



Yeshiva University

THE SHEVET GLAUBACH CENTER FOR CAREER STRATEGY AND PROFESSIONAL DEVELOPMENT

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Co-sponsored by:

Yeshiva University Wilf and Beren Campuses

Pre-Med Advisement Centers

Preparing for Pre-
Health Virtual
Interviews
Sept, 22, 2021

Workshop Agenda

▶ Introductions

- **General Interviews:** https://yeshiva-university.zoom.us/rec/share/EeYNbhxcHkDq62Wm-yr7M3yZT8eYLn-PFp4V3rXtDRv8jN543PNtfbtFBLBF0csq.M9tY_6nJ4p5lyudo?startTime=1662675059000

What is the MMI

- ▶ Set Up
- ▶ Structure
- ▶ Evaluation Rubric

▶ What is the AMCAS PREView Exam?

▶ Resources + Preparation Tips

- ▶ BigInterview, practice videos, practice MMI questions
- ▶ Mock Interview

Set Up: 6-12 Stations



Please click the 'Start Interview' button next to the appropriate interview at the noted Interview Time.

School Local Time

05:04 PM

Eastern Standard
Time

| Status | Interviewer | Interview Time ^ | Type |
|--------|----------------|-----------------------|----------|
| ✓ | Moffett, Kayla | 10/28/2020 1:45:00 PM | MMI 1:45 |
| ✓ | Esp, Dr | 10/28/2020 1:55:00 PM | MMI 1:45 |
| ✓ | Var, Dr | 10/28/2020 2:05:00 PM | MMI 1:45 |
| ✓ | Ban, Dr | 10/28/2020 2:15:00 PM | MMI 1:45 |

Structure:

- ▶ Ethical Dilemmas
- ▶ Teamwork tasks
- ▶ Traditional interview questions
- ▶ Task / Problem Solving / Puzzle
- ▶ Social, health, or policy issues

Areas that are assessed:

- ▣ Professionalism
- ▣ Dealing with stress
- ▣ Problem solving
- ▣ Interpersonal skills
- ▣ Culture/diversity
- ▣ Integrity/ethics
- ▣ Pathway to medicine
- ▣ Teamwork

Answer Strategies

- ▶ Be able to offer a reason for every “course of action” you may suggest, and/or be able to state some drawbacks of it.
- ▶ Answers should demonstrate qualities that are important for practicing medicine (ex: teamwork, compassion, critical thinking, levelheadedness, etc.)
- ▶ Be familiar with your own application and life, in case of more “typical interview type” questions surface or there is an opportunity to tie a scenario to your own experiences.
- ▶ Acknowledge limitation of one’s own skills/knowledge in scenarios. You can admit that you would seek advice from colleagues, mentors, medical ethics boards, legal counselors, etc. to help you make a decision.

Possible Interviewer Types

▶ *Passive*

- ▶ you keep talking, they observe and take notes

▶ *Conversational*

- ▶ they stimulate discussion to help you talk about your thoughts

▶ *Stress-inducing*

- ▶ they keep asking you for more details and may never appear satisfied with your answer, perhaps a test to see how you react to pressure

