

Using the Multiple Mini Interview for selection into vocational general practice training

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ABSTRACT

INTRODUCTION: Interviews for selection into post graduate training courses are an accepted method of selection, there is the presumption that such interview processes are fair to both candidates and the training scheme.

AMI: Due to concerns over unconscious bias and a desire to move to best practice, the Royal New Zealand College of General Practitioners introduced the Mini Multiple Interview (MMI) process as the selection process for doctors wishing to enter vocational training in general practice.

METHODS: Aspects assessed during the interviews were developed through wide consultation and included: reason for wanting to undertake training, managing poor compliance, addressing issues of equity, managing complaints, insight and understanding the role of general practitioners in chronic care. There were 218 applicants who took the MMI. Demographic data as well as scores were collected.

RESULTS: The MMI process has good reliability and performs well in several aspects of validity. All three interview venues had similar results. There was no gender difference in overall result or scores. New Zealand graduates scored higher than overseas graduates. Of the 218 candidates, 12 were considered not yet ready to enter training.

DISCUSSION: The MMI process appears to have acceptable reliability and good validity. The structure of the MMI is likely to have reduced unconscious bias. Further research will study the predictive validity of the MMI for this cohort of candidates.

KEYWORDS: General practice; vocational training; interview.

Introduction

Admission processes for postgraduate training aim to select candidates who are likely to successfully complete the training and become competent practitioners in their discipline. A second objective is to design and implement a process that reflects the needs of a high-stakes assessment. Historically, interviews have been used as part of the process of candidate selection, with the typical structure being an in-depth single interview with two or three people. Concerns over issues of interrater reliability (would the interview score be the same

regardless of who was interviewing and marking a candidate?), validity (does the test measure what it is supposed to measure?) and poor ability to predict future academic performance led to the development of alternative methods of candidate selection, such as the Multiple Mini Interview (MMI) for both medical school and vocational training programmes.¹⁷

The MMI is conceptually similar to an Objective Structured Clinical Examination (OSCE) with multiple stations, each assessing a different attribute I PRIM HEALTH CARE 2009/LIGETS-79. doi: 10.1071/HC18083 Received 06 November 2018 Accepted 07 March 2019 Published 03 April 2019

Multiple Mini Interview General Practice

Mahsood Shah, Jade McKay

Multiple Mini Interview General Practice:

INTERVIEWS FOR MEDICAL SCHOOL: Multiple Mini Interview (MMI) Practice Thanthullu Vasu, Shrya Shyam, RISE Foundation Leicestershire, 2023-04-21 Medical interviews have changed a lot with time in the last two decades multiple mini interviews MMIs have revolutionized the assessment strategies for entrance to medical schools MMIs usually consist of 6 10 stations of independent assessments done in a timed circuit so that the same examiner evaluates a specific skill for a station among the candidates Many of these stations assess a candidate s soft skills including critical thinking problem solving team working leadership and professional attitudes in addition to their knowledge skills and motivation towards choosing medicine as a career MMIs are not just a test of a candidate s knowledge or skills but their ability to use it appropriately at the right time Aristotle said we are what we repeatedly do Excellence then is not an act but a habit Candidates wishing to succeed in medical MMI interviews need repetitive practice in the various stations. These stations usually include assessments on communication skills medical ethics recent medical facts role play with an empathetic approach data interpretation and calculations scenario based situations personal character motivation and judgment This book will provide an excellent variety of opportunities to practice these stations and quide the candidate with a framework of answers This book can be used for various medical university entrance exams including those in the United Kingdom via the Universities and Colleges Admissions Service UCAS the United States via the American Medical College Application Service AMCA Canada via the respective Medical School Applications Service Australia via the specific state Tertiary Admissions Centre and many other countries via their specific admission pathways Dr Thanthullu Vasu has previously published four medical books alongside many chapters and articles in leading international journals He has founded organized and directed many teaching courses that have received excellent feedback He regularly organizes national MMI courses for candidates applying to medical schools these courses are in high demand and have consistently produced a successful outcome Many of the contributors in the book are team members from the RISE Foundation Leicestershire a charity based in Leicestershire https risefoundationuk com All the contributors have extensive experience as examiners in many interviews and courses The royalties from the sale of this book will be donated to the RISE Foundation Leicestershire Thank you for buying this book as the money will go towards helping various causes supported by this charity We wish you much success in your interviews and Medical Education: Theory and Practice E-Book Tim Dornan, Karen V. Mann, Albert J. J. A. your future medical career Scherpbier, John A. Spencer, 2011-12-02 Medical Education Theory and Practice is a new text linking the theory and the practice for graduate students and educators who want to go beyond the basics The scholarship of medical education is above all a practice but one that has a strong theoretical foundation Neither theory nor practice stand still and both are grounded in research The novelty of this book lies in its interweaving of practice theory innovation and research The book starts with a theorised contemporary overview of the field Next it explores the theoretical foundations of medical education

