VISUAL CASE PRACTICE

The Medical School Interview: MMI and Panel

Original figures. Decisions to explain. Cases to revisit.

36 lessons / two practice pages per lesson

Use the first page to make a prediction and write your reasoning. Turn the page for a figure, worked explanation, and a transfer question. Return to the matching video when a relationship remains unclear.

For interview practice, answer aloud before writing notes. Use the sentence comparisons to understand a communication choice; adapt the words to the prompt and your own experience.

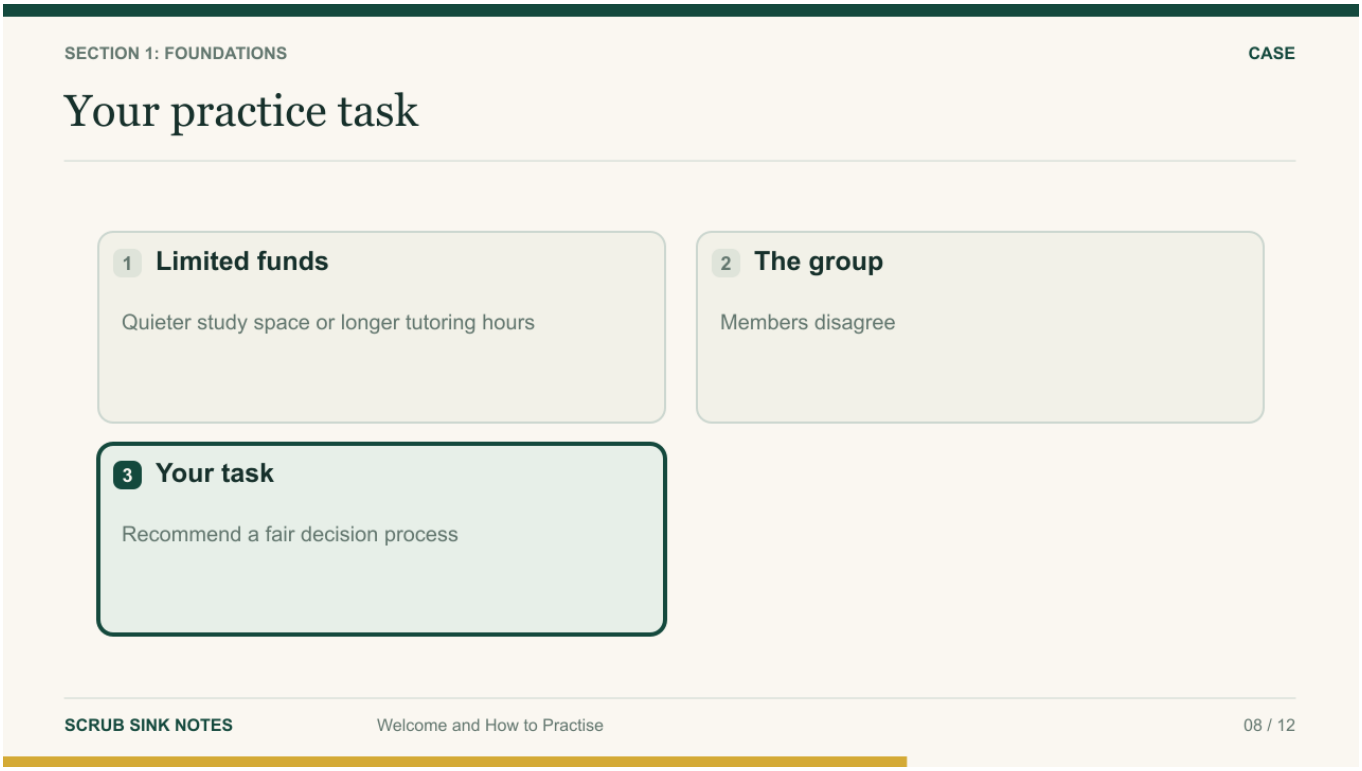
How to use these pages

1. Read the case and say your first decision.
2. Explain why the relevant findings belong together.
3. Compare your reasoning with the review page.
4. Change one important fact and reconsider.
5. Record one question to resolve with a reliable source or teacher.

LESSON 01 / TRY THE CASE

Welcome and How to Practise

A student group can fund either quieter study space or longer tutoring hours. Members disagree. You are asked to recommend a fair way to decide. What would you do? Pause here and answer aloud for two minutes. If you finish early, leave the remaining time quiet. Do not restart. After the timer, write the recommendation you actually made in one sentence. If you cannot find it, you have already found a useful practice target.

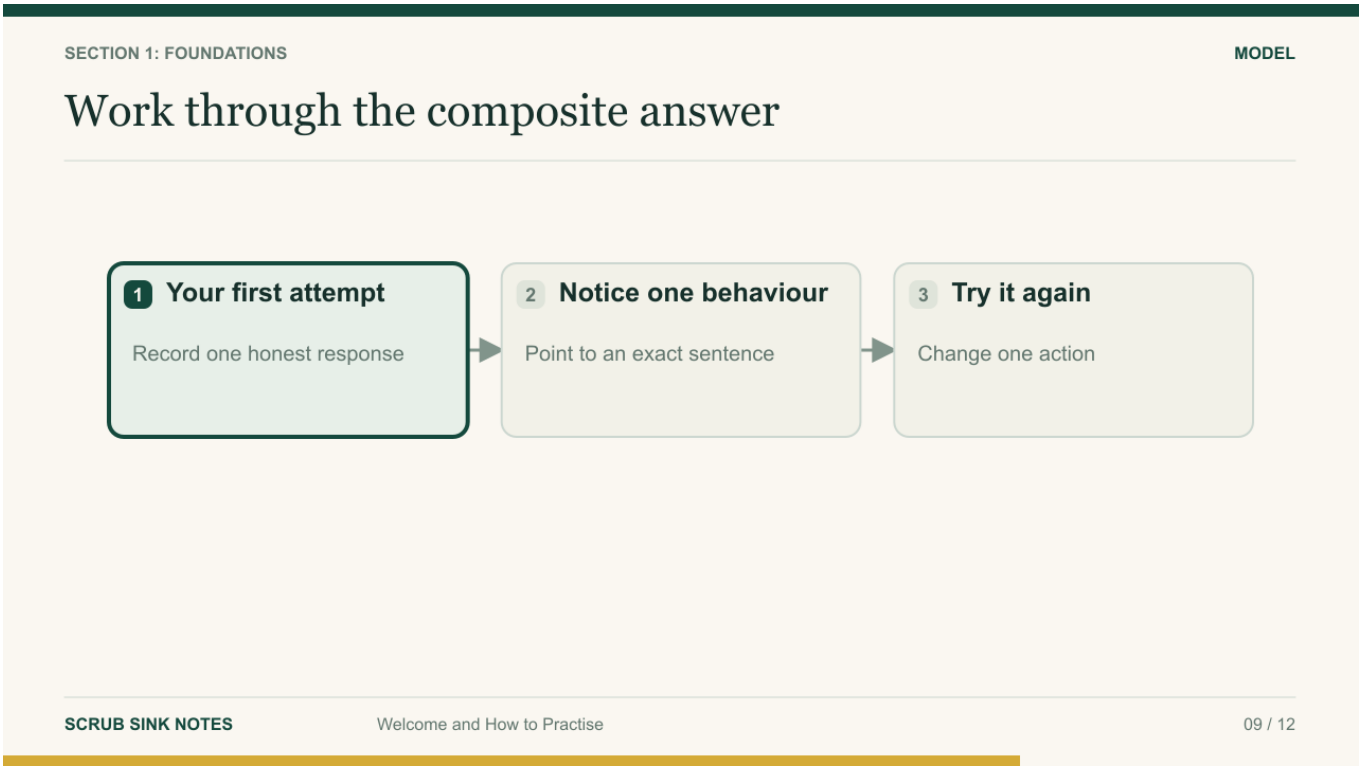


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 01 / REVIEW AND TRANSFER

Welcome and How to Practise



This is a composite model answer. I would first ask what problem members need solved and what constraints the funding has. People who need quiet space and people who need tutoring may face different barriers. I would gather a small amount of relevant input, compare feasible options against agreed criteria, and explain the choice. If a modest trial of either option is possible, I would include a review date and a way to hear from people whose need remains unmet.

Make the response specific

Broad or weak: I value empathy and fairness.
Revised: I would first ask what caused the concern.

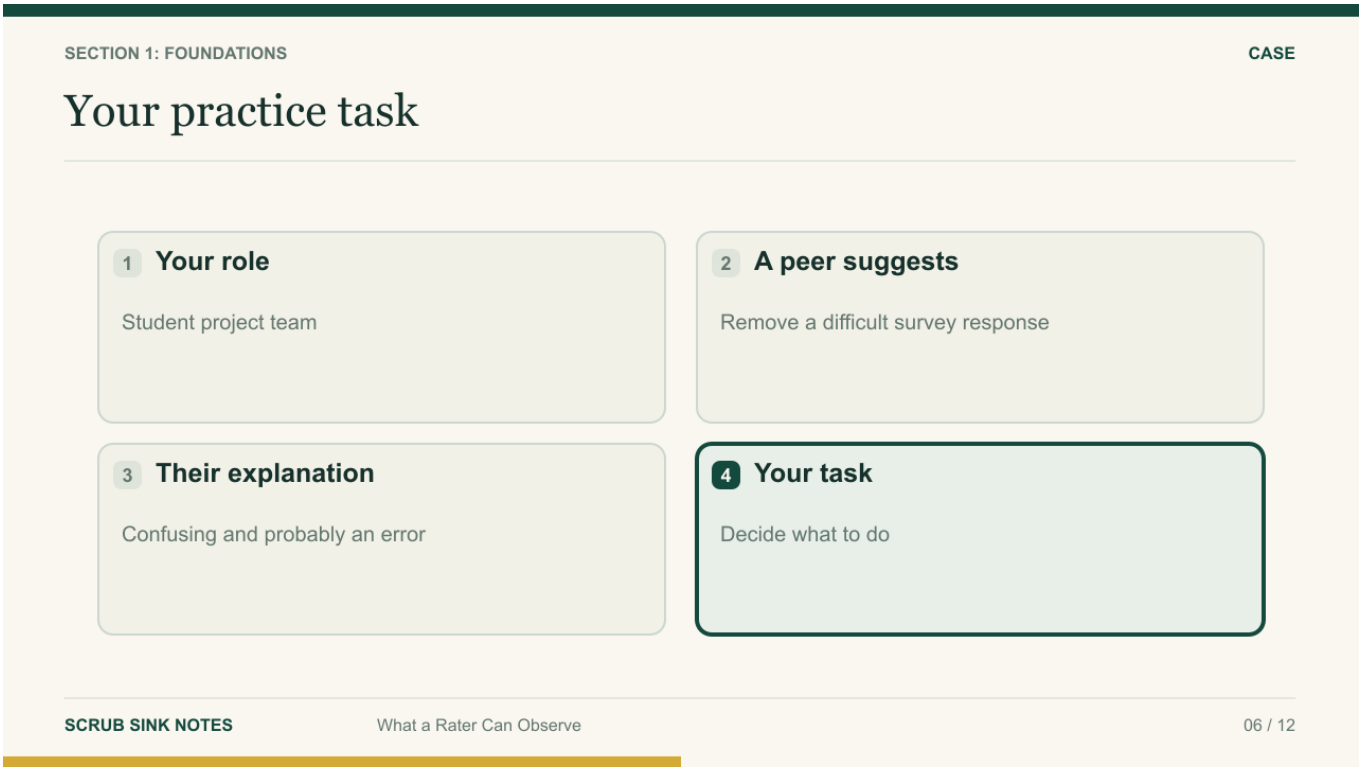
Broad or weak: I will learn that exact answer.
Revised: I will test the reasoning on a changed case.

Change one fact. What would change your next step?

LESSON 02 / TRY THE CASE

What a Rater Can Observe

A peer suggests removing a difficult survey response before presenting a student project. They say it is confusing and probably an error. You are on the project team. What would you do? Pause here and answer aloud for two minutes. When you finish, identify the exact sentence that showed your reasoning. Then identify a sentence that showed how you would speak to the peer. If you cannot locate one of those, mark it as missing evidence rather than assuming the listener would infer it.

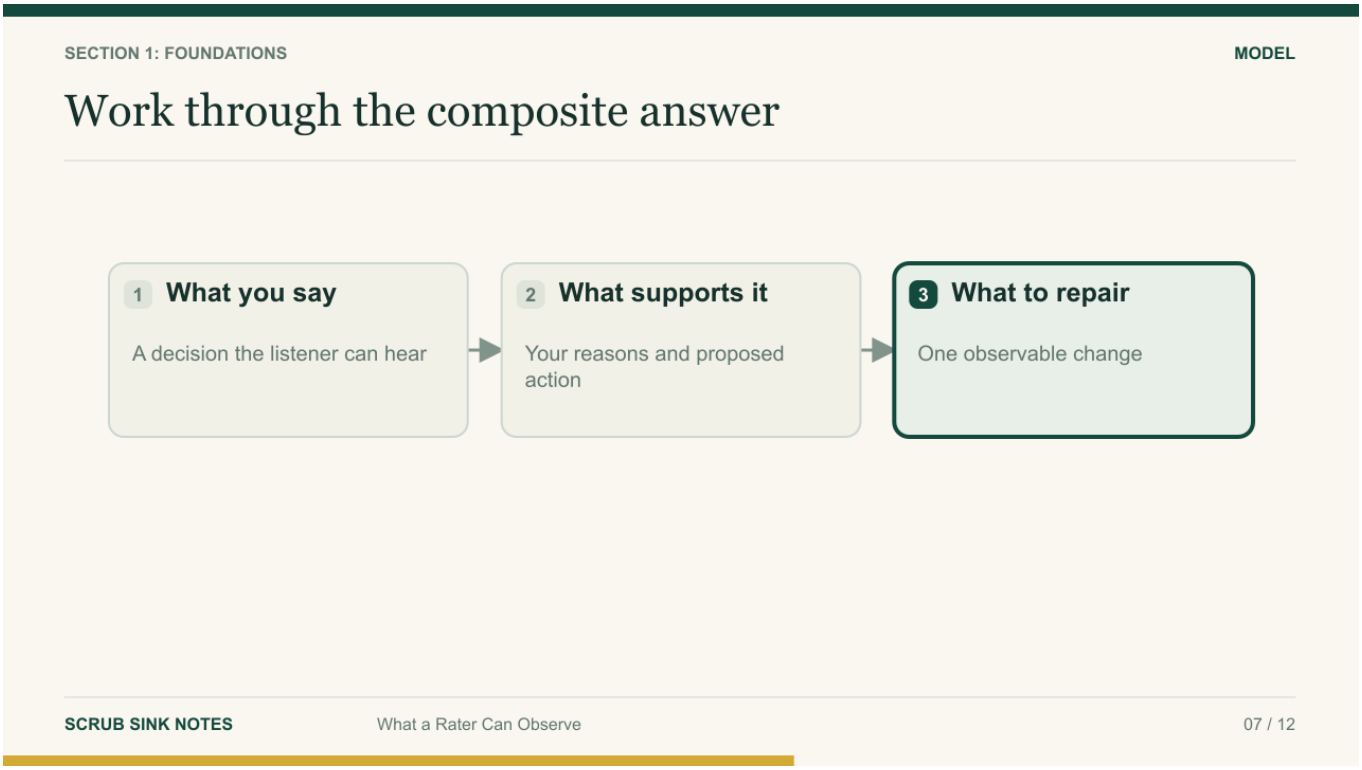


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 02 / REVIEW AND TRANSFER

What a Rater Can Observe



This is a composite model answer. I would not remove a response just because it weakens our result. I would ask what makes my peer think it is an error and review the project's agreed handling of questionable data. The respondent, our team, and anyone relying on the presentation are affected. We need accuracy and a fair account of uncertainty. I would keep the original record and seek guidance from the project supervisor if the rule is unclear.

