



**Student Manual For Mbbs & Bds Admission
Interviews**

2021 - 2026

**AKHTER SAEED MEDICAL
&
DENTAL COLLEGE**

INTRODUCTION:

The Faculty of AMDC believes that the selection of applicants to medical college is crucial in defining the basic characteristics of the group of physicians graduating from AMDC. The Multiple-Mini Interview (MMI) is an essential element of the admission cycle and the Faculty is very appreciative of the efforts of all participants in this process.

This manual is prepared for all Interviewers/Assessors taking part in the MMI for the AMDC Undergraduate Medical Program. The Manual contains brief descriptions of:

- the approach to the education of medical students at AMDC and the basis for their selection;
- how the interview fits into our selection process; and
- the function of the interviewer/assessor.

Guidelines with suggested approaches are provided to identify the areas that must be assessed for each applicant. Instructions on interview procedures are included. The main text makes reference to the procedures and to the forms that need to be completed during the interviews.

WHAT TYPE OF DOCTOR DOES AMDC WISH TO GRADUATE?

AMDC offers a five- and four-year undergraduate medical Program that concludes in the awarding of an MBBS and BDS degree.

AMDC tends not to prepare students for any particular career specialty, rather strives to produce graduates who will have the capacity and flexibility to select any area in the broad field of medicine and dentistry. This is attained through instilling seven-star competencies in clinical setting, small and large group discussions, problem-based learning, along with self-directed learning.

Students are assessed frequently while they learn. Individual assessments provide the opportunity to form or modify the student's learning practices through formative and summative assessments over the year.

This means that graduates from this college may have a wide range of interests from exclusively clinical to non-clinical. It also means that in the applicants to be interviewed there may be the same scope of interests.

The graduates of AMDC have the seven-star competencies which are:

1. Communicator
2. Manager and Organizers
3. Decision maker and Conscientious
4. Problem solver and critical thinker
5. Care giver and Empathy
6. Leadership and teamwork
7. Teacher and researcher
8. Knowledgeable and Lifelong learner
9. Leadership

SELECTION OF STUDENTS

The aim of the admission process is to select applicants who are most likely to achieve the goals of medical and dental programs and PMC criteria.

The AMDC criteria includes the selection of applicants not only on their academic qualifications but also on personal qualities and aptitudes, such as problem-solving ability, self-appraisal ability, empathy, motivation to study medicine, and learning styles which may be better suited for learning at AMDC. The rationale for this is that we consider that the physician must recognize personal assets, limitations and evaluate emotional reactions to practice of medicine.

THE MULTIPLE MINI-INTERVIEW

Interviews are one of the opportunities for the AMDC to assess the applicants in person. Candidates have reached this stage because of their sufficiently high academic standing. AMDC selected Multiple Mini-Interview (MMI) as an admissions interview tool. This practice has been modeled on the Objective Structured Clinical Examination (OSCE) that is frequently used by Health Sciences Programs to assess student competence.

As the response of an individual is extremely variable across situations, evaluations that use multiple scenarios have been found to be psychometrically sounder, with a strong basis in evaluation, psychological and educational theory and this is beneficial for applicants. If applicants underperformed in one scenario they can improve with an excellent performance in the other. With MMI individuals with diverse backgrounds have a better chance to display the quality of their educational and personal experiences.

OPERATIONAL DETAILS:

- Each mini-interview takes place on different stations.
- When the applicant comes to the station, he/she will greet and introduce himself/herself.
- The applicant then will see a card with a few lines describing the scenario.
- The applicants will have **three minutes** for each station and will be told when they may enter the station.
- The applicants will be assessed on the following skills like ethical decision making, communication skills, collaboration/task oriented, leadership skills, time management, stress management and personal interviews.
- Be aware that there will be no feedback at any stage of these proceedings.

EXAMPLE FOR THE APPLICANTS

In 2020, a provincial health authority implemented a Hepatitis B control policy which, among other things, requires all hospital staff to receive a vaccine.

If you were in charge of a committee investigating whether to implement a mandatory Hepatitis B vaccination policy for healthcare workers in Lahore, what information would you want to collect before making a recommendation?

1. Ensure that you have read the scenario.
2. The applicant has **three** minutes to discuss this issue with the interviewer. After 3 minutes a bell will sound and you have to move to the next station.
3. No feedback will be given to you during the interview.
4. In the applicant assessments, following issues will be consider:
 - How well did the applicant demonstrate their analytical and critical thinking skills?
 - Did the applicant consider the issue from multiple perspectives?
 - Did the applicant demonstrate an understanding of the professional and ethical principles related to this issue?
5. If you were in charge of a committee investigating whether to implement a mandatory Hepatitis B vaccination policy for healthcare workers in Lahore, what information would you want to collect before making a recommendation. Applicants may discuss some of the following points (this is not an exhaustive list):
 - What is the burden of Hepatitis B on both health care workers and patients?
 - How effective is the vaccine?
 - What is the safety profile of the vaccine?

- What proportion of the staff is eligible for the vaccine?
- Is there evidence demonstrating that vaccinating staff reduces patient mortality and morbidity secondary to Hepatitis B (or other outcome measures)?
- How would the vaccine affect the number of missed work days by staff?
- How effective is to know about needle prick policy?
- How receptive is the staff to such a policy?
- What is the cost of this vaccine?

6. Some organizations argue that such a policy is an breach on the rights of healthcare workers. Discuss your thoughts on this statement. Applicants may discuss some of the following points:

- Autonomy of health care workers
- Nature of the policy: invasive procedure, risks of vaccine
- Professional responsibilities of health care workers – respect, altruism, commitment to patients, health advocate, quality assurance
- Ethical responsibilities of health care workers

7. If you chose **NOT** to implement a mandatory vaccination program, what strategies might you use to increase healthcare provider vaccination coverage? Applicants may discuss some of the following points:

- Educational initiatives to inform staff of risks/benefits, etc.
- Incentives: health coverage, laboratory coverage and increments

DISCLAIMER

AMDC wishes to ensure the full and fair implementation of the principles which recognize that every person is equal in dignity and worth, and should be provided with equal rights and opportunities without discrimination.

Interviewers may **NOT** ask applicants questions related to the following unless they have been raised by the applicant, and **if they are relevant to the issue under discussion.**

- Ancestry, color, race
- Ethnic origin
- Creed
- Sexual orientation