in depth The remainder of the book reviews a whole a range of educational contexts processes and outcomes This work has been edited by a distinguished international team of medical educationalists and written by equally accomplished authors from across the globe representing a spectrum of disciplines This will be an invaluable text for all Masters Students in health professions education as well as PhD students and education researchers wanting a background to the discipline Educators and medical students will also find it a very useful resource Written by key figures in medical educational research combined with a strong editorial influence from the international editorial team. The text has a strong evidence based approach that is fully cognisant of research methodology issues The book provides a scholarly explanation on the topic rather than aiming to say the last word Written throughout in a clear and comprehensible style The content is extensively referenced with additional suggestions for further reading Oxford Textbook of Medical Education Kieran Walsh, 2016 Providing a comprehensive and evidence based reference guide for those who have a strong and scholarly interest in medical education the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge skills and behaviour that doctors need The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this Describing the theoretical educational principles that lay the foundations of best practice in medical education the book gives readers a through grounding in all aspects of this discipline Contributors to this book come from a variety of different backgrounds disciplines and continents producing a book that is truly original and international **Understanding Medical Education** Tim Swanwick, 2013-10-31 In this new and extensively updated second edition the Association for the Study of Medical Education presents a complete and authoritative guide to medical education Written by leading experts in the field Understanding Medical Education provides a comprehensive resource of the theoretical and academic bases to modern medical education practice. This authoritative and accessible reference is designed to meet the needs of all those working in medical education from undergraduate education through postgraduate training to continuing professional development As well as providing practical guidance for clinicians teachers and researchers Understanding Medical Education will prove an invaluable resource to those studying at certificate diploma or masters level and a first port of call for anyone engaged in medical education as an academic discipline Exploring medical education in all its diversity and containing all you need in one place Understanding Medical Education is the ideal reference not only for medical educators but for anyone involved in the development of healthcare professionals in whatever discipline wherever they are in the world Selection and Recruitment in the Healthcare Professions Fiona Patterson, Lara Zibarras, 2018-11-11 How we recruit future healthcare professionals is critically important as the demand for high quality healthcare increases across the globe This book questions what the evidence tells us about how best to select those most suited to a career in healthcare ensuring that the approaches used are relevant and fair to all who apply The editors of this collection take a comprehensive look at the latest research surrounding recruitment and selection into healthcare roles Each chapter is

authored by leading experts and using international case material the practical implications for workforce policy are explored They review the key stages in designing effective selection systems and discuss how best to evaluate the quality of selection processes Evidence from role analysis studies as well as the effectiveness of different selection methods including aptitude and situational judgment tests personality assessment and interviews are examined Chapters also cover approaches to student selection and recruitment for postgraduate trainees through to senior appointments Finally they highlight contemporary issues in recruitment including the use of technology selecting for values candidate perceptions coaching issues and how best to promote diversity and widening access Teacher Selection: Evidence-Based Practices Robert M. Klassen, Lisa E. Kim, 2021-09-28 Marketing text This book combines theory and research from educational and organizational psychology to provide guidance on improving the teacher selection process and subsequently educational outcomes for all students The book identifies the characteristics of effective teachers analyzes research on selection practices and examines new approaches to teacher selection recruitment and development The central premise of the book is that improving the effectiveness of teachers and thus students educational outcomes can be achieved by making the recruitment and selection process more effective and more efficient Accordingly the book describes how to identify and select individuals for the teaching profession who display both strong cognitive attributes e g subject knowledge and essential non cognitive attributes such as resilience commitment to the profession and motivation for teaching Key topics Teacher selection practices from the viewpoint of organizational and educational psychology Teacher effectiveness and the role of individual attributes Situational judgment tests SJTs and multiple mini interviews MMIs for teacher selection Implementation of teacher selection programs Teacher recruitment and development Given its scope the book represents an essential reference guide for scholars educational leaders and policymakers and graduate students in educational leadership programs as well as professionals in child and school psychology educational psychology teaching and teacher education The Health Professions Educator Gerald Kayingo, Virginia McCoy Hass, 2017-08-28 Provides one of a kind in depth guidance for improving effectiveness in the classroom This is the only book for new and midcareer faculty that delivers practical evidence based strategies for physician assistants nurse practitioners and other clinical professionals teaching in advanced health provider education programs The text disseminates interprofessional teaching and learning strategies that can be used across the gamut of advanced clinical disciplines It also features sample curricula and syllabi lecture tips evaluation strategies and in depth information about state of the art technology and virtual classrooms Key pedagogical principles set a firm foundation for both novice and experienced educators and practical applications and case examples integrated into each chapter offer concrete reinforcement The text describes how to design and implement a curriculum that promotes cognitive diversity and inclusion and examines ways to encourage leadership and scholarship It addresses methods for fostering active learning and clinical reasoning through the use of technology simulation distance education and student centered pedagogy Edited by experienced PA and NP faculty