Make the response specific

Broad or weak: They probably want my opinion.
Revised: I will state my decision and why it follows.

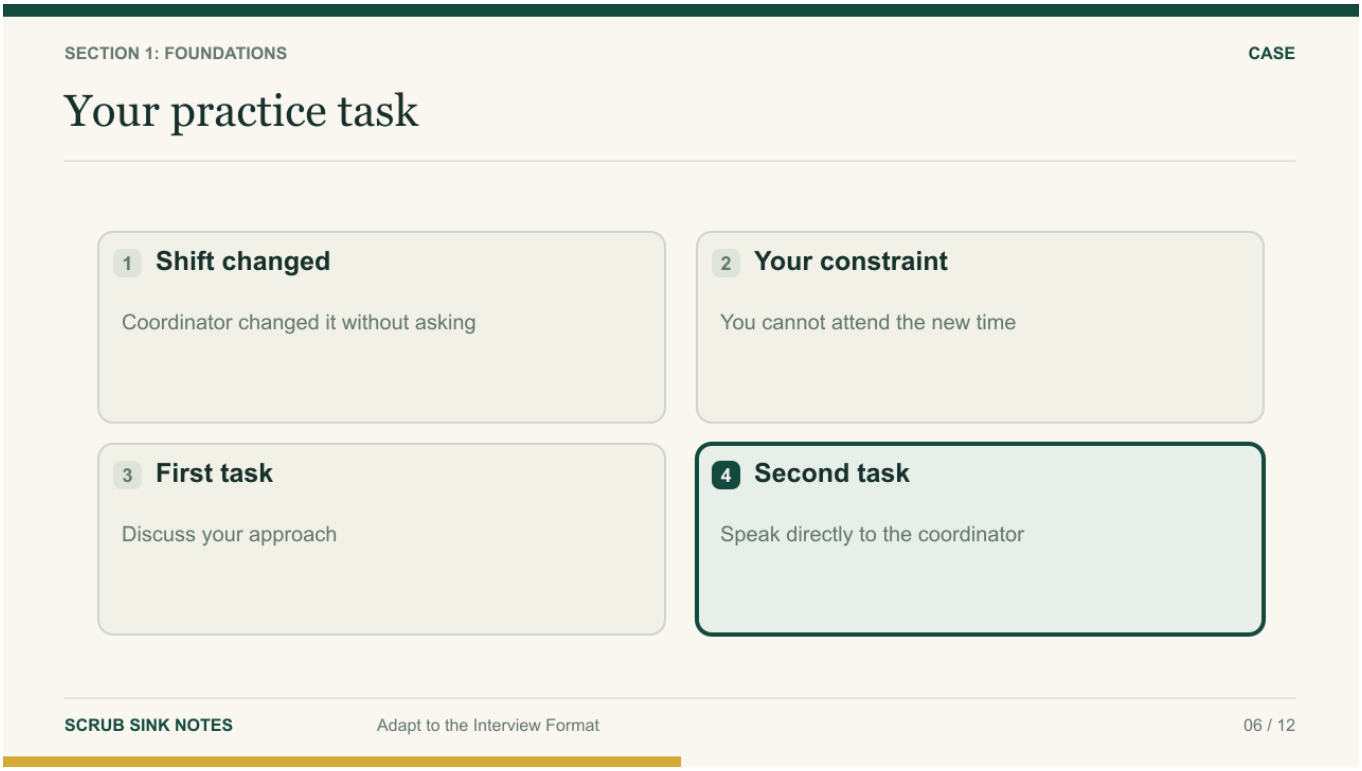
Broad or weak: I need to sound impressive.
Revised: I need one clear action the listener can assess.

Change one fact. What would change your next step?

LESSON 03 / TRY THE CASE

Adapt to the Interview Format

A volunteer coordinator has changed your shift without asking. You cannot attend the new time. Discuss your approach, then imagine the coordinator is present and speak to them. Pause here and answer aloud for two minutes. Use the first minute to discuss your approach. Use the second to speak directly to the coordinator. These are practice timings, not a claim about an interview. Hear how the same concern needs a different kind of sentence when the other person is in the room.

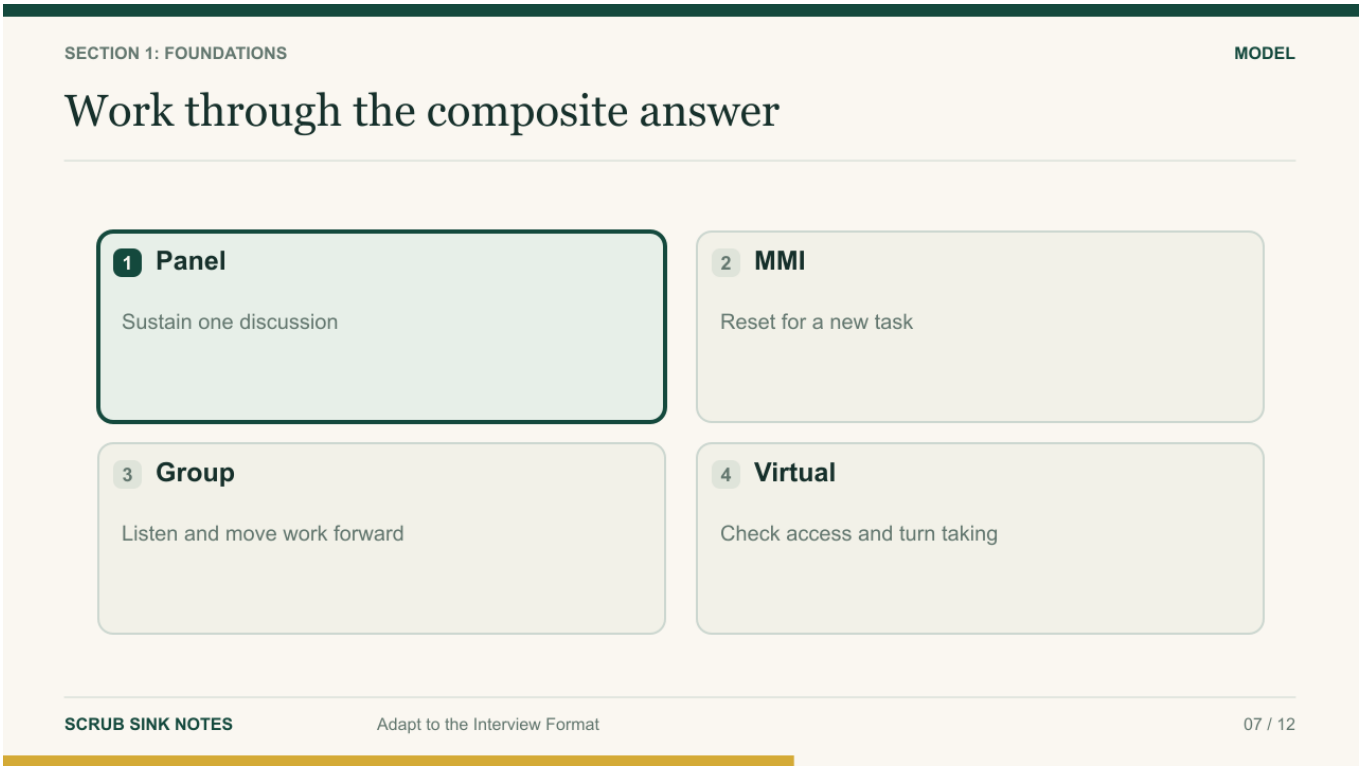


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 03 / REVIEW AND TRANSFER

Adapt to the Interview Format



This is a composite model answer. I would check that I understood the change and explain my actual availability. The coordinator may be covering a staffing problem, while I have another commitment I cannot move. I would avoid promising a shift I cannot attend. I would ask whether my original shift or another feasible time would help and give a clear answer soon enough for the coordinator to arrange cover.

Make the response specific

Broad or weak: I would show empathy.
Revised: I can hear this has been upsetting.

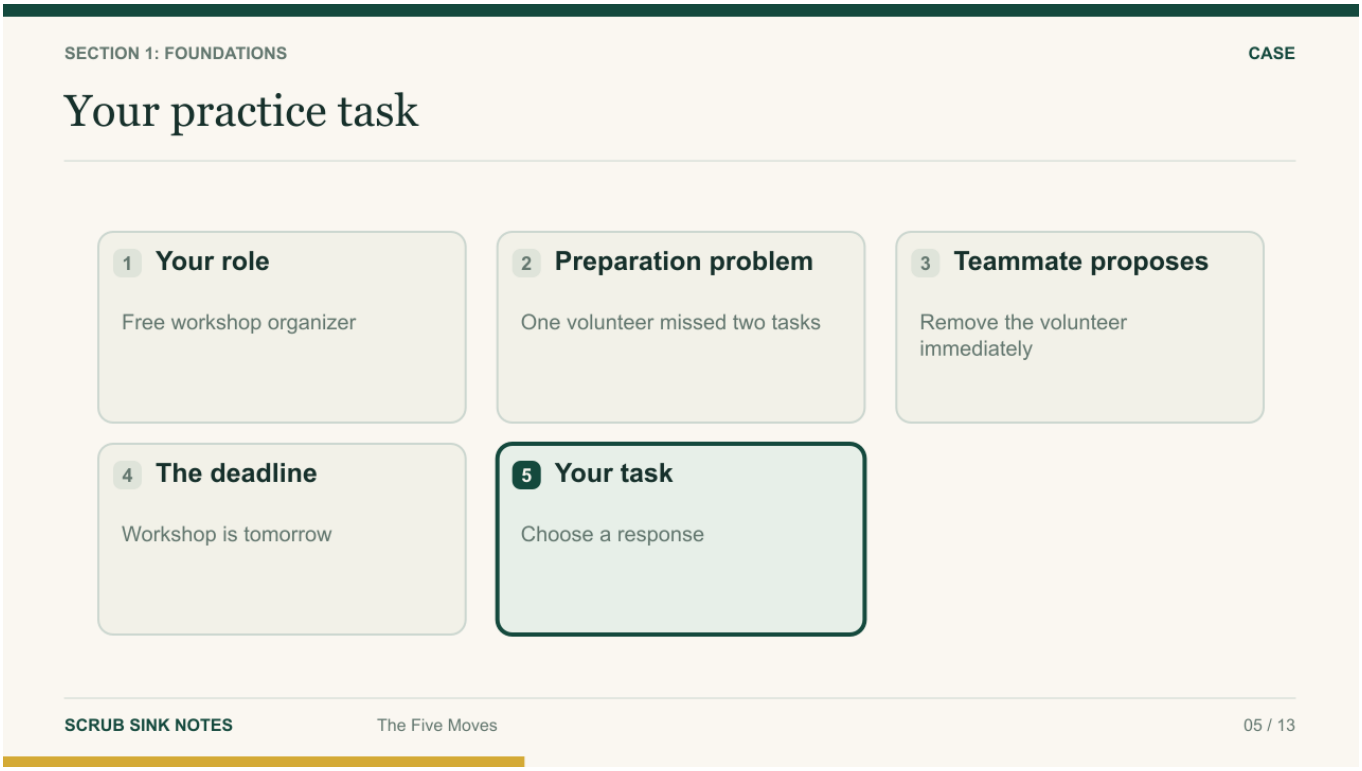
Broad or weak: I know this type of question.
Revised: The task asks me to explain, not perform.

Change one fact. What would change your next step?

LESSON 04 / TRY THE CASE

The Five Moves

You organise a free practice workshop. One volunteer has missed two preparation tasks. A teammate wants to remove them immediately. The workshop is tomorrow. What would you do? Pause here and answer aloud for two minutes. Use the Five Moves as brief notes. Your answer should include what you would do before the workshop and what you would address after it. Do not assume you know why the volunteer missed the tasks.



Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 04 / REVIEW AND TRANSFER

The Five Moves



This is a composite model answer. I need to protect tomorrow's workshop while responding fairly to a volunteer whose work is missing. The participants need a usable session, the team needs dependable preparation, and the volunteer deserves a chance to explain. I would check what is actually incomplete and contact the volunteer privately. I would ask whether something has prevented them from completing it and what they can realistically finish today.

Make the response specific

Broad or weak: First I restate. Then stakeholders.
Revised: The problem is the missing information about permission.

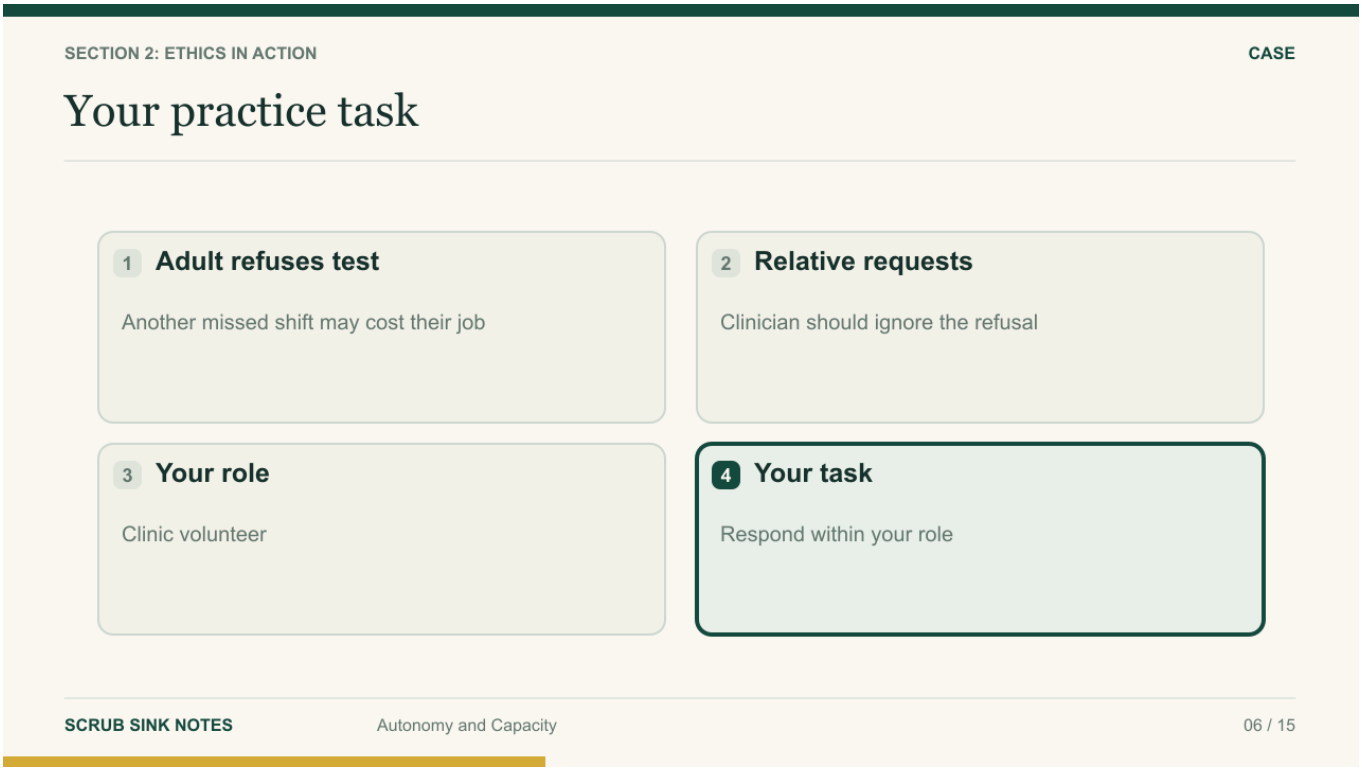
Broad or weak: Every option could be acceptable.
Revised: I would choose the option that protects immediate safety.

