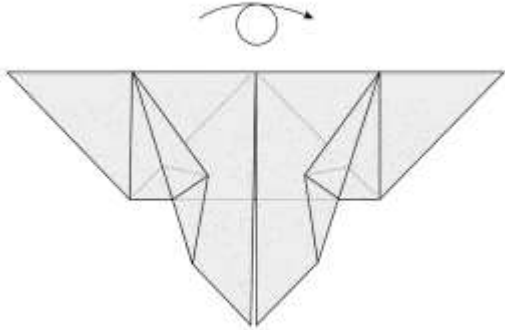
Step 24) Flip the model over again.



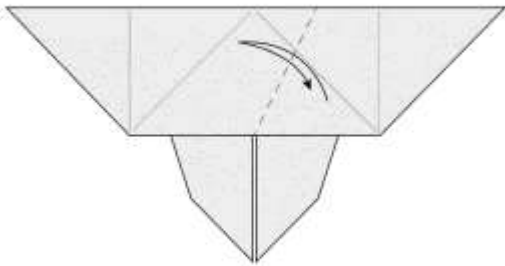
Step 25) Fold the top flap of paper on the right along the dotted line towards the centre. The dotted line goes from the top corner to halfway down the diagonal line at the bottom as you can see in the diagram.



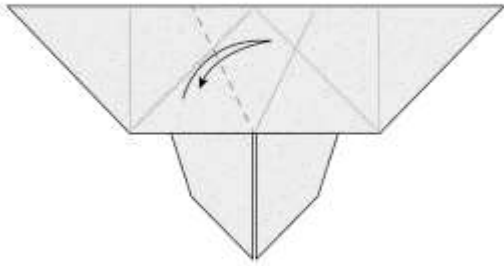
Step 26) Fold the top flap of paper on the left along the dotted line towards the centre. The dotted line goes from the top corner to halfway down the diagonal line at the bottom as you can see in the diagram



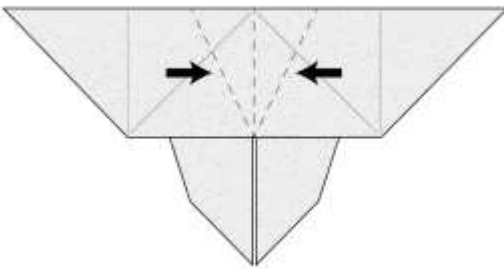
Step 27) Flip the model over.



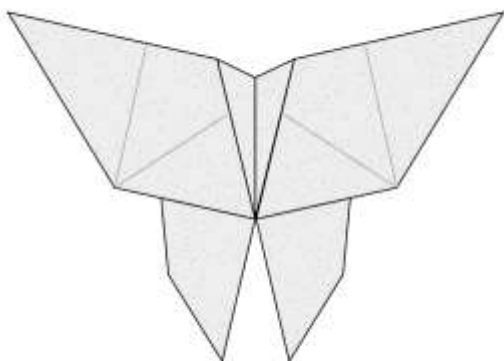
Step 28) Valley Fold along the dotted line in the direction of the arrow in the diagram. Crease this fold well and then unfold it.



Step 29) Valley Fold along the dotted line on the other side in the direction of the arrow in the diagram. Crease this fold well and then unfold it.



Step 30) Pinch the middle of the model along the two folds you just made and form a Mountain Fold along the vertical line in the middle. This gives the butterfly its final shape.



The Completed Traditional Origami Butterfly.

(Instructions modified (to increase difficulty of task) taken from <https://origami.me/butterfly/>)

After the last scenario, after pendletons feedback has been given, answer any remaining questions.