

MMI Station Information 2025

Each station will involve 5 minutes of interview time and 2 minutes to fill in the feedback form. You will get a notification **1 minute** before each student is automatically redirected back into the main meeting and you can make your notes. Using the forms provided for your notes will save you time.

This pack contains all 4 stations. You will choose / be assigned 1 of the 4.

1. Motivation to study medicine (dentistry/ vet med) and Teamwork
2. Current affairs (healthcare/ medicine in the news)
3. Medical ethics
4. Role play (communication / breaking bad news)

Note: there are a few potential dentists in our interview cohort – they should make this known to you at the start. Please try to adapt your questioning accordingly – suggestions given in some instances.

STATION 1: MOTIVATION FOR MEDICINE (DENTISTRY/ VET MED)

Start with: Why do you want to study medicine?
AND a selection of questions (dependent on time) from each section below.

Section 1: More on Motivation

1. Why not nursing/ research/ pharmacist? (Why not a doctor if student is a potential dentist)
2. What are the qualities of a doctor? How do your own qualities match up to these?
3. What are your experiences of being a patient?
4. Have you thought about what sort of doctor you might want to be in the future?
5. What did you learn from your work experience?
6. Tell me about one interesting patient you saw and why was he or she interesting?
7. What did you learn about yourself from your work experience placement?
8. Did you come into contact with other health professionals during your work experience placement? How important do you think they are to the running of the health care system?
9. What do you understand by the concept of a "doctor-patient relationship"?
10. How can doctors build relationships with their patients, when there is often little time for consultations and ward rounds?
11. Can you give me one particularly good or bad example of communication between a doctor and a patient from your work experience?
12. In which ways do you think medicine is a rewarding career? In what ways is medicine an unappealing career?
13. How might you deal with the death of a patient?
14. Can you think of any particular challenges you might face at medical school?
15. What will you do if you aren't accepted into medical school?
16. What is your greatest weakness? (And what are you doing about it?)
17. Can you give me an example of a time you failed?

Section 2: Teamwork

1. Give an example of where you have worked in a team.
2. Give an example of where you have led a team. What is your leadership style?
3. What is your understanding of the Multidisciplinary Team or MDT in healthcare?
4. Do you think doctors should be leaders or followers?
5. Is it more important to be a leader or a team player?
6. Why do you think teamwork is important in medicine? Can you give an example of when you have seen successful teamwork in action?
7. How would you deal with a team leader who is under-performing?
8. What are the key futures of successful team working?

Dentist specific: ask the student about what they have done to develop their manual dexterity

STATION 2: CURRENT AFFAIRS (HEALTHCARE/ MEDICINE IN THE NEWS)

Pick a selection from each section **depending on time**

Questions specific to now or recent times

1. What are the biggest burdens currently facing the NHS?
2. Have you read / heard about XX (major medical news in the media this week/month)? Tell me a little about it and its implications
OR
Tell me about a major medical news story and its implications.
3. Tell me about a medical development that has recently been reported in the media. Why did it interest you? Why do you think it is important?
4. Do you think that the government dealt with COVID well?
5. What is herd immunity?
6. Did lockdown work? What were the effects of lockdown?
7. What can be learned from the COVID Inquiry?
8. What were the major issues for the vaccine programme in 2020? What do you think they are now?
9. In the first month of the pandemic, the vast majority of NHS Doctors who died of COVID-19 were from BAME backgrounds. Why do you think this was?
10. In your opinion, what should priorities of the Health Secretary be? (Can be medicine or dentistry related).
11. What are YOUR ideas on how to improve the NHS in the absence of more money?

Always relevant questions

12. Why do you think A&E waiting times have increased?
13. How do you think Junior Doctors cope with stress in the workplace?
14. How much should the NHS dictate lifestyle choices?
15. Should obesity treatment or cosmetic surgery be available on the NHS?
16. Who is responsible for preventing another case like Dr Harold Shipman?
17. Should we tax unhealthy foods? If so, do you think that will stop people from buying them?
18. Should patients take a personal responsibility for a healthy lifestyle?
19. Do doctors have a responsibility to lead a healthy lifestyle in order to be good role models for their patients and the wider community?

Dentist specific:

- What could be done to encourage more people to visit their dentist/take better care of their teeth?
- What are your views on Private vs NHS care?
- Do you think that all dental treatment should be free on the NHS?
- What specific issues do the elderly face in terms of oral health care?
- What challenges could dentists have in the next few decades?

STATION 3: MEDICAL ETHICS

The purpose of this station is to apply medical ethics – it is to take the form of a discussion rather than a role play. Pick a scenario then ask additional questions.