Change one fact. What would change your next step?

LESSON 05 / TRY THE CASE

Autonomy and Capacity

You volunteer in a clinic. An adult declines a recommended test because missing another shift may cost their job. A relative calls the choice irrational and asks you to persuade the clinician to ignore the refusal. What would you do? This original station places employment pressure beside a health decision. You are a volunteer. You have no authority to overrule anyone. Listen for the relative's concern, but keep the adult's perspective at the centre. Pause here and answer aloud for two minutes.

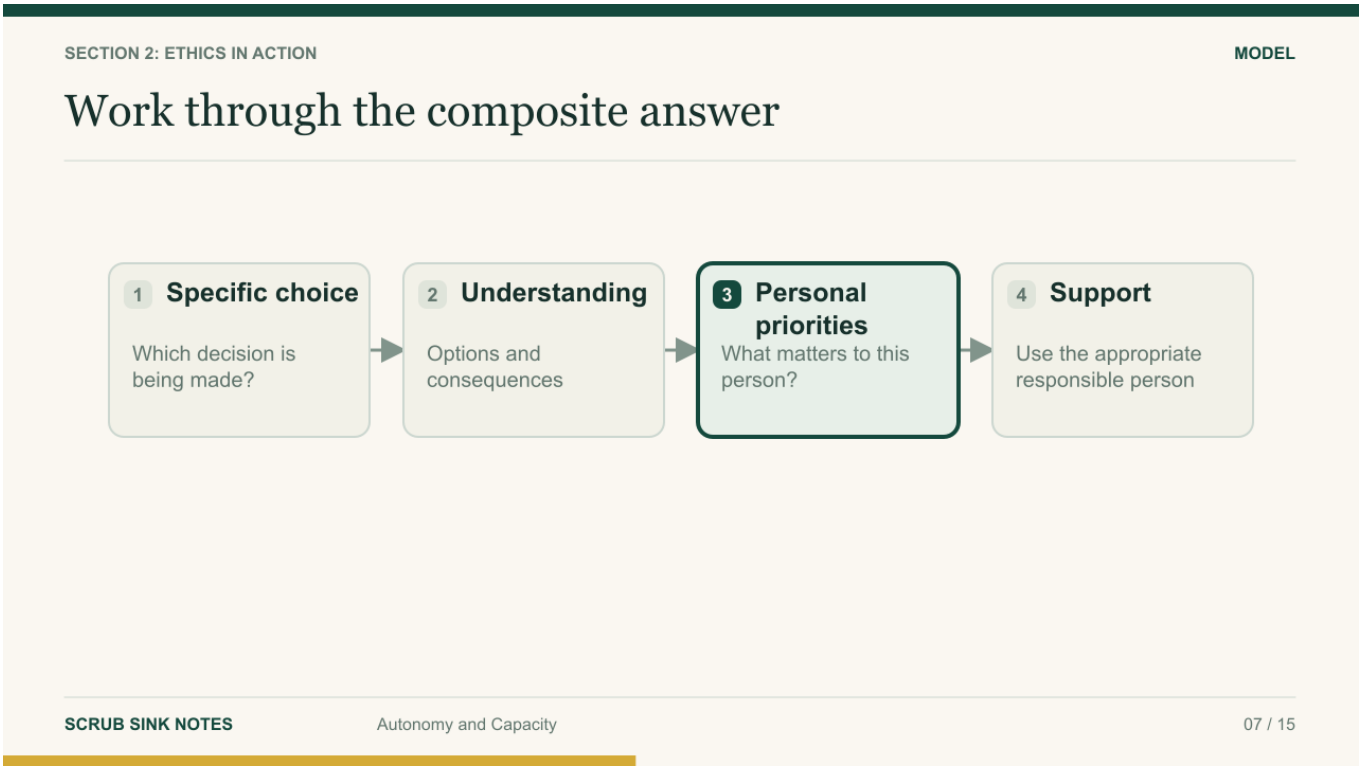


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 05 / REVIEW AND TRANSFER

Autonomy and Capacity



This is a composite model answer. I would first clarify what the adult understands about the test and why they wish to decline. I would speak respectfully and, if they agree, arrange a private conversation with the clinician. I would not treat a decision that worries the relative as proof that the adult cannot decide.

Make the response specific

Broad or weak: They disagree, so they cannot decide.
Revised: I would ask how they understand this specific choice.

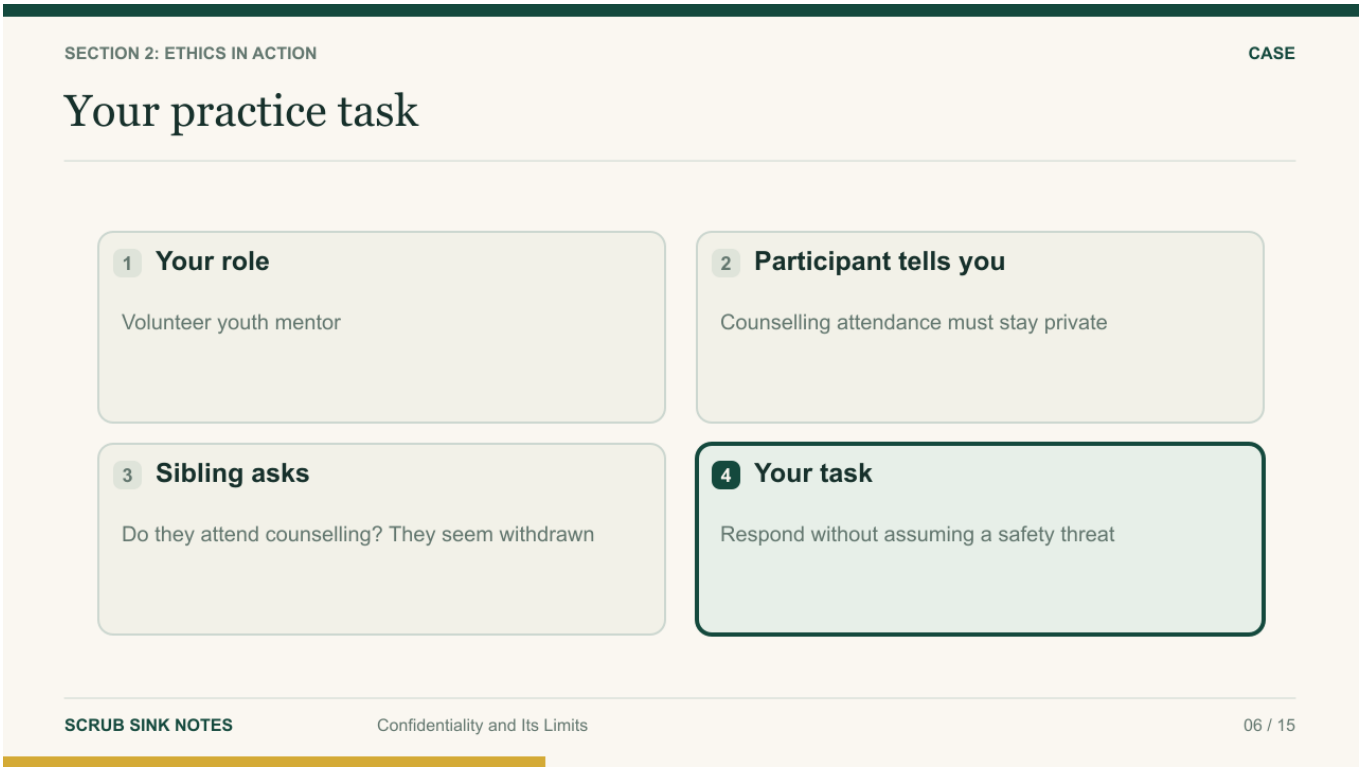
Broad or weak: It is their choice. I leave.
Revised: I would offer support and clarify the consequences.

Change one fact. What would change your next step?

LESSON 06 / TRY THE CASE

Confidentiality and Its Limits

At a youth mentoring programme, a participant tells you they are receiving counselling and asks you to keep it private. Their sibling later asks whether they attend counselling, saying, I need to know because they have seemed withdrawn. You are a volunteer mentor. What would you do? This is an original scenario about a worried request. Withdrawal alone does not tell you whether danger exists. The participant's age, the programme's policies, and the nature of the concern matter. Keep your volunteer role clear. Pause here and answer aloud for two minutes.



Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 06 / REVIEW AND TRANSFER

Confidentiality and Its Limits



This is a composite model answer. I would acknowledge the sibling's concern without confirming the counselling information. I might say, I can hear you are worried. I cannot share someone else's private conversations, but I can listen to what has concerned you and help connect you with the programme's appropriate support person.

Make the response specific

Broad or weak: I would never tell anyone.
Revised: I will respect privacy and explain important safety limits.

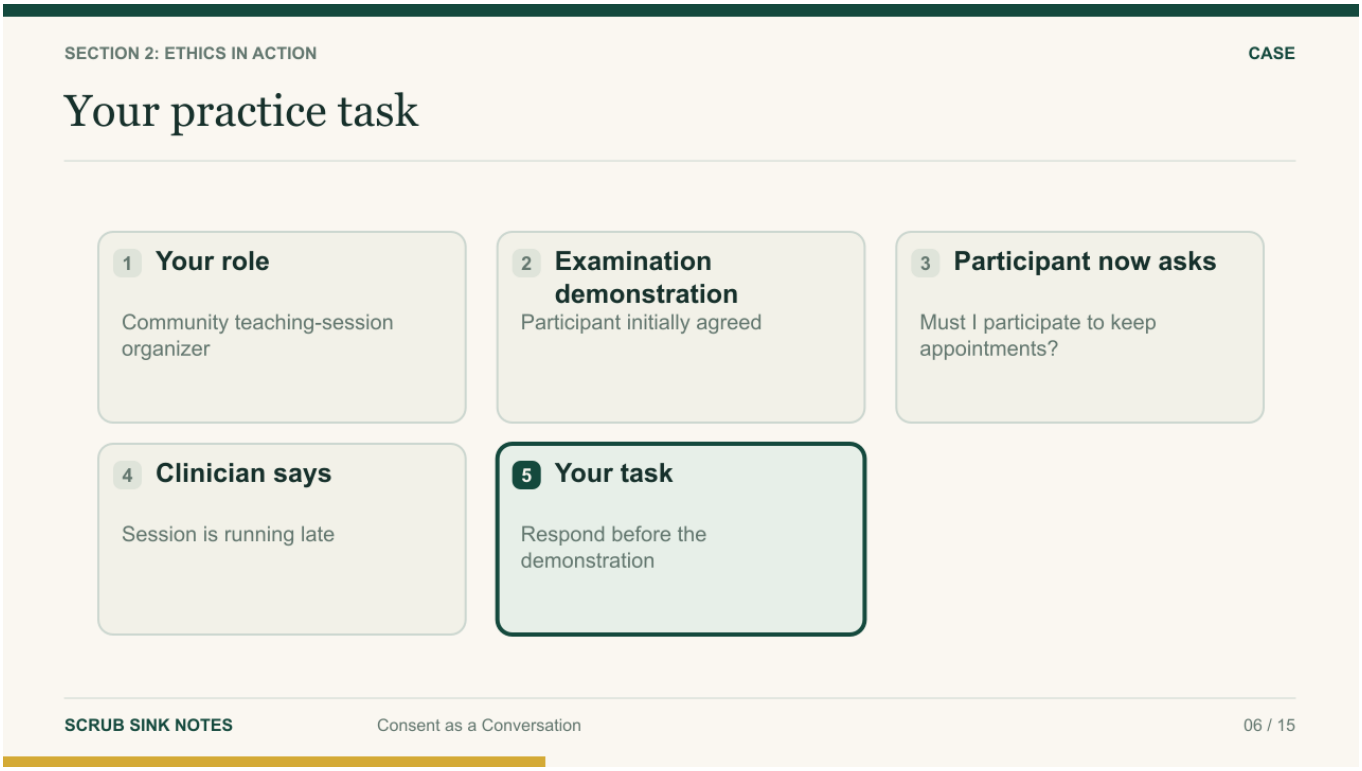
Broad or weak: Their sibling deserves every detail.
Revised: I can listen without confirming private information.

Change one fact. What would change your next step?

LESSON 07 / TRY THE CASE

Consent as a Conversation

You help organise a teaching session at a community clinic. A participant has agreed to a demonstration involving an examination. Before it starts, they whisper, Do I have to do this to keep getting appointments here? The clinician says the session is running late. What would you do? This original station gives you evidence of uncertainty about voluntariness. You do not know the examination details or the clinic's procedures. You do know the participant's question deserves attention before proceeding. Pause here and answer aloud for two minutes.

