

# UC San Diego

## Independent Study Projects

### Title

University of California, San Diego LMSA/SNMA mock multiple-mini interviews (MMI) for underrepresented minority pre-medical students: findings about preparing historically under-represented students for medical school

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# University of California, San Diego LMSA/SNMA Mock Multiple-Mini Interviews (MMI) for Underrepresented Minority Pre-Medical Students

## Findings about preparing historically under-represented students for medical school

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### BACKGROUND/OBJECTIVE

Underrepresented minority students, non-traditional students, and low-income students are important in strengthening and diversifying the physician workforce. Many universities across the nation have developed pipeline programs and community outreach events in efforts to increase minority student representation in medical education.

University of California, San Diego School of Medicine Latino Medical Student Association (LMSA) and Student National Medical Associations (SNMA) chapters hosted an annual Mock Multiple Mini Interview (MMI) to help current and future medical school applicants, particularly non-traditional applicants, underrepresented minorities, and students from disadvantaged backgrounds by simulating a multiple-mini interview experience of the medical school admissions process. Participants had the opportunity to practice their MMI skills then receive feedback in efforts to improve these skills prior to medical school interviews.

The Mock MMI event also included participation in a group activity. This activity allowed students to work together in small teams and demonstrate their collaborative skills and creativity using a team-based approach.

### MOCK MMI EVENT

The annual mock MMI was launched in 2013 with the most recent event offered in 2015. Thirty-four pre-medical students enrolled in the event, 23 medical students served as interviewers, the Associate Dean of Admissions and Student Affairs and Assistant Dean for Diversity and Community Partnerships were in attendance. The program opened and concluded with a presentation provided by the Associate Dean of Admissions and Student Affairs and Assistant Dean for Diversity and Community Partnerships, respectively.

The MMI consisted of a series of three short, carefully timed interview stations in an attempt to draw multiple samples of applicants' ability to think on their feet, critically appraise information, communicate their ideas, and demonstrate that they have thought about some of the issues important to the medical profession. Each premedical student was paired with a medical student interviewer, who then gave feedback on student's interaction.

The event also consisted of a group activity which allowed students to demonstrate their abilities to work as group, be creative, and demonstrate teammanship.