Scenario 1

A 32 year old is brought to hospital by ambulance after a motorcycle accident has caused some severe internal bleeding, and needs urgent surgery to stop the bleeds. He is awake and able to talk to you. He refuses to have the general anaesthetic as he has a paralysing phobia of general anaesthetic, but does not object to the actual operation itself. It cannot be performed under local anaesthetic. What would you do?

Areas Explored: consent, capacity, autonomy, best interests, beneficence, non-maleficence, paternalism

Candidates should:

- Examine both sides of the argument and choose a side
- Makes reference to practical measures e.g. discussion with patient, trying to persuade
- Explain the nature of consent (informed, non-coerced, capacity)
- Explore the nature of capacity
- Question whether or not this patient has capacity (weighing up affected by phobia)
- Look for other occasions when we override patient consent

Additional Questions:

- Would the situation be any different if the patient was aged 13? Can you think of any reasons why?
- If the patient said yes, can you think of any reasons why this might still not be consent?
- Now the operation is for the elective removal of a non-harmful lump in the arm (lipoma). What would you do in this situation?
- If the patient had attempted suicide rather than being injured in a motorcycle accident, how might this affect your decision?

Scenario 2

A 12 year old boy comes into your GP surgery, with his mother, in order to receive a routine MMR vaccination booster. As the medical student attached to this surgery, you offer to administer the injection and let the practice nurse go for a break. While you pull up his sleeve, you notice some black-brown marks on his arm that are

consistent with cigarette burns. After you have given the injection, the boy and his mother leave. What would you do next?

Can easily be adapted for dentists

Areas Explored: child safeguarding, confidentiality, justice, best interests, beneficence

Candidates should:

- Make reference to practical measures e.g. discussion with nurses and doctors
- State that they would take these measures
- Explore the nature of confidentiality, when should it be broken?
- Look for other occasions when we override patient confidentiality, such as infectious diseases deemed notifiable by Public Health England
- Explain that while it might not be abuse, it is important that this is investigated appropriately
- Candidates would be expected to state that they ultimately would speak to a senior colleague

Additional Questions:

- How would it have been different if it was a 25 year old woman with bruises that she says were caused by an abusive partner?
- When else is it appropriate to break confidentiality? If the candidate doesn't mention the work "confidentiality" explicitly in their response then perhaps ask them to explain what it is?
- For confident candidates: What might happen if, once reported to child protection services, it emerges that the marks were just bruises from a school hockey match?

General: Students should consider the following 4 pillars when tackling ethical scenarios

- *Autonomy- allows patients to make informed decisions about their own treatment.*
- *Beneficence- Doctors must do good and act in best interest of their patients and/or society as a whole.*
- *Non-maleficence: Doctors should act in ways that do not cause harm to patients.*
- *Justice- Fairness across the population, only discriminating based on clinical need.*
- *Confidentiality- whilst not strictly an ethical principle, it's linked to several of them.*

STATION 4: ROLE PLAY (COMMUNICATION / BREAKING BAD NEWS)

You can do one or two scenarios if time. Please read the scenarios in red to the students at the start.

Scenario 1

Location: GP Surgery

You are a GP in a consultation.

Your patient works for a company (non-healthcare) that is insisting they have a vaccine and want you to write them a letter saying they have a medical reason for not being vaccinated.

Interviewer is patient

Can be changed for **dental practice**. Student is the dentist and practice owner, interviewer is a dental nurse refusing to be vaccinated or something similar?

Scenario 2

Location: Paediatric Ward in a Hospital

Tell parents their child's operation has to be postponed.

They are already in hospital, the child has a hospital bed and it is the night before the operation.

They have had to travel from Sheffield to London.

Interviewer is parent

Scenario 3

Location: GP Surgery (can easily be adapted for dental surgery)

You are a doctor in a busy medical practice.

Today you are running 1.5 hours late due to an earlier patient experiencing a medical emergency.

You realised the patient was having a heart attack, had to stabilise her and arrange to transfer her to hospital.

Your next patient is very angry and your receptionist informs you of his anger just before he comes in to see you.

Interviewer is angry patient

Things to look out for (but not limited to):

Students should be aware of their role and stay in character
They should introduce themselves if appropriate to the scenario, remain calm throughout and not promise anything they cannot deliver / lie / divulge confidential information of other patients
They should express empathy
Interviewer's character should be given the opportunity to speak – voice their concerns
Conversations should be structured

Well prepared students might use the SPIKES approach for breaking bad news:

- **S**etting the scene – e.g. if the news is shocking or upsetting, you might want the other person to be sat down
- **P**erception – see what they already think about the situation
- **I**nvitation – warn them that you are about to break some bad news
- **K**nowledge – give them the information
- **E**motions and **e**mpathy – respond to their reaction, e.g. sadness/shock
- **S**trategy or **s**ummary – try to think of solutions to help them