MMI Station Information 2026

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 year we are hoping to score students for internal use only so that we can target individuals for extra support after the event. Please do not give the scores to the students.

This pack contains all four stations. You will have chosen / been assigned one of the four of the four

1. Motivation to study medicine and teamwork and leadership
2. Ethics
3. Current issues in healthcare
4. Role play (communication / breaking bad news)

Note: We have many potential dentists in our interview cohort this year – 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

Start with: Why do you want to study medicine / dentistry?
AND a selection of questions (dependent on time) from each section below (please ask something about work experience).

Section 1: More on Motivation

1. What are the skills / qualities of a good doctor / dentist? Give examples of how you have demonstrated these skills. (Could ask in their opinion, what is the most important quality / skill and why)
2. Why not nursing/ research/ pharmacist? (Why not a doctor if student is a potential dentist)
3. What are your experiences of being a patient?
4. Have you thought about what sort of doctor / dentist you might want to be in the future?
5. What are the main stresses of being a doctor/dentist? What are the rewards?
6. What did you learn from your work experience? Reflect on what you saw and learned about the profession and on your own strengths and weaknesses in relation to key skills
7. Tell me about one interesting patient you saw and why they were interesting?
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/dentist-patient relationship"?
10. How can doctors build relationships with their patients, when there is often little time for consultations and ward rounds? How can dentists build good relationships with their patients?
11. Can you give me one particularly good or bad example of communication between a doctor / dentist and a patient from your work experience?
12. How might you deal with the death of a patient?
13. Can you think of any particular challenges you might face at medical school?
14. What will you do if you aren't accepted into medical / dental school?
15. What is your greatest weakness? (And what are you doing about it?)
16. Can you give me an example of a time you failed? How did you cope?

Section 2: Teamwork and Leadership

1. Give an example of where you have worked in a team (their answer should include insightful reflection)
2. Give an example of where you have led a team. What is your leadership style? (their answer should include insightful reflection)
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: 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, read it to the student and 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 word "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?

If the above scenarios do not appeal or are completed quickly you could try:

- What would you do if you saw a colleague making a mistake with a patient's medication?
- A 13-year-old patient reveals to you that they are sexually active and that their parents do not know….

Dentistry Specific

Scenario 1

A patient with dental anxiety comes into your practice. They are refusing to have a dental check-up without sedation. Discuss how you would manage this patient.

Scenario 2

A five year old patient comes in with severe dental decay and requires several teeth to be extracted. On speaking to the child's mother they refuse to give consent for the child's teeth to be extracted and do not believe that the child has any dental decay. Discuss how you would deal with this situation.

Feel free to make up / use your own scenario

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 3: CURRENT ISSUES

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. The COVID enquiry is still in the news. Do you think that the government dealt with COVID well? (A well informed student will discuss Baroness Hallett's sixth report on how the care sector was dealt with).
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. In the first month of the pandemic, a disproportionate number of NHS Doctors and medical staff who died of COVID-19 were from BAME backgrounds. Why do you think this was?
9. What is your understanding of the NHS 10 year plan? In your opinion, what should the priorities of the Health Secretary be? (Can be medicine or dentistry related).
10. What are YOUR ideas on how to improve the NHS in the absence of more money?
11. What are your views on Private vs NHS care?

If student cannot think of any issues NHS Hot Topics - Application Guide - The Medic Portal

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. Should obesity treatment or cosmetic surgery be available on the NHS?
15. Who is responsible for preventing another case like Dr Harold Shipman?
16. Should we tax unhealthy foods? If so, do you think that will stop people from buying them?
17. Should patients take a personal responsibility for a healthy lifestyle?
18. 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?
- What are the specific challenges facing NHS dentistry? Why do you think so many dentists are no longer providing NHS care? How do you think this could be improved?
- 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?
- Why is there pressure to phase out the use of amalgam fillings? (mercury toxicity, need more sound structure of tooth to be removed / move to minimal invasive dental surgery). What are your views on amalgam fillings? When would amalgam fillings be used? Should patients have to pay more for aesthetic composite fillings? Do you think amalgam should be banned?

STATION 4: ROLE PLAY

You can do one or two scenarios if time. Please read the scenarios in red to the students at the start. This station is primarily assessing communication skills through different role play scenarios but ethics may play a part in some instances.

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

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

Dentistry Specific

Scenario 1

Location: Orthodontist surgery

You are an orthodontist. A 14-year-old patient needs orthodontic treatment but it cannot proceed until the child's oral hygiene improves. Explain this to the patients' mother / father.

Interviewer is parent

Scenario 2

Location: Dental surgery

You are a dentist who specialises in implants. A patient comes to you with a recent implant that is failing due to a lack of osseointegration (not fused properly with jaw bone). They are not well off and have extended themselves financially to afford the implant. They are not happy!

Interviewer is patient.

Things to look out for (but not limited to) above and below:

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