Medicine at Monash – Multiple Mini Interview

Selection outline!
1. Do well in the UMAT aptitude test.
2. Achieve a very high VCE or equivalent entry score.
3. Undergo a MMI, duration 90 minutes over 8 interview stations, plus a rest station!

What are your chances?

If you have worked exceedingly hard on 1 & 2, you’re in the race. But, so is everyone else!
If you take the interview lead up seriously and put the effort into preparing yourself, your odds will improve.

Think about it.

The weakest link – YOU!
Life is not a dress rehearsal.
Your future is in your hands.
If you fail to plan you plan to _ _ _ _ _ ?

Hopefully you will be selected for an interview, so here’s what to expect?

The MMI consists of a series of short, carefully timed interview stations in an attempt to draw multiple samples of an applicant’s ability to think on their feet, critically appraise information, communicate their ideas, and demonstrate thoughts about some of the issues that are important to the medical profession.
This interview will loosely be based on the OSCE interview process, Objective, Structured, Clinical, Evaluation in which each candidate is examined on a one-to-one basis with an impartial examiner in either a question, problem solving or scenario process.

Recognise that there are no right answers for many of the scenarios that you will be presented with. You simply need to construct a logical position and discuss the issues raised in the scenarios, or objectively defend any ideas if challenged, or change your position if additional compelling information is introduced. The interviewer will lead you through some of these steps with pre set open questions. At each station you will need to demonstrate your ability to be flexible and adaptable to new situations.

The admission procedure is to select the brightest students who want to study medicine. Any of the students with the requisite pass and UMAT scores potentially have the academic ability to complete the program. However, the MMI aims to help select those students who also have the personal characteristics they expect to see, such as core values, commitment and other important characteristics that will be targeted in the MMI.

• It is an assessment of professionalism that through a range of different authentic scenarios will be testing specific characteristics.
• In the whole assessment, 10 minutes will be spent at each of 8 stations, including two minutes for scoring and transition. There will be an additional rest station. NB. Questions will change hourly/daily.
• Each station will sample different aspects of professionalism via a carefully planned framework.
• The fact that there are multiple interviewers sampling several different aspects of an applicant’s personal and professional development potential, guarantees the robustness of the assessment.
• The assessment is standardised as far as possible to reduce possible bias entering the equation.
• The MMI is not supposed to be cognitive but it does measure ‘entry-level reasoning skills in professionalism’.
• This is a timed exercise so time-keeping and preparation is essential to maximise each station.

The scenarios in the MMI have been carefully vetted to ensure that they focus on issues of professionalism. Some of them inevitably have a healthcare focus, however they are not testing technical healthcare understanding but rather, for example, an understanding of the ethical issues arising.
What are they looking for? Someone who can walk on water! (That’s what it will feel like.) The reality is that they are looking for a 17 - 18 year old, who exhibits a wide range of attributes that they feel has the potential to naturally grow, and someone who with education and direction will turn into a first rate doctor.

The Interview

Format –
1 – At each station there will be an interviewer. They know nothing about you except your name and number. They will run the exchange in relation to the scenario/problem you have been presented with.
2* – There may be an actor and you will be scored on how you interact with the actor/person playing out the scenario/situation you have been placed in. Or this may entail watching and responding to a video clip. Information will be supplied at the door. (The latter is more likely.) *N.B. TBC!
3* – Transfer of information e.g. explain verbally how to tie your shoes, or discuss an abstract drawing and how it interacts to -----. *N.B. TBC!

Timing – e.g. 10 minutes at each station: Arrive, 2 minutes to read the scenario/situational style question/problem. Enter room, The Clock Starts! 8 minutes opportunity to re-read the question if you wish, then start discussion re (XYZ.) The interviewer will start of and continue to ask you a number of questions (5?) to assist you move through and cover the stated scenario. There may be additional information introduced or a challenge as directed. At the end if there is time they will ask if you have anything else to add. Take it! If you finish early you be asked to sit in the corner, till the bell rings. The bell rings, interview terminated at that point! You then move to the next station The interviewer will then score for 2 minutes. The score is cumulative and the stations do not communicate! So if you feel you have done badly on one it does not matter, just move to the next station and give it 100%, chances are you will do well and still get in.

Formal Scoring – A graduated grading system, 1 low > 5 high.


N.B. The interview’s weighted towards scenario/situational style questions based around reviewing/assessing points 1 to 12 in various ways. At this point in time there appears to be no questions of a direct/personal nature as in e.g. 13 to 15.

Quality of your motivation and understanding – (NB. As above, there are no direct questions as listed below! But the opportunity to touch on and introduce bits of relevant information and statements still exists within the answering of scenario questions) Why you want to be a doctor? What do you really know about the course? What do you envisage the life of a doctor to be? Where do you potentially see yourself fitting in? Have you got what it takes to withstand the rigors of the course and the long hours?

Communication skills – To be able to both listen and verbalise effectively, across a very wide range of clients and situations. Active listening and reflective communication skills are important.

Interpersonal/interdisciplinary skills – They will want to see how you potentially react and interact in various situations such as group leadership, conflict, decision making, delegation, etc.

Please put the same amount of time and commitment into preparing for this interview as you have into your Year 12 exam preparation. It would be a pity not to give it your best shot.

NB. They are interviewing YOU so be yourself, be prepared and give yourself the best chance you can.

My understanding is that you will be restricted from taking anything into the interview with you e.g. pen, paper, etc. Please ensure your mobile is totally switched off!

NB! Always check the official current Monash University medicine interview format information is available from the course selection process section of their website and brochure.

*TBC = Unsure if this may be altered/included!

** This is a relatively new interview process for Monash and as such this information is a guide only!
This interview process is evolving and other questions, components and exercises may be included.