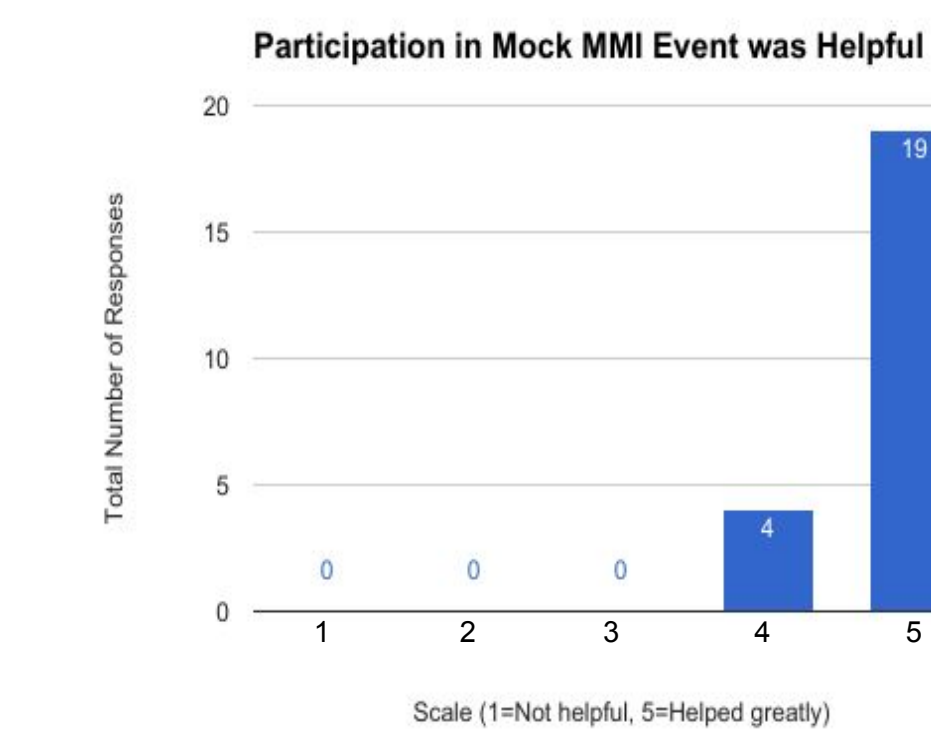
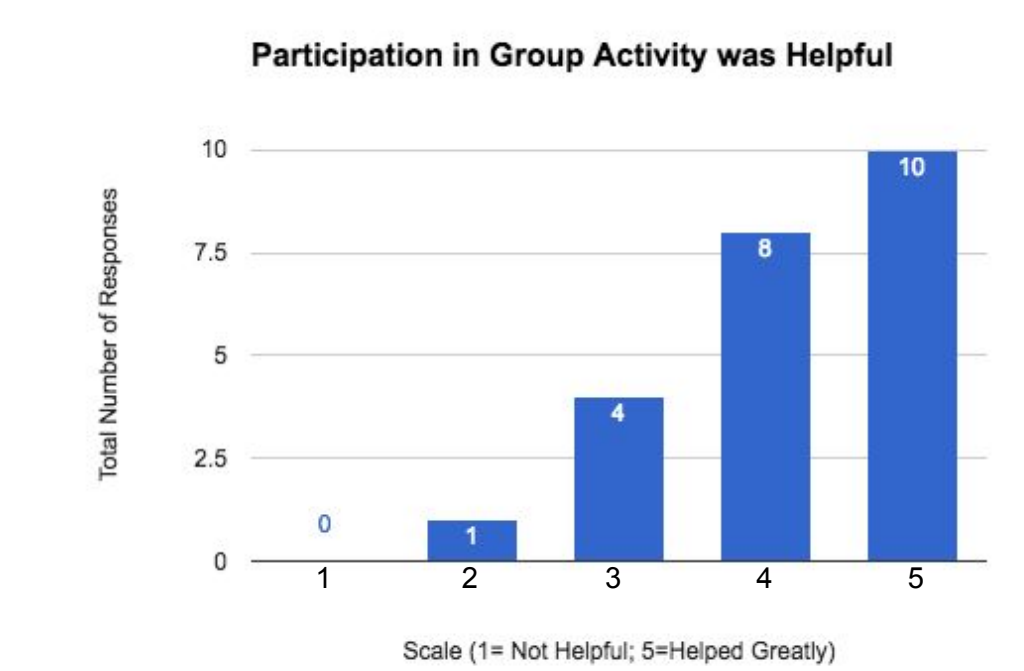
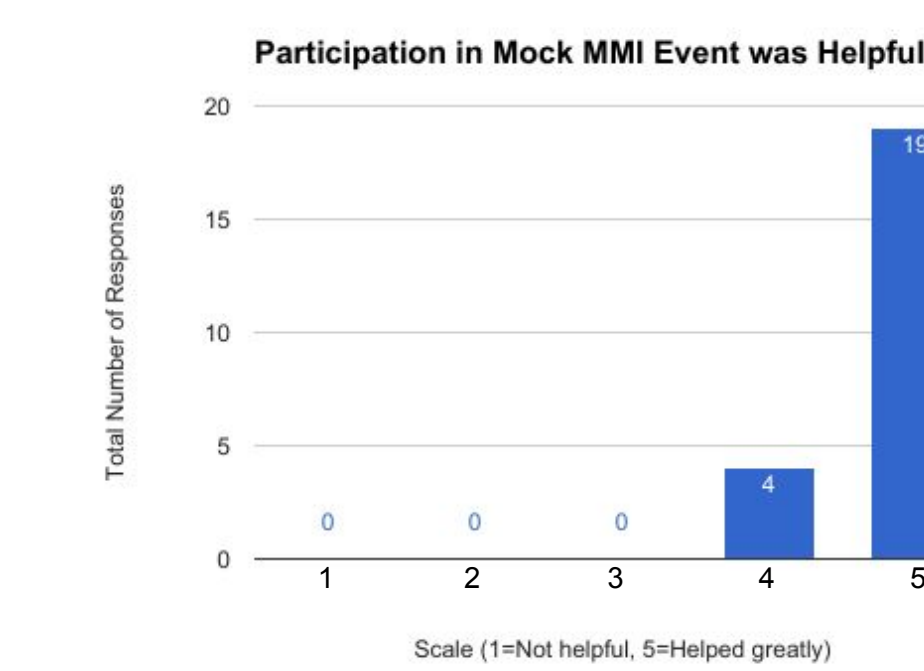
MMI example scenarios include:

- Cultural competency has become more integrated in medical education because of its importance in medical treatment of diverse populations. What does cultural competency mean to you? Do you think someone can ever be fully culturally "competent"?
- Senate Bill 128 (SB 128), the End of Life Option Act, would allow terminally ill Californians to legally end their lives. SB 128 is modeled after a similar bill in Oregon that passed in 1994, which permits aid in dying (euthanasia). Since such time four other states — Washington, Montana, Vermont and New Mexico — have authorized aid in dying as well. The bill was introduced in California in response to the death of 29-year-old Brittany Maynard who was terminally ill with brain cancer and moved to Oregon to utilize the state's death with dignity law. Discuss the ethical implications of SB 128.
- You are a medical student shadowing a primary care doctor. A 45 year old Latina is here to get her HbA1c lab results (which gives you an average of glucose levels for the past three months). The lab results indicate that she has a HbA1c of 6.2%, which makes her pre-diabetic. The physician you are working with tells you that the best recommendation for this patient is weight loss. You are asked to go into the room and give the patient her results and discuss the weight loss recommendation. Your goal is to set a weight loss plan with the patient.

### FINDINGS

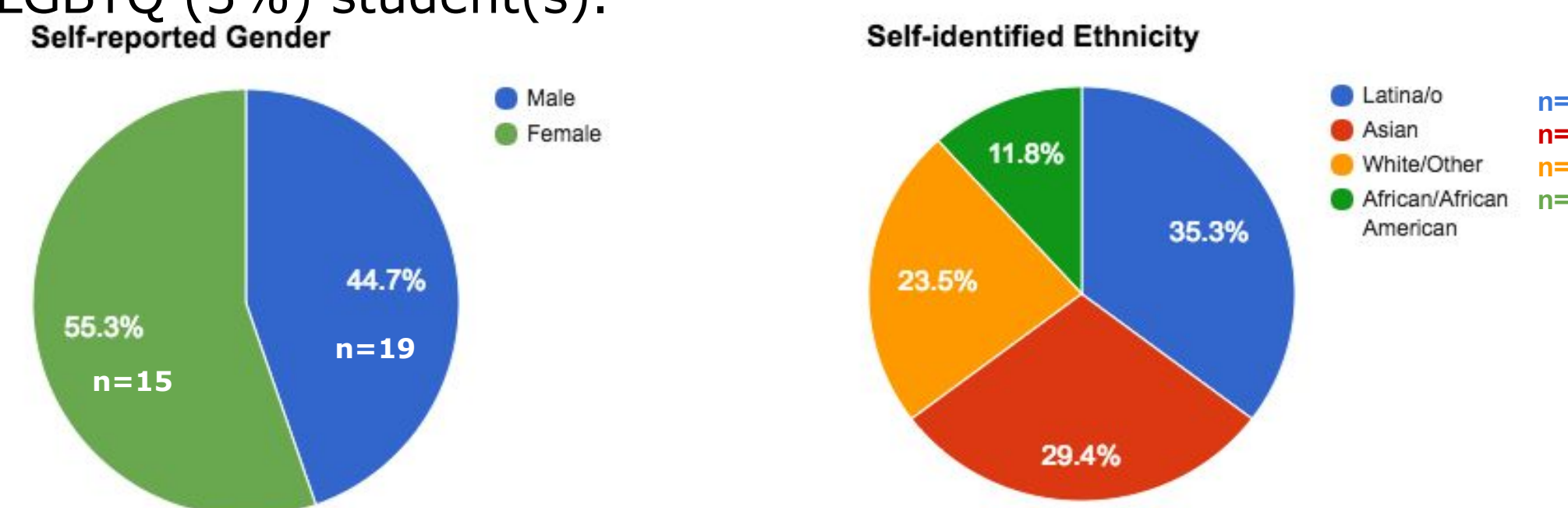
Twenty-three of the 34 participants completed questionnaires, leading to a 68% response rate. Scored on a scale from 1 (did not help at all) to 5 (helped greatly), participants indicated their perception that:

- 1.) Participation in the MMI activity was helpful to prepare for medical school interviews.
- 2.) Participation in the group activity was helpful to prepare for medical school interviews.
- 3.) Overall participation in MMI event was helpful to prepare for medical school interview. Average score of the responses was 4.9, 4.0, and 4.8 respectively

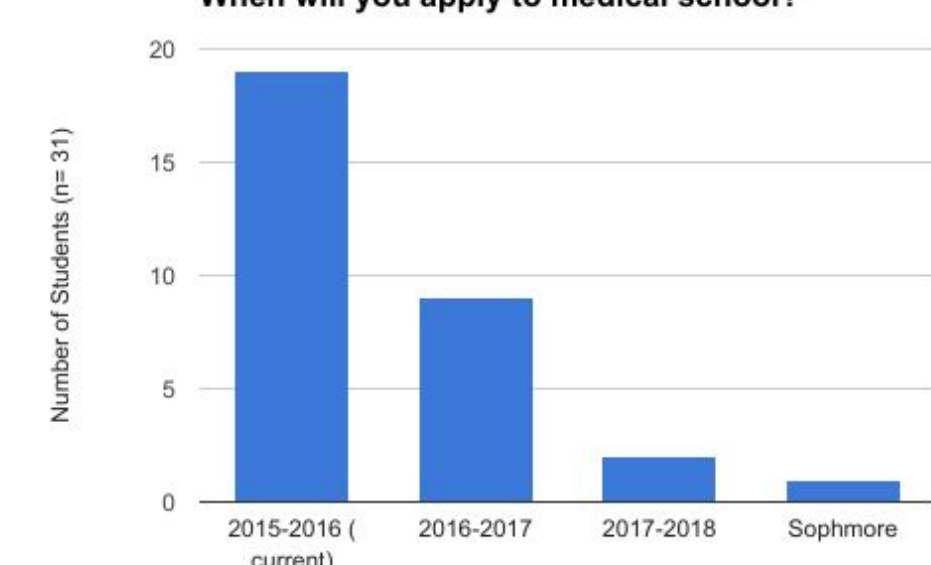


### PARTICIPANT DEMOGRAPHICS

Data for the most recent 2015 event is outlined below. There were 34 pre-medical participants in the event. Demographics were self-reported and include 19 female (56%) and 15 male participants (44%) with further distribution of 12 Latina/o (35%), four African-American/Black (12%), and one LGBTQ (3%) student(s).



Of the 34 students, 31 provided information on their medical school application cycle in which 19 (61%) were in the 2015-2016 application cycle, nine (29%) expected to apply in the 2016-2017 application cycle, two (7%) were applying in the 2017-2018 cycle and the single remaining student was an undergraduate sophomore.



### CONCLUSIONS

The general interest from pre-medical students in the Mock MMI event demonstrates a need for earlier interview skill preparation in the medical school application process. The feedback from participants confirms that the Mock MMI event can serve as a model to facilitate increased preparation for pre-medical students, including historically under-represented minority student, for medical school interviews.

### FUTURE RESEARCH

The findings of this study can be used to develop interventions that help better prepare historically under-represented minority students for medical school interviews in hopes that this will translate to acceptance of more minorities in medical school and thus the medical field.

Researchers plan to follow-up with the most recent cohort of students to assess:

- The percentage of participants that were successful in their applications to medical school.
- Participant's perception of how helpful the Mock MMI event was during their interview season.
- Ways to improve the event to better meet the needs of students.



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