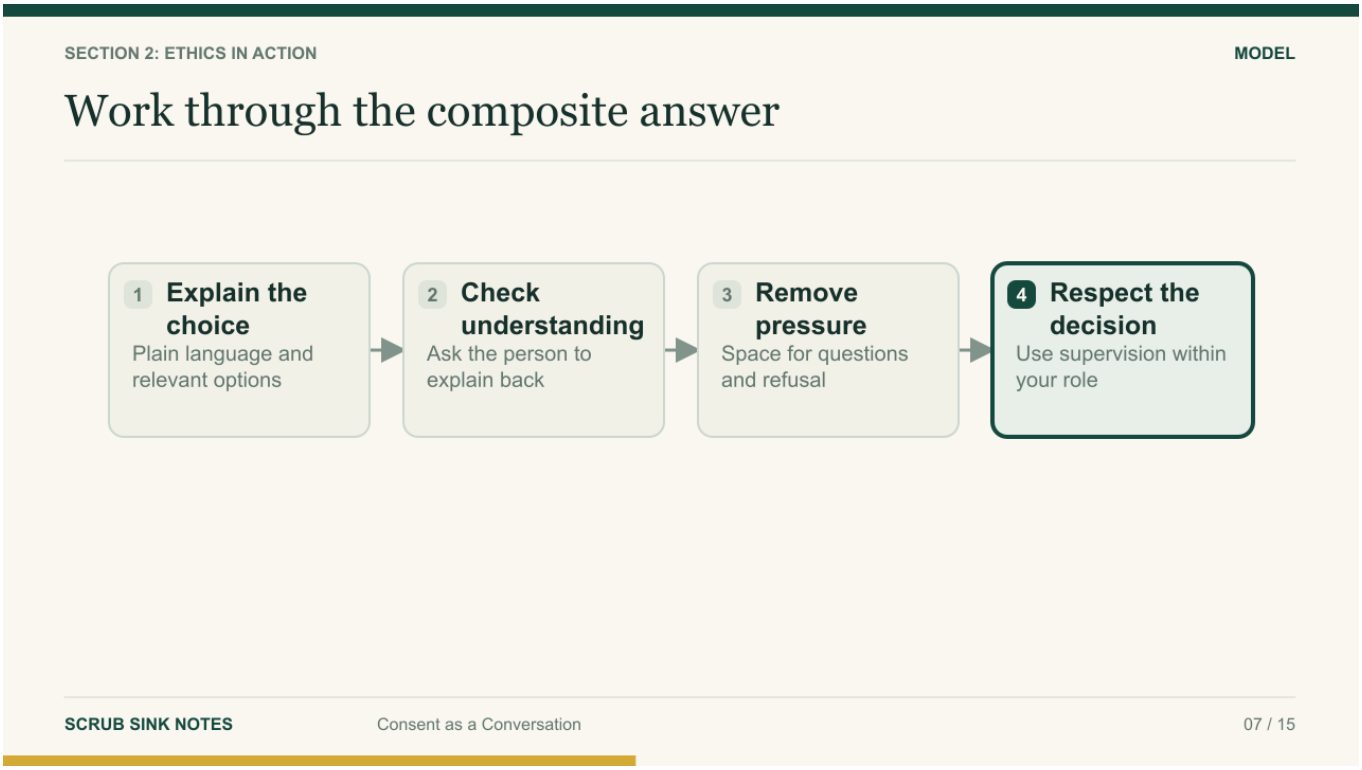


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 07 / REVIEW AND TRANSFER

Consent as a Conversation



This is a composite model answer. I would pause the setup and respond to the participant respectfully. I would say, thank you for telling me. I want to make sure your question is answered before this begins. I would ask the responsible clinician to speak with them privately and clarify the relationship between this teaching activity and their care.

Make the response specific

Broad or weak: They signed. Consent is complete.
Revised: I would ask them to explain the choice back.

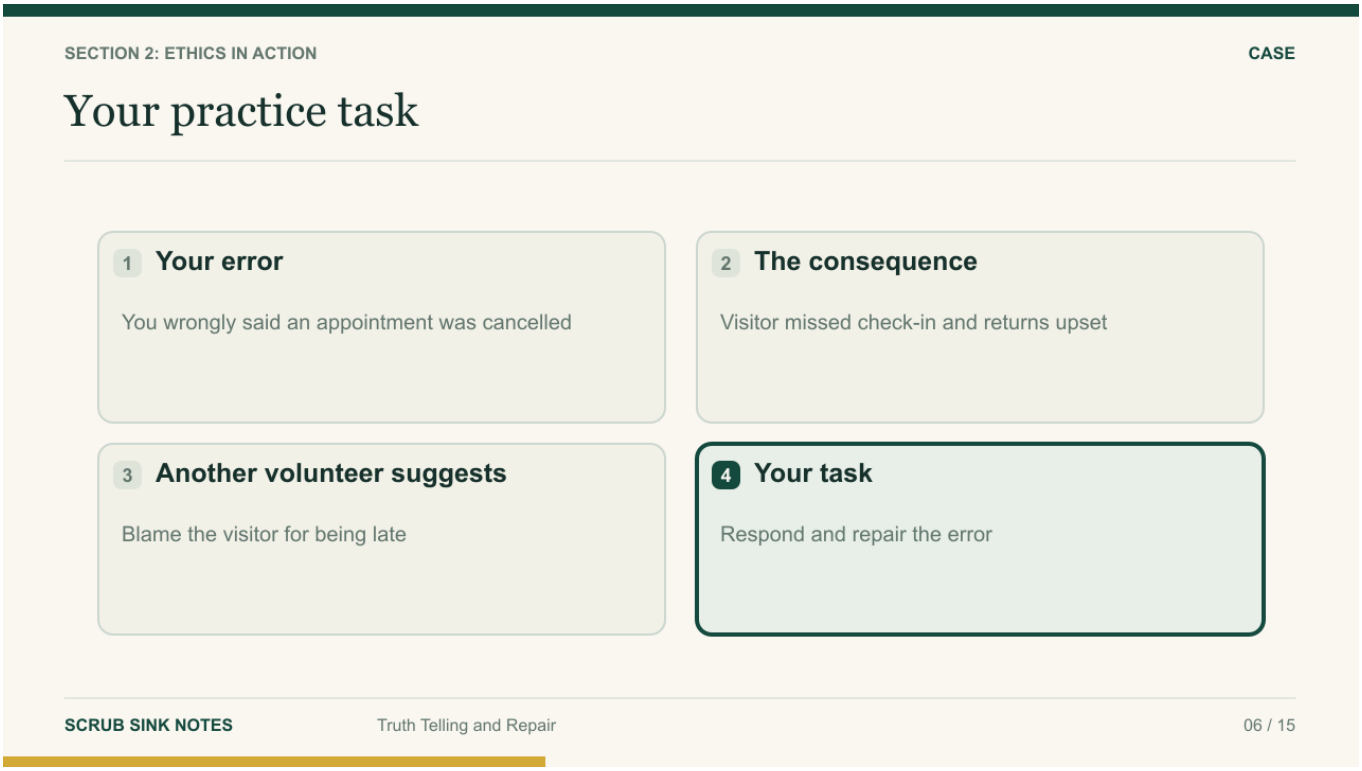
Broad or weak: I promise this will be safe.
Revised: I would bring that question to the responsible clinician.

Change one fact. What would change your next step?

LESSON 08 / TRY THE CASE

Truth Telling and Repair

As a hospital volunteer, you misread a notice and tell a visitor their appointment has been cancelled. They return upset after missing check in. Another volunteer suggests saying the visitor arrived late, because admitting the error could upset the supervisor. What would you do? This original station is about your own mistake and pressure to conceal it. You cannot guarantee another appointment or judge any clinical effect. You can correct the account and seek help immediately. Pause here and answer aloud for two minutes.

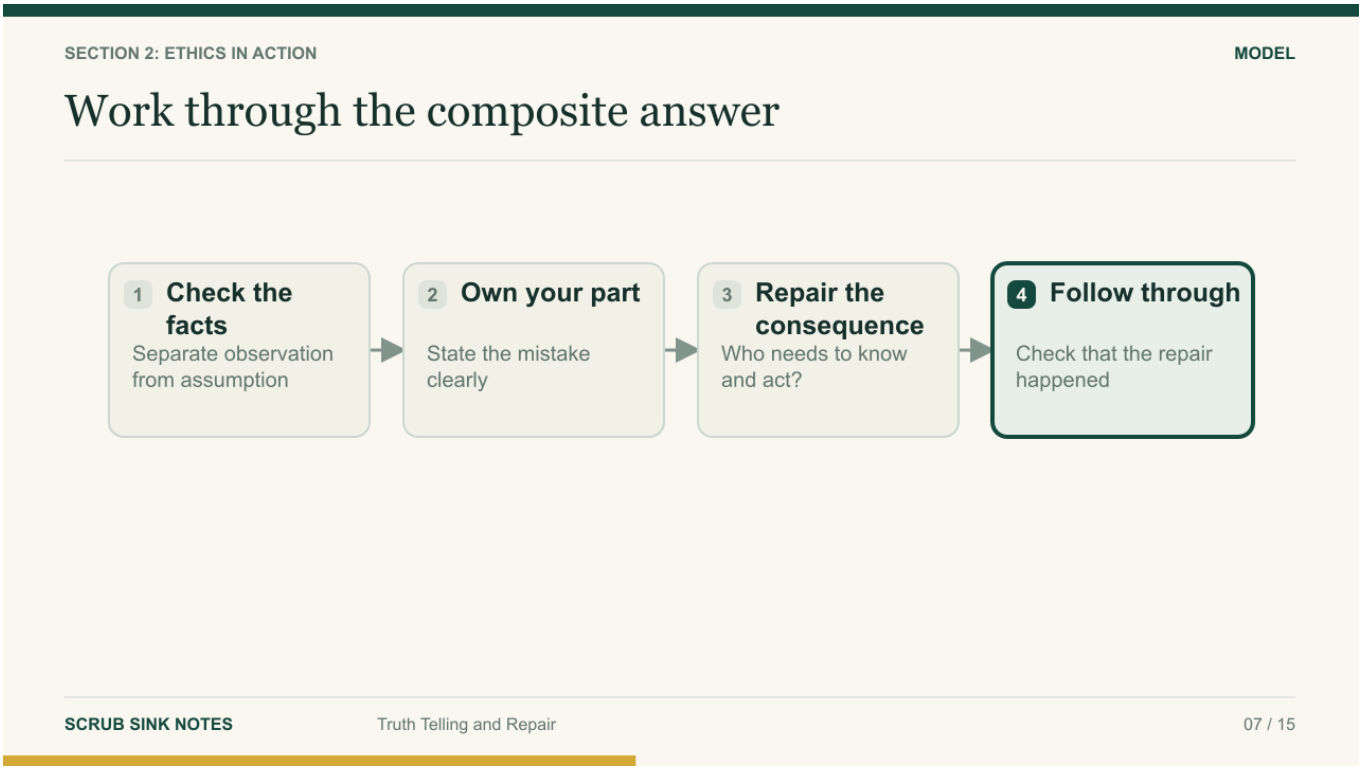


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 08 / REVIEW AND TRANSFER

Truth Telling and Repair



This is a composite model answer. I would tell the visitor that I gave them incorrect information and apologise directly. I would avoid blaming them or the notice. I would ask them to stay with the appropriate staff while I promptly explain what happened to my supervisor and the clinic team, within the volunteer process.

Make the response specific

Broad or weak: It happened because I was busy.
Revised: I made an error and need to address it.

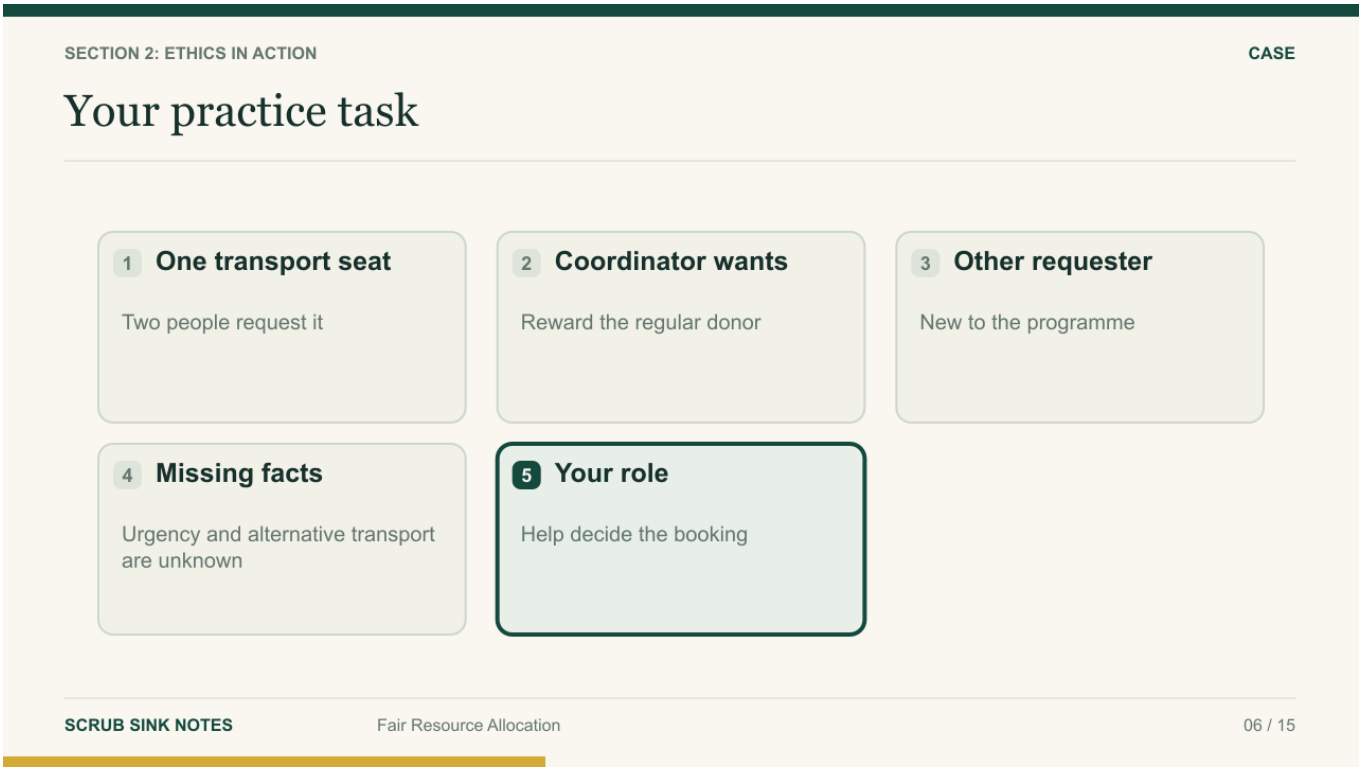
Broad or weak: I guarantee the problem is fixed.
Revised: I will explain the repair and check its result.

Change one fact. What would change your next step?

LESSON 09 / TRY THE CASE

Fair Resource Allocation

A community programme has one remaining transport seat for clinic visits. Two people request it. One is a regular donor whom the coordinator wants to reward. The other is new to the programme. You help with bookings, and neither person's urgency or alternative transport is known. What would you do? This original station gives you insufficient information to rank the requests. It does give you a questionable proposed criterion: rewarding a donor. Your task is to create a fair decision route without making a clinical judgment yourself. Pause here and answer aloud for two minutes.