who are leaders in interprofessional education the book distills the insight and expertise of top PA nursing and physician educators and provides valuable tools that help faculty become effective educators in the U S and abroad Key Features Delivers cutting edge tools of the trade for advanced health professions educators Provides evidence based strategies for interprofessional education Describes key pedagogical principles for both beginner and advanced educators Includes strategies to promote cognitive diversity and inclusion in the teaching environment Weaves practical applications and case examples into each chapter Offers strategies for faculty to establish and maintain work life balance Practice Transition Jason E. Pope, Timothy R. Deer, 2021-11-16 Year One of Practice Transition The Necessary Guide to Success is a practical guide for both established physicians transitioning from one practice opportunity to another and those transitioning from formal residency or fellowship training This book is an up to date look at how to achieve a successful practice offering insights from top experts who have navigated transition through various phases and circumstances Examines key factors such as training managing a schedule working with staff and problem solving Offers a practical approach in an easy to use format Consolidates information and current tools to succeed in creating a supportive practice environment and work life balance tools to become the best version of yourself Written by some of the world s top physician Family Medicine in the Undergraduate Curriculum Val Wass, Victor Ng, 2023-10-06 It has been recognised experts by governments and healthcare organisations worldwide that for Universal Healthcare in pursuit of Health for All under the Sustainable Development Goals to be achieved effective primary care that is integrated accessible and affordable for everyone is essential. This practical guide is the first designed specifically to support those planning and conducting family medicine primary care education within medical schools around the world It offers medical educators a collection of concise easy to follow chapters guiding the reader through the curriculum requirements with key references for further detail Plain English and practical deliverable advice adaptable to different contexts ensures the content is accessible to those educating medical students in any country while the structure within sections ensures that family medicine doctors and educators can dip into chapters relevant to their roles for example curriculum design for academic educators or teaching methods for those educating in clinical practice Key Features The first how to guide dedicated to effective integration of family medicine teaching into medical school curricula Offers a strong evidence based framework for integrating family medicine into medical schools Wide in scope for academics and educationalists at all levels and in all geographies reflecting and embracing the experience and variation in family medicine across the globe to produce pragmatic and effective information on which medical schools can base change Step by step introduction to the processes of literature review establishing the existing knowledge base choosing a topic research questions and methodology conducting research and disseminating results Supported by the WONCA Working Party on Education The book is edited and authored by members of the World Organization of Family Doctors WONCA Working Party on Education which is ideally placed to offer a strong platform for

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International Best Practices for Evaluation in the Health Professions William Mcgaghie, 2022-02-16 This unique text presents a comprehensive narrative on why and how health professions students need to be evaluated for practice in the 21st century It systematically addresses current evaluation best practices in the health professions to identify today s evaluation benchmarks reveal evaluation limits address improvement pathways and map a research agenda to boost future evaluation practices Advancements in information and communication technology bioscience and behavioral research and worldwide travel are dissolving barriers that have separated professions countries and cultures for centuries This book both celebrates these achievements and carefully considers next steps It recognizes the huge improvements made in evaluation practices within the health professions over the past 40 years but asks for more calling for added reform and better understanding of current practice from different social cultural and educational perspectives International Best Practices for Evaluation in the Health Professions values crossprofessional programs that span boundaries and acknowledge the authority of the future rather than historical baggage Educators worldwide will be enlightened and inspired by its straightforward compelling Essays in Good Practice: Lecture notes in contemporary General Practice Chris Heath FRCP MRCGP, Good narrative Practice What it means to put the patient first not politics posturing pretentiousness protocols or process This is a text book for all doctors but especially GPs Appraisers and Registrars It is written by a 40 year plus front line NHS doctor who for most of his career worked twice to three times the current doctors Working Time Directive limited week Chris Heath has been a Paediatric Lecturer in a teaching hospital an Anaesthetist various junior specialists and a GP for over 30 years in 3 different practices He has been a GP Trainer and Appraiser and has seen politics and political correctness harm patients interests constantly over the last half of his career From the way the NHS selects young doctors to the way they are educated and

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