Grading Rubric

| | 3-Fully Met | 2-Met | 1-Partially Met | 0-Not Met |
|---|---|--|--|--|
| Opening the Interview | The candidate greeted the interviewer in a friendly and professional manner and gave a full recap of the question to confirm understanding. | The candidate greeted the interviewer in a friendly and professional manner and adequately recapped the question to confirm understanding. | The candidate greeted the interviewer and partially recapped the question to confirm understanding. | The candidate did not greet the interviewer appropriately and/or did not recap the question to confirm understanding. |
| Analytical and Critical Thinking | The candidate discussed fully the issue from multiple perspectives and showed an expanded understanding of professional and ethical principles related to the issue. The candidate's response was balanced and comprehensive. | The candidate discussed the issue from multiple perspectives and showed an adequate understanding of professional and ethical principles related to the issue. | The candidate attempted to discuss the issue from multiple perspectives. The candidate showed limited understanding of professional and ethical principles related to the issue. | The candidate did not discuss the issue from multiple perspectives and did not show an understanding of professional and ethical principles related to the issue. |
| Using General Knowledge & Personal Experience | The candidate clearly and effectively applied general knowledge of Canadian culture and society and related personal experience, if relevant, to the question response. | The candidate applied general knowledge of Canadian culture and society to the scenario response and related personal experience, if relevant. | The candidate attempted to apply general knowledge of Canadian culture and society and/or relate personal experience but ideas lacked clarity and/or relevance. | The candidate did not apply general knowledge of Canadian culture and society or personal experience, if relevant, to the question response. |
| Key Points, Support & Organization of Response | The candidate introduced the issue, communicated and defended personal opinions clearly and concisely using sufficient supportive statements and examples, and concluded the response with a clear and effective summary of key points. | The candidate introduced the issue, communicated and defended personal opinions using some supportive statements and examples, and concluded the response by summarizing key points. | The candidate introduced the issue, communicated and defended personal opinions but did not use sufficient supportive statements and examples. The candidate concluded the response by summarizing some key points. | The candidate did not clearly introduce the issue, communicate and/or defend personal opinions effectively and did not use supportive statements and examples and/or conclude the response by summarizing key points. |
| Closing the Interview | The candidate closed the interview in a friendly and professional manner and thanked the interviewer for the opportunity to speak on the topic. | The candidate adequately closed the interview in a friendly and professional manner and thanked the interviewer for the opportunity to speak on the topic. | The candidate struggled to close the interview in a friendly and professional manner and/or did not thank the interviewer for the opportunity to speak on the topic. | The candidate did not close the interview in a friendly and professional manner and did not thank interviewer for the opportunity to speak on the topic. |
| Time Management | The candidate provided a comprehensive response within allotted time and allowed at least one minute after speaking for the interviewer to ask a follow up question. | The candidate provided an adequate amount of information within allotted time and allowed at least one minute after speaking for the interviewer to ask a follow up question. | The candidate provided an adequate amount of information within allotted time but did not allow one minute after speaking for interviewer to ask a follow up question. | The candidate did not provide an adequate amount of information within allotted time and did not allow one minute after speaking for interviewer to ask a follow up question. |
| Non-Verbal Communication | The candidate used appropriate speech rate and volume, tone of voice, pronunciation and articulation, pause, body language, facial expression and eye contact and showed interest, enthusiasm, confidence and attentiveness. The candidate maintained poise and appeared relaxed. | The candidate used appropriate speech rate and volume, tone of voice, pronunciation and articulation, pause, body language, facial expression and eye contact and adequate interest, enthusiasm, confidence and attentiveness. | The candidate had some issues with speech rate and/or volume, tone of voice, pronunciation and articulation, pause, body language, facial expression and eye contact and/or did not show interest, enthusiasm, confidence and attentiveness. | The candidate had substantial issues with speech rate and/or volume, tone of voice, pronunciation and articulation, pause, body language, facial expression and eye contact and did not show interest, enthusiasm, confidence and attentiveness. |

MOCK MMI Practice

An eighteen year-old female arrives in the Emergency Room with a profound nosebleed. You are the physician, and you have stopped the bleeding. She is now in a coma from blood loss and will die without a transfusion. A nurse finds a recent signed card from Jehovah's Witnesses Church in the patient's purse refusing blood transfusions under any circumstance. What would you do?

A physician went on vacation for 2 weeks. He did not find another physician to cover him. One of his patients with hypertension developed severe headaches. The patient has an appointment with the doctor as soon as he comes back from vacation. The patient did not look for another physician and decided to wait. The patient suddenly collapses and was diagnosed to have intracranial hemorrhage. Is the physician responsible for this patient?

Describe how you play your
favorite game

Topics to Study

- ▶ Bioethics cases. <https://depts.washington.edu/bhdept/ethics-medicine>
- ▶ How to reason with people/patients.
- ▶ Dealing with under-aged (<18 y/o) patients.
- ▶ Near end-of-life scenarios.
- ▶ Breaking bad or sensitive news.
- ▶ Basic laws governing medical practice.
- ▶ Persuasive and compassionate verbal skills.

WHAT IS THE AMCAS PREVIEW EXAM?



- Service Orientation
- Social Skills
- Cultural Competence
- Teamwork
- Ethical Responsibility to Self and Others
- Resilience and Adaptability
- Reliability and Dependability
- Capacity for Improvement

More information is available online at <https://www.yu.edu/academic-advising/undergraduate-men/medical-dental>

RESOURCES

- Videos:

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

- Common Interview Questions:

<https://www.inc.com/jeff-haden/27-most-common-job-interview-questions-and-answers.html>

- Sample MMIs:

<https://bemoacademicconsulting.com/blog/sample-mmi-practice-questions>

Questions?