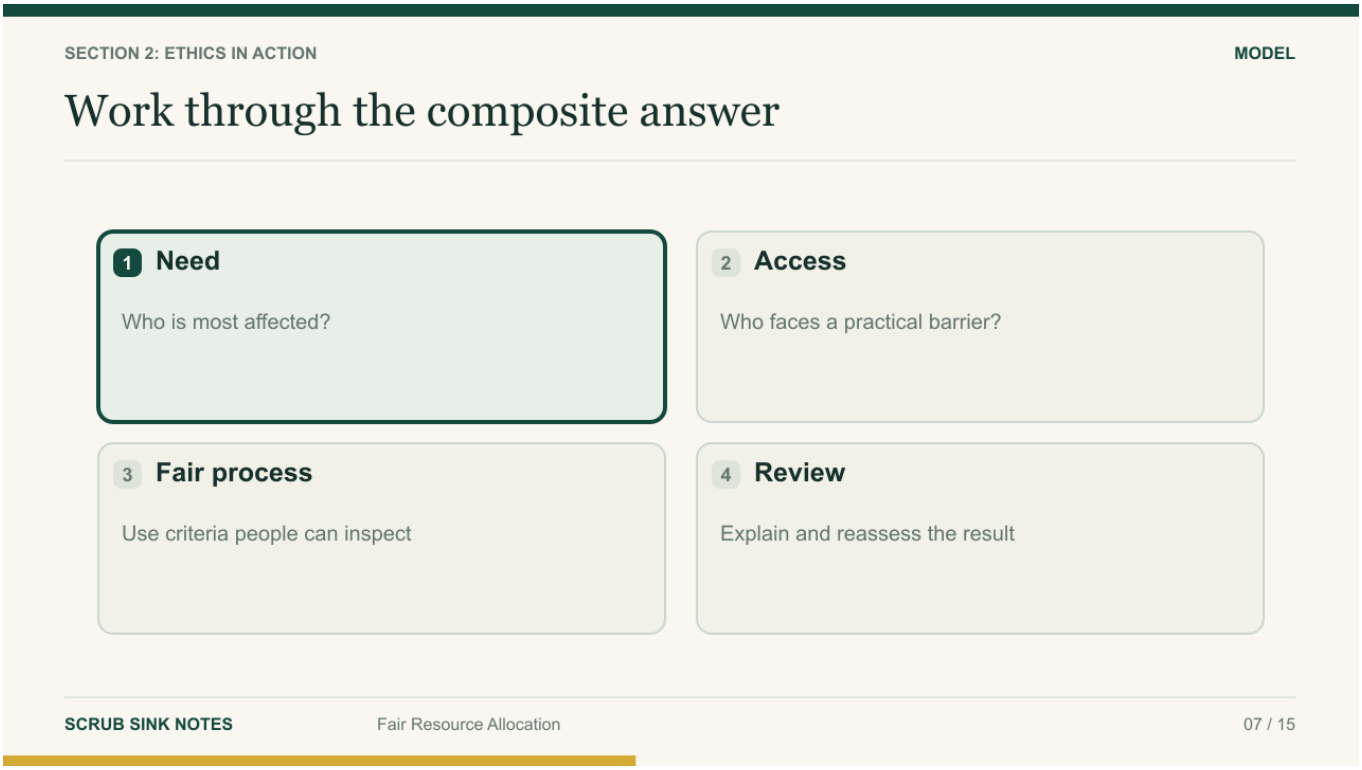


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 09 / REVIEW AND TRANSFER

Fair Resource Allocation



This is a composite model answer. I would explain that both requests deserve consideration through the programme's allocation process. I would ask what the transport service is intended to prioritise and whether a policy already sets the criteria. I would not give the donor priority simply as a reward for contributions.

Make the response specific

Broad or weak: The most successful person gets it.
Revised: I would compare needs using relevant, transparent criteria.

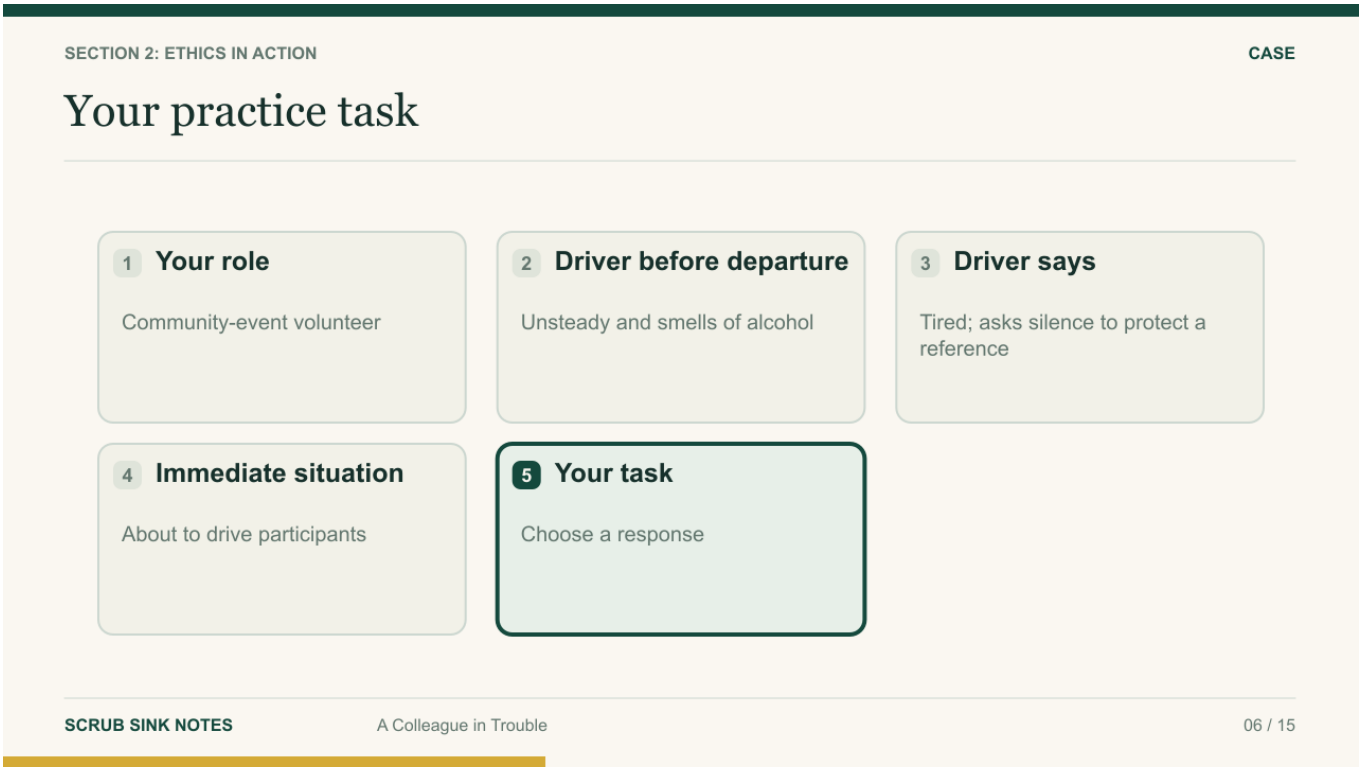
Broad or weak: I would draw names immediately.
Revised: I would first check whether needs are meaningfully different.

Change one fact. What would change your next step?

LESSON 10 / TRY THE CASE

A Colleague in Trouble

At a community volunteer event, another student is unsteady and smells of alcohol before a scheduled drive carrying participants. They say they barely slept and ask you to keep quiet because they need this reference. The vehicle is about to leave. What would you do? This original station includes an imminent transport risk. You cannot establish the cause of the student's condition from these details. You can recognise that allowing the drive to begin without action could place people at risk. Pause here and answer aloud for two minutes.

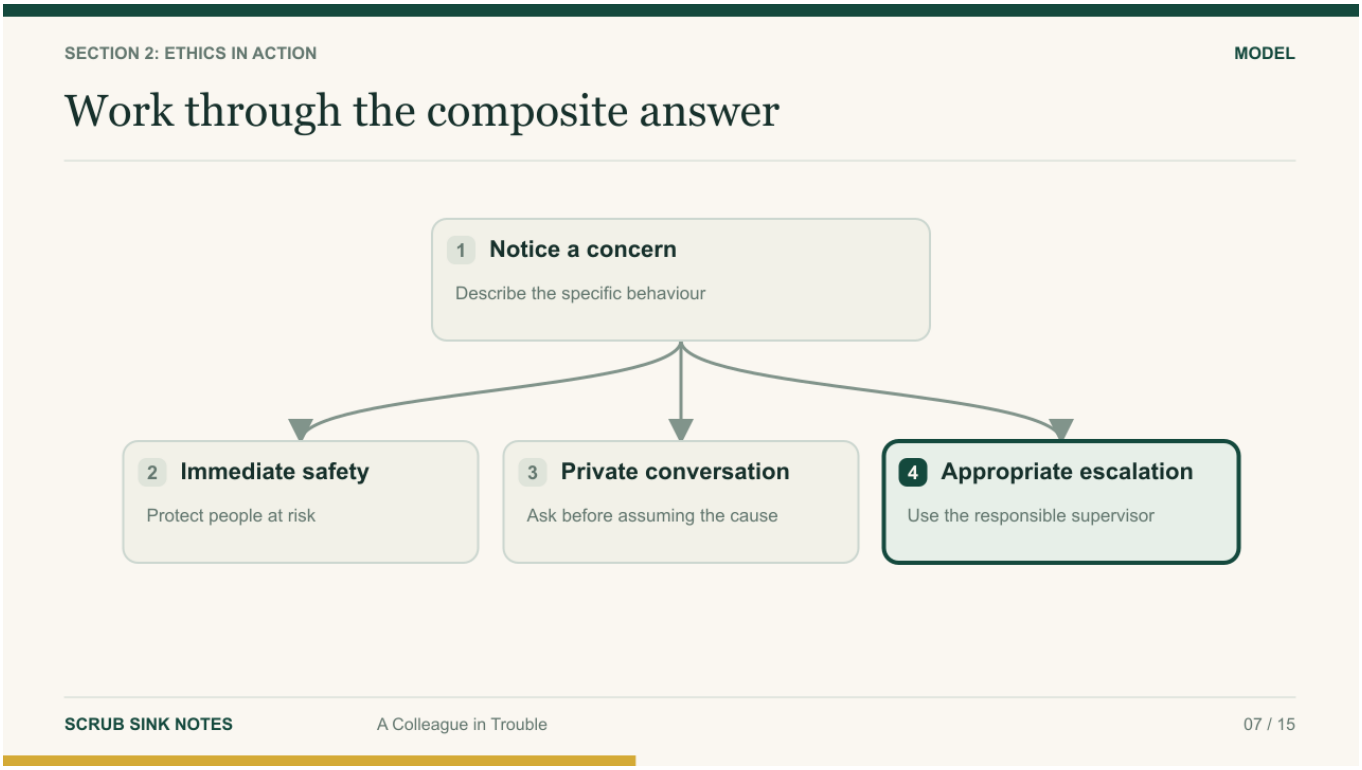


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 10 / REVIEW AND TRANSFER

A Colleague in Trouble



This is a composite model answer. I would act immediately to prevent the drive from starting and alert the event supervisor. I would tell the student calmly that I am concerned they may not be safe to drive. I would describe the unsteadiness and the smell I noticed, without claiming to know why they are occurring.

Make the response specific

Broad or weak: I cannot risk their reference.
Revised: I would act on the specific immediate safety concern.

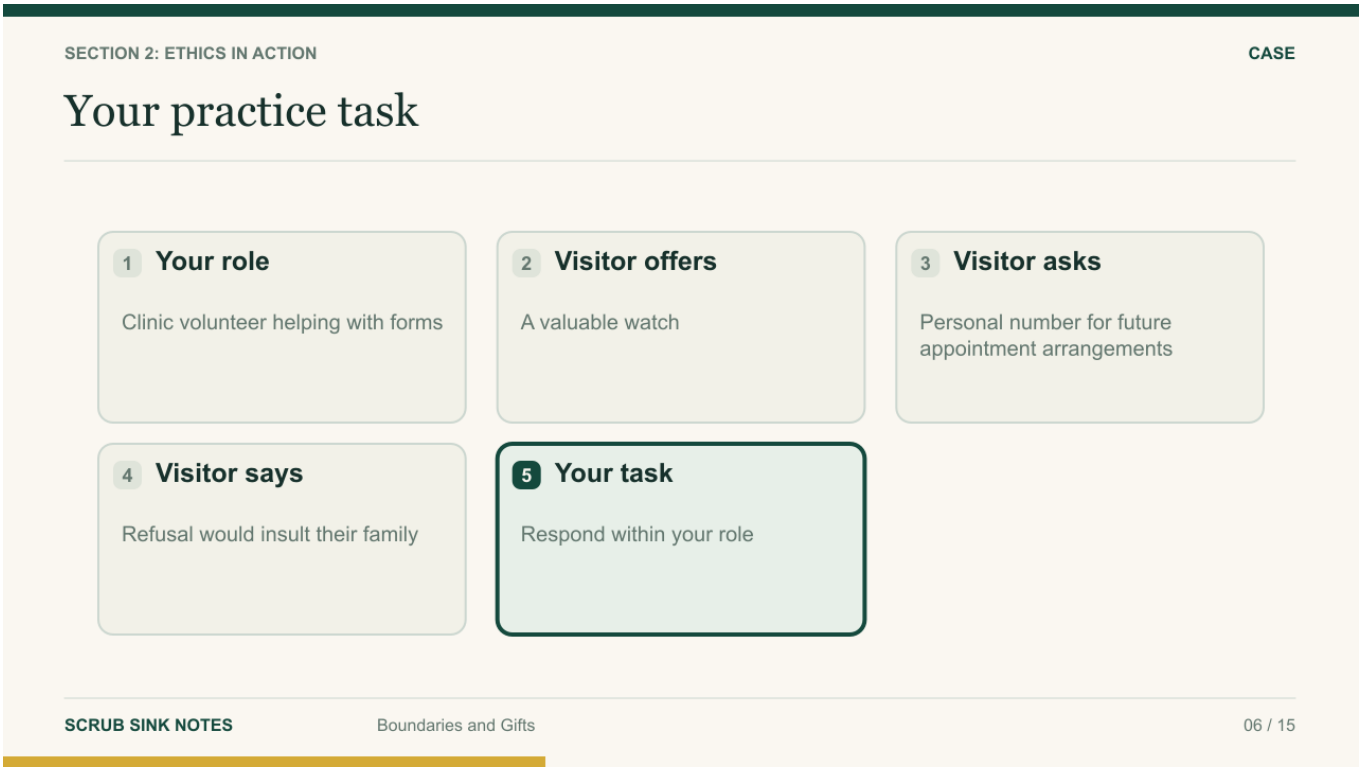
Broad or weak: I would announce they are guilty.
Revised: I would report facts through the appropriate responsible route.

Change one fact. What would change your next step?

LESSON 11 / TRY THE CASE

Boundaries and Gifts

You volunteer at a clinic and often help a visitor understand forms. They offer you a valuable watch and ask for your personal phone number so you can arrange their future appointments. They say refusing would insult their family. What would you do? This original station combines gratitude, pressure, and a request for special access. You can take the family's feelings seriously while keeping the volunteer relationship within its proper limits. Avoid assuming that the visitor intends to manipulate you. Pause here and answer aloud for two minutes.

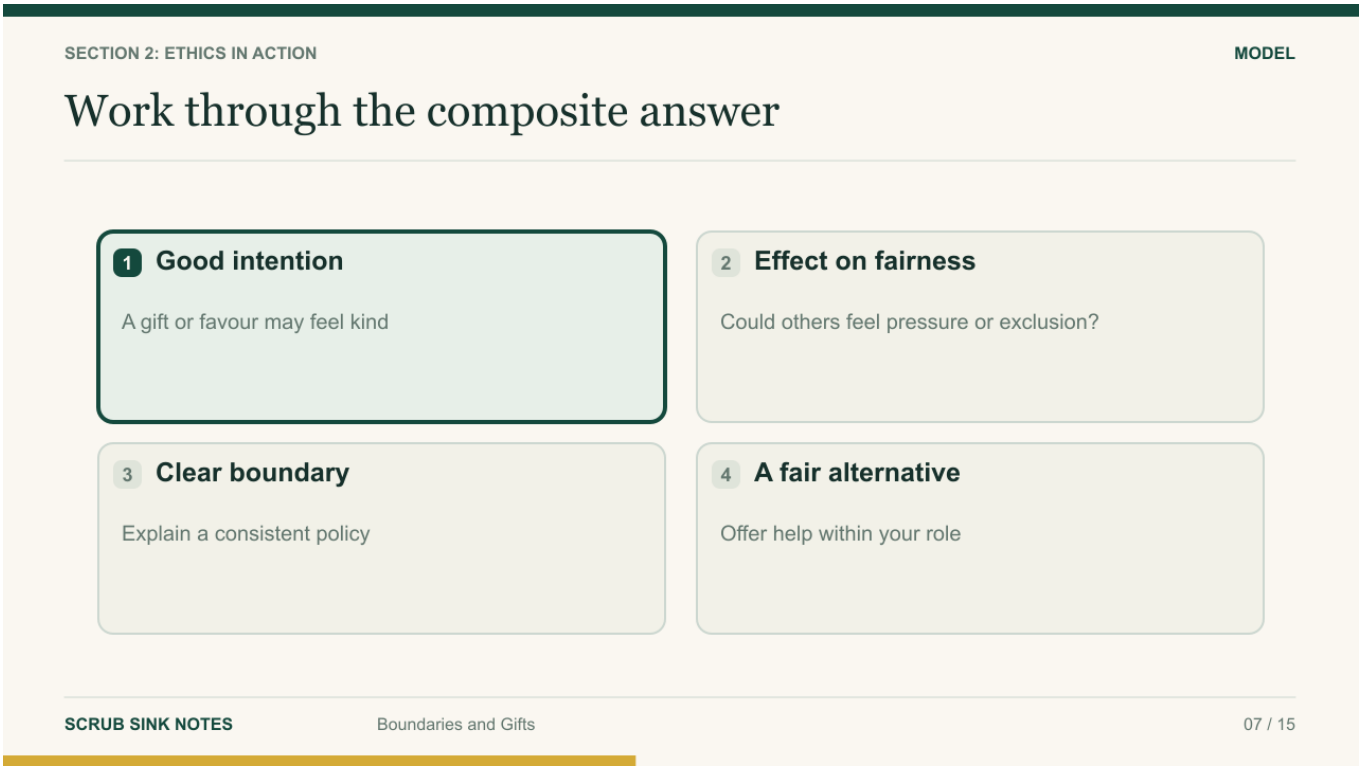


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 11 / REVIEW AND TRANSFER

Boundaries and Gifts



This is a composite model answer. I would thank the visitor and recognise the kindness behind the offer. I would explain gently that I cannot accept the watch or arrange appointments through my personal number. I would keep the conversation respectful and private. I would not call their gift improper or suggest they were buying influence.

Make the response specific

Broad or weak: I will accept to be polite.
Revised: Thank you. I need to check the policy first.

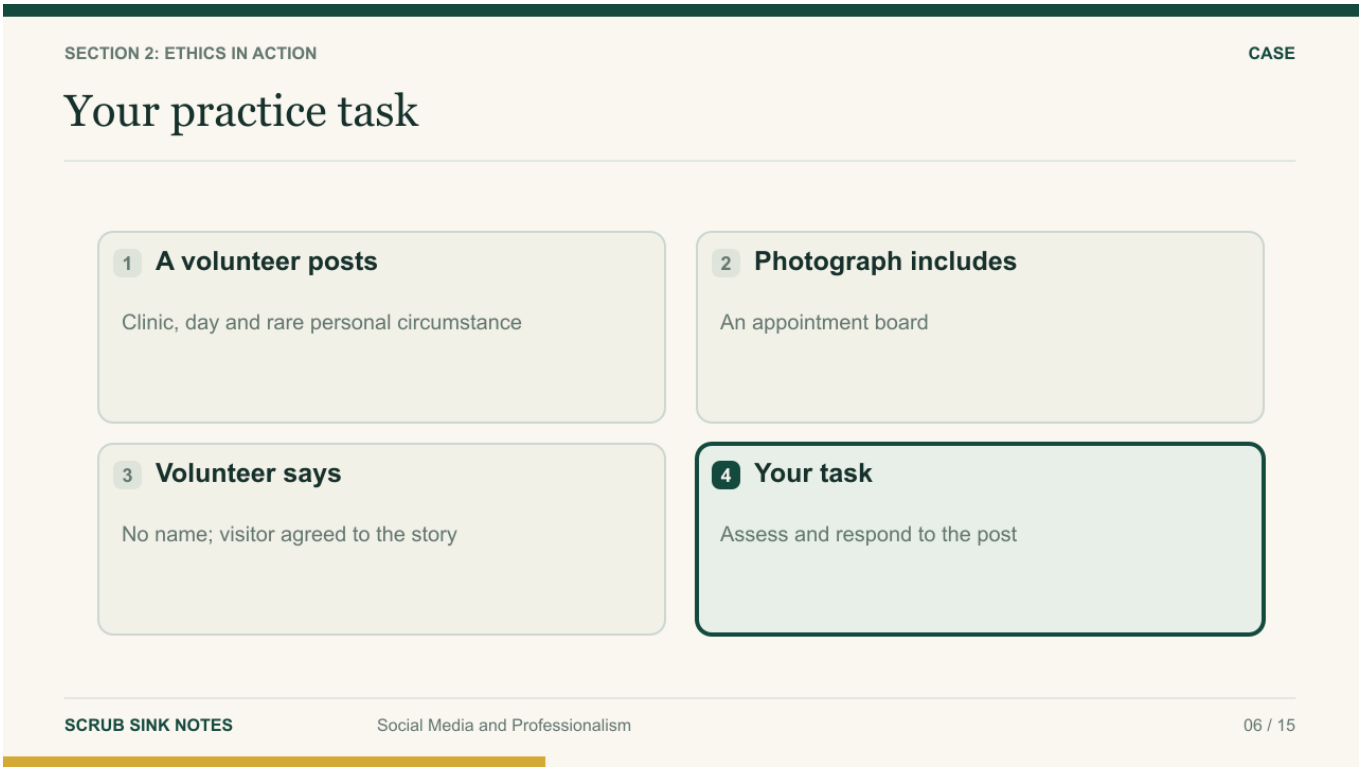
Broad or weak: All gifts are always forbidden.
Revised: I would check the policy and explain the boundary.

Change one fact. What would change your next step?

LESSON 12 / TRY THE CASE

Social Media and Professionalism

A fellow clinic volunteer posts about an inspiring encounter. No name appears, but the post includes the clinic, the day, a rare personal circumstance, and a photograph with an appointment board in the background. They say the visitor agreed to the story. What would you do? This original station gives several possible routes to identification. You have not checked what the visitor understood or what the photograph reveals. Focus first on limiting exposure and bringing the concern to the responsible person. Pause here and answer aloud for two minutes.

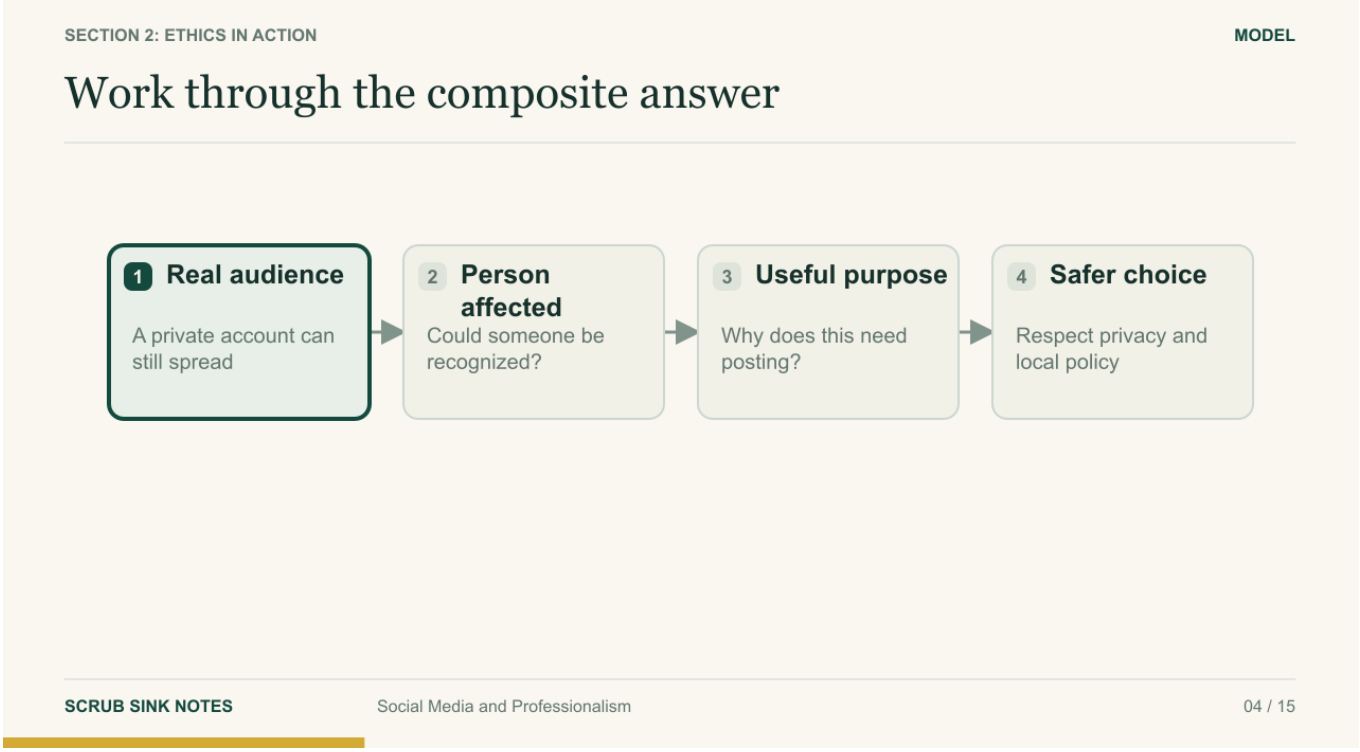


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 12 / REVIEW AND TRANSFER

Social Media and Professionalism



A composite should be honestly labelled and designed so it does not expose a real person's experience through a thin disguise. Do not imply that an invented event happened to you. Separate education from self promotion, and keep private clinical information out of tools or channels that your role has not authorised.

Make the response specific

Broad or weak: There is no name. It is anonymous.
Revised: I would consider whether the details identify the person.

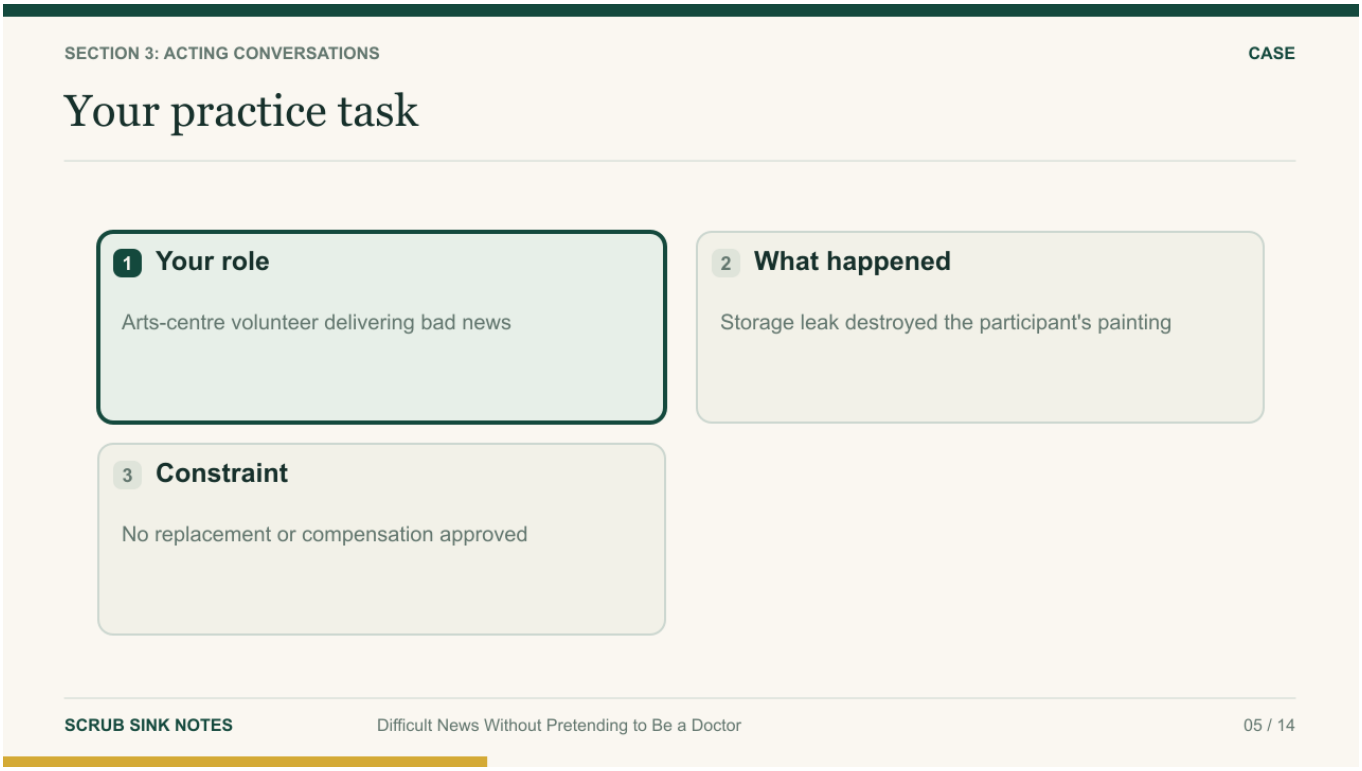
Broad or weak: I deleted it. Nothing remains.
Revised: I would address who received it and seek guidance.

Change one fact. What would change your next step?

LESSON 13 / TRY THE CASE

Difficult News Without Pretending to Be a Doctor

This is an original composite station. You volunteer at a community arts centre. A participant arrives to collect a painting submitted to a display. The coordinator has confirmed that a storage leak destroyed it. You must tell the participant. No replacement or compensation has been approved. Speak with the participant. Pause here and answer aloud for two minutes.

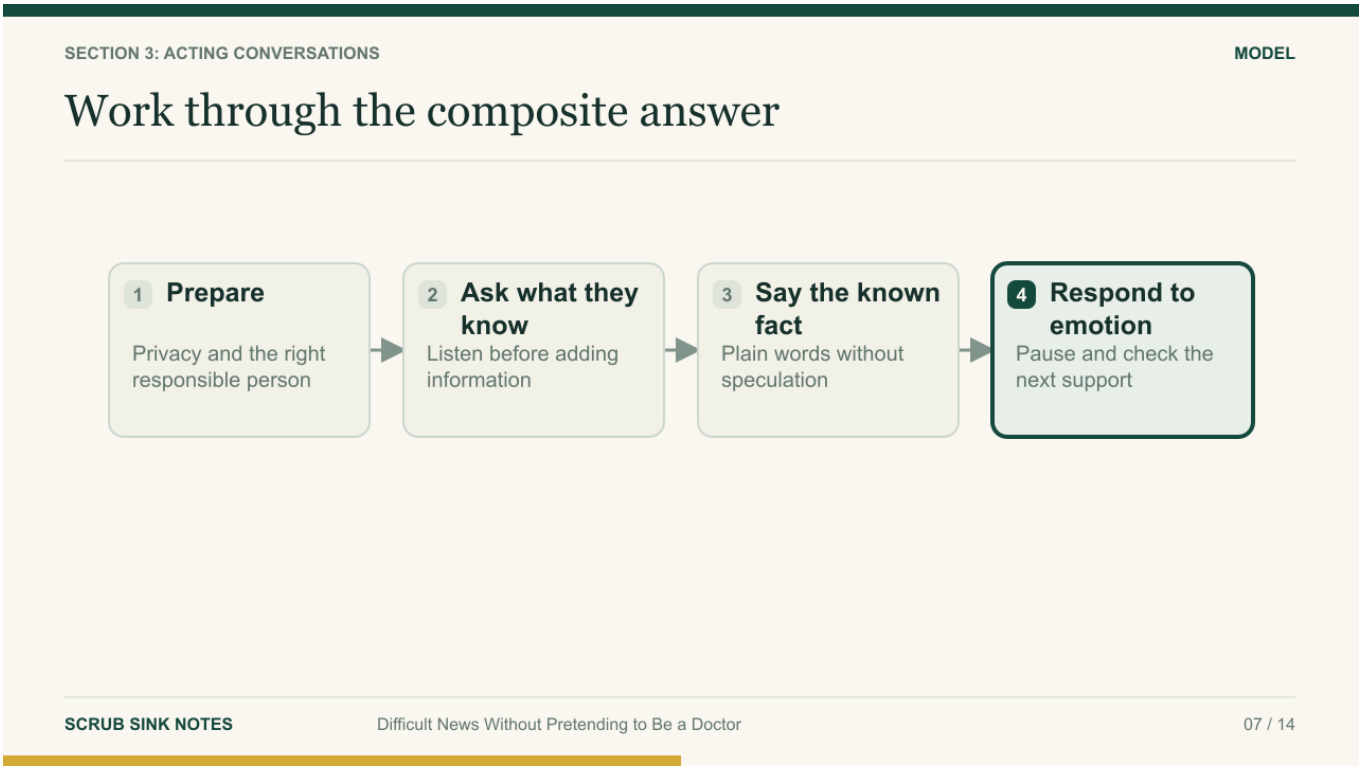


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 13 / REVIEW AND TRANSFER

Difficult News Without Pretending to Be a Doctor



Here is a composite model. I begin by saying, thanks for coming in. Could we speak somewhere quieter for a moment? I have upsetting news about your painting. A leak in the storage area destroyed it. I am very sorry that this happened while it was with the centre. I will give you a moment.

Make the response specific

Broad or weak: Something unfortunate may have occurred.
Revised: I have difficult news about what happened.

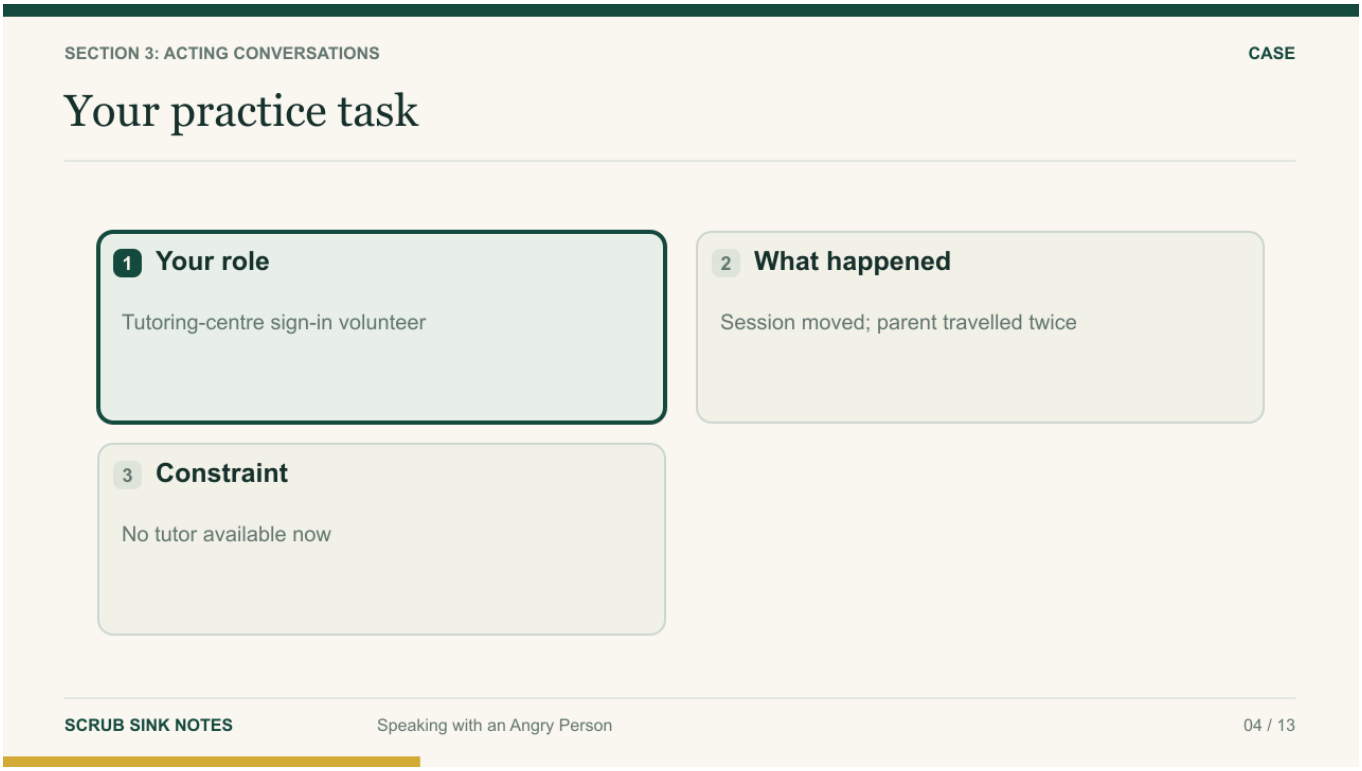
Broad or weak: Everything will definitely be fine.
Revised: I can stay while we arrange the right support.

Change one fact. What would change your next step?

LESSON 14 / TRY THE CASE

Speaking with an Angry Person

Here is an original composite station. At a volunteer tutoring centre, you manage the sign in desk. A parent arrives for a session that was moved without their knowledge. They have travelled twice this week and demand immediate teaching for their child. No tutor is available now. Speak with the parent. Pause here and answer aloud for two minutes.

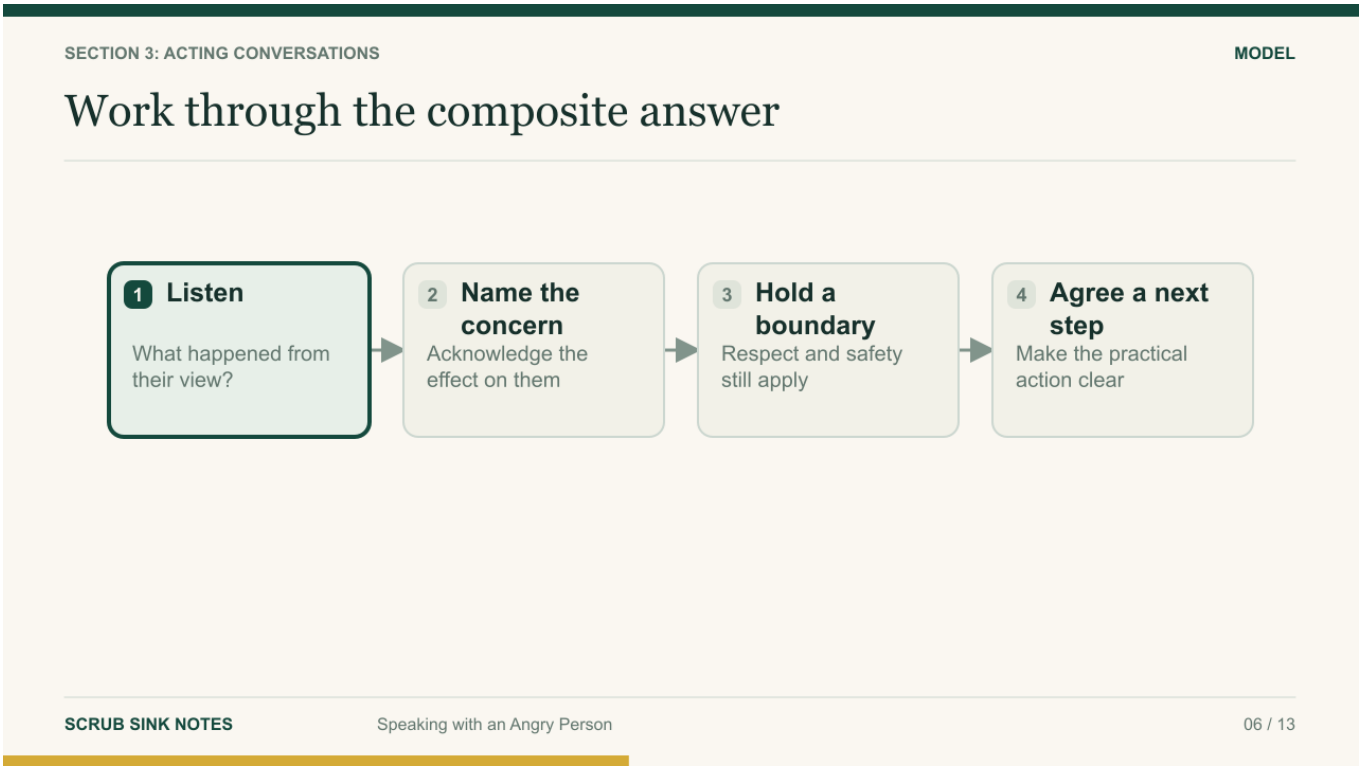


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 14 / REVIEW AND TRANSFER

Speaking with an Angry Person



In this composite model, I begin, I can see that this has been frustrating. You have made a second trip, and you expected your child to have a session today. Before I suggest anything, could you tell me what message you received about the appointment? I want to understand where the information stopped reaching you.

Make the response specific

Broad or weak: Calm down before I help.
Revised: Tell me what has been most difficult for you.

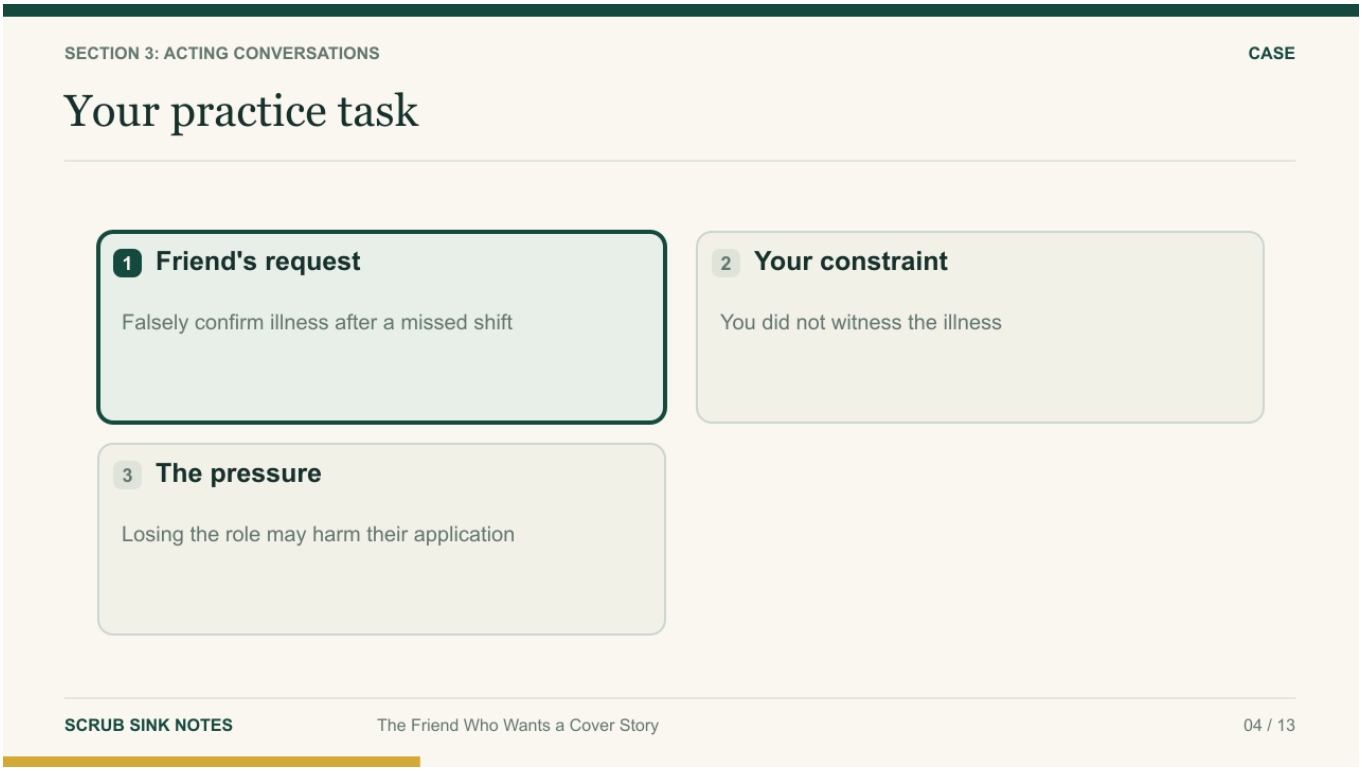
Broad or weak: I will give you whatever you want.
Revised: I can help with this next practical step.

Change one fact. What would change your next step?

LESSON 15 / TRY THE CASE

The Friend Who Wants a Cover Story

This is an original composite station. A friend missed a required volunteer shift. They ask you to tell the coordinator that you saw them become ill that morning, although you did not see them. They say losing the position would damage their application. Speak with your friend. Pause here and answer aloud for two minutes.

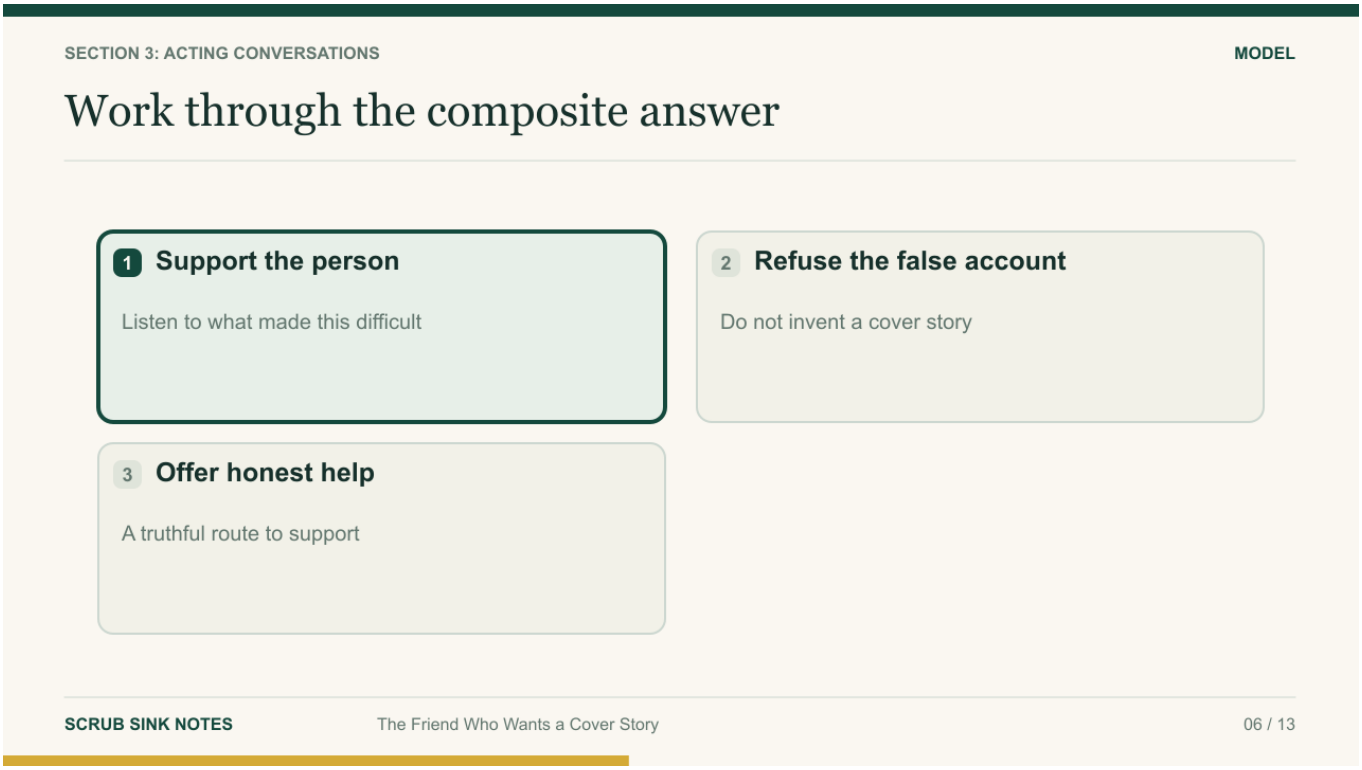


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 15 / REVIEW AND TRANSFER

The Friend Who Wants a Cover Story



Here is a composite model. I say, it sounds as though you are worried about losing a position that matters to you. Can I check what you want me to say? I did not see you that morning. The friend says that I only need to confirm they looked too unwell to attend, and nobody will ask anything else.

Make the response specific

Broad or weak: Maybe I cannot cover this time.
Revised: I cannot give a false account. I can help honestly.

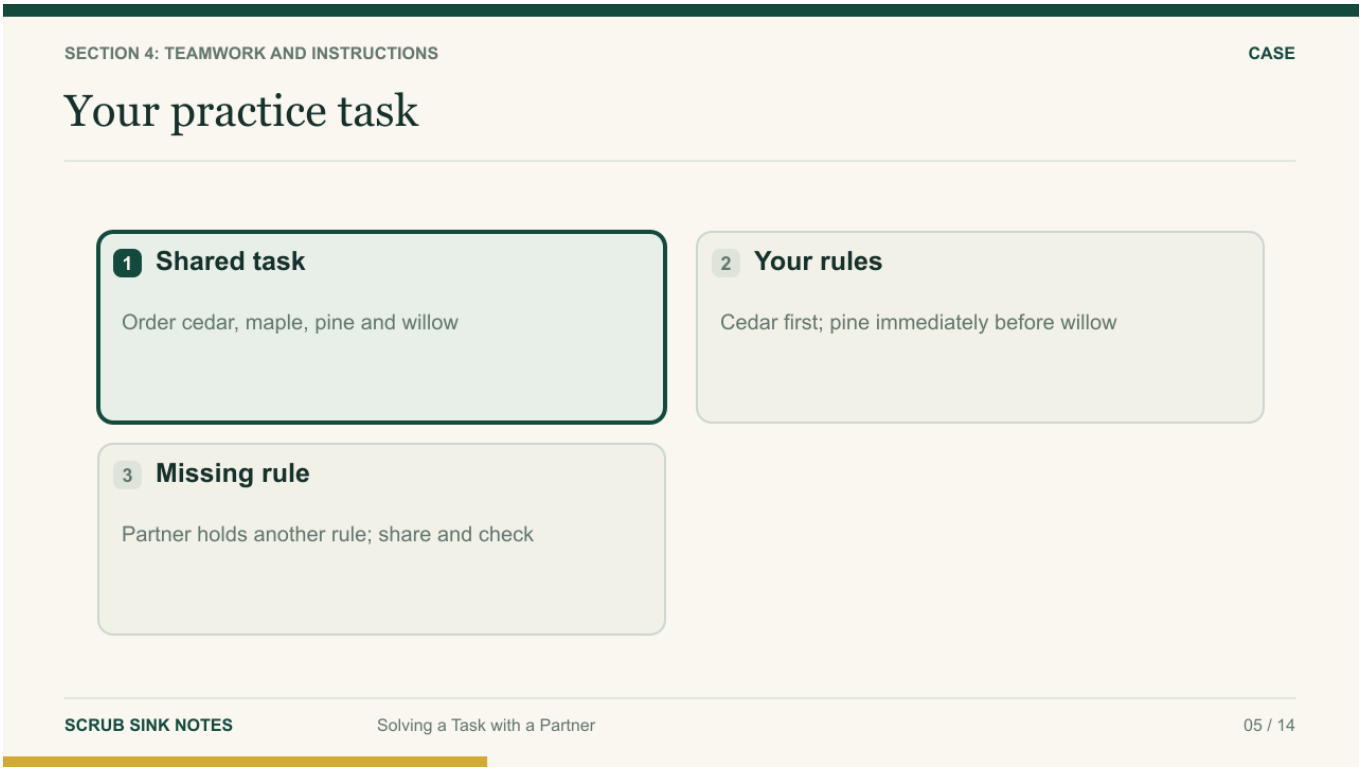
Broad or weak: This stays secret whatever happened.
Revised: I cannot promise secrecy before understanding what you need.

Change one fact. What would change your next step?

LESSON 16 / TRY THE CASE

Solving a Task with a Partner

Here is an original composite station. With a partner, order four word cards from left to right: cedar, maple, pine, willow. You know cedar is first and pine is immediately before willow. Your partner holds another rule. Share the rules aloud, agree on the order, and check every rule. Pause here and answer aloud for two minutes.

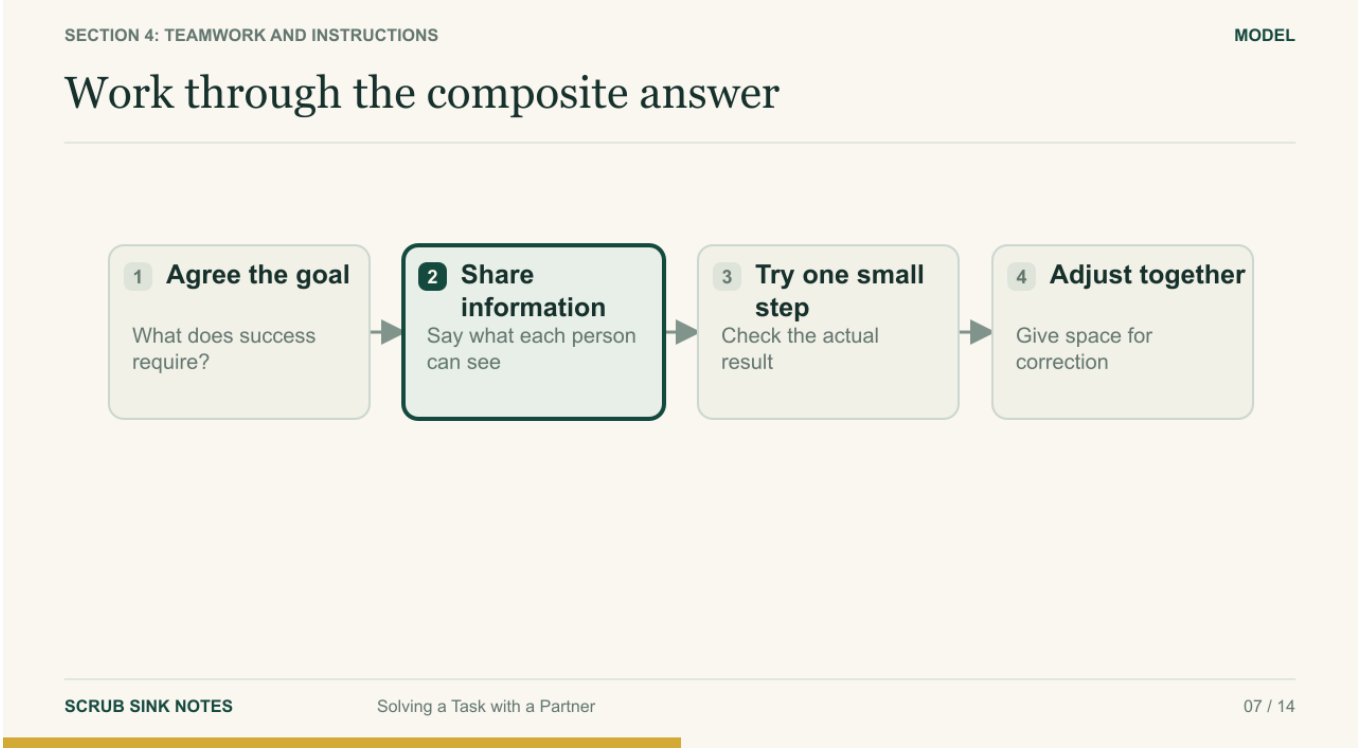


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 16 / REVIEW AND TRANSFER

Solving a Task with a Partner



In this composite model, I begin, could we read our rules aloud before moving anything? Mine say cedar goes first, and pine sits immediately before willow. What information do you have? My partner says maple cannot be last. I reply, thanks. We have four places, so let us place cedar first and test where the pine and willow pair can fit.

Make the response specific

Broad or weak: Here is my entire plan.
Revised: What can you see that I cannot?

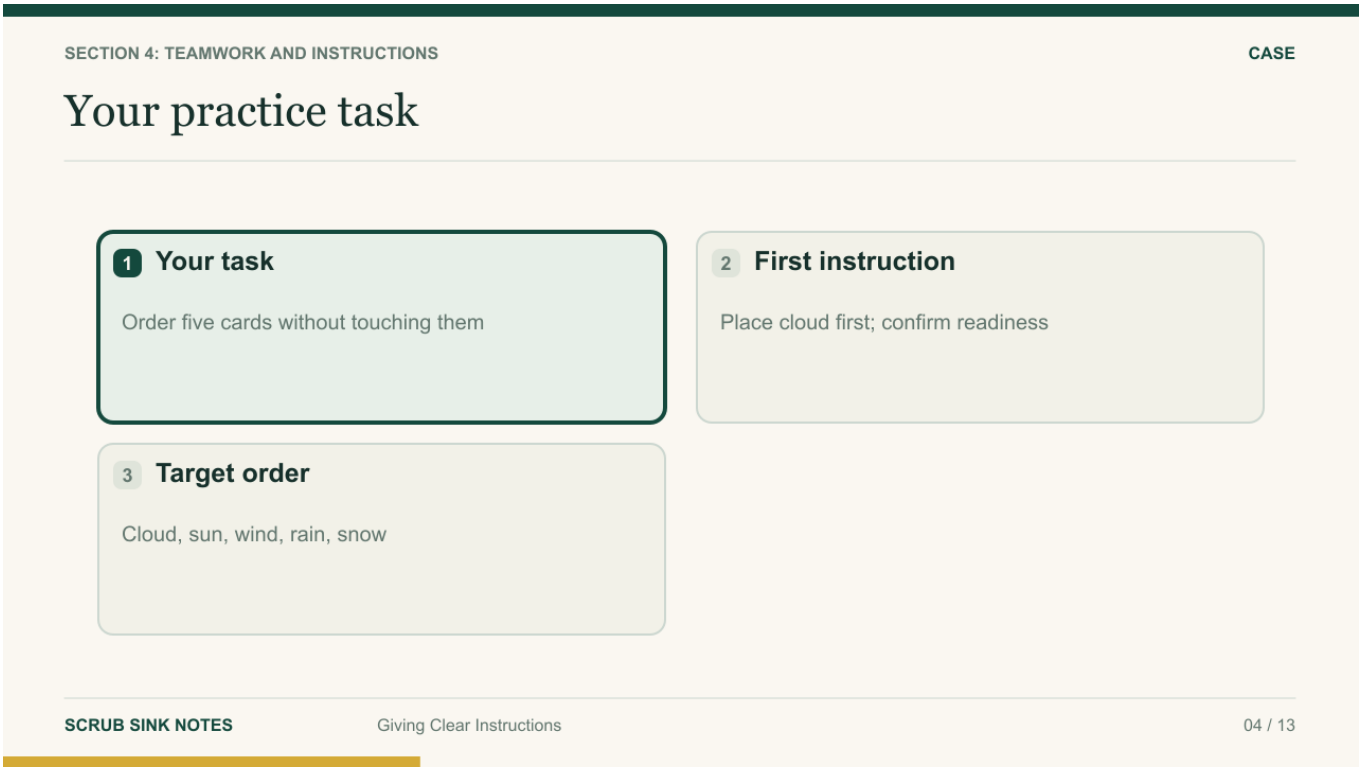
Broad or weak: We agree. The task is finished.
Revised: Let us compare the result with the instructions.

Change one fact. What would change your next step?

LESSON 17 / TRY THE CASE

Giving Clear Instructions

This is an original composite station. Your partner has five paper cards labelled sun, rain, wind, snow, cloud. Give verbal instructions to produce this left to right order: cloud, sun, wind, rain, snow. The partner may ask questions. Do not touch the cards. Finish by checking the full sequence aloud. Pause here and answer aloud for two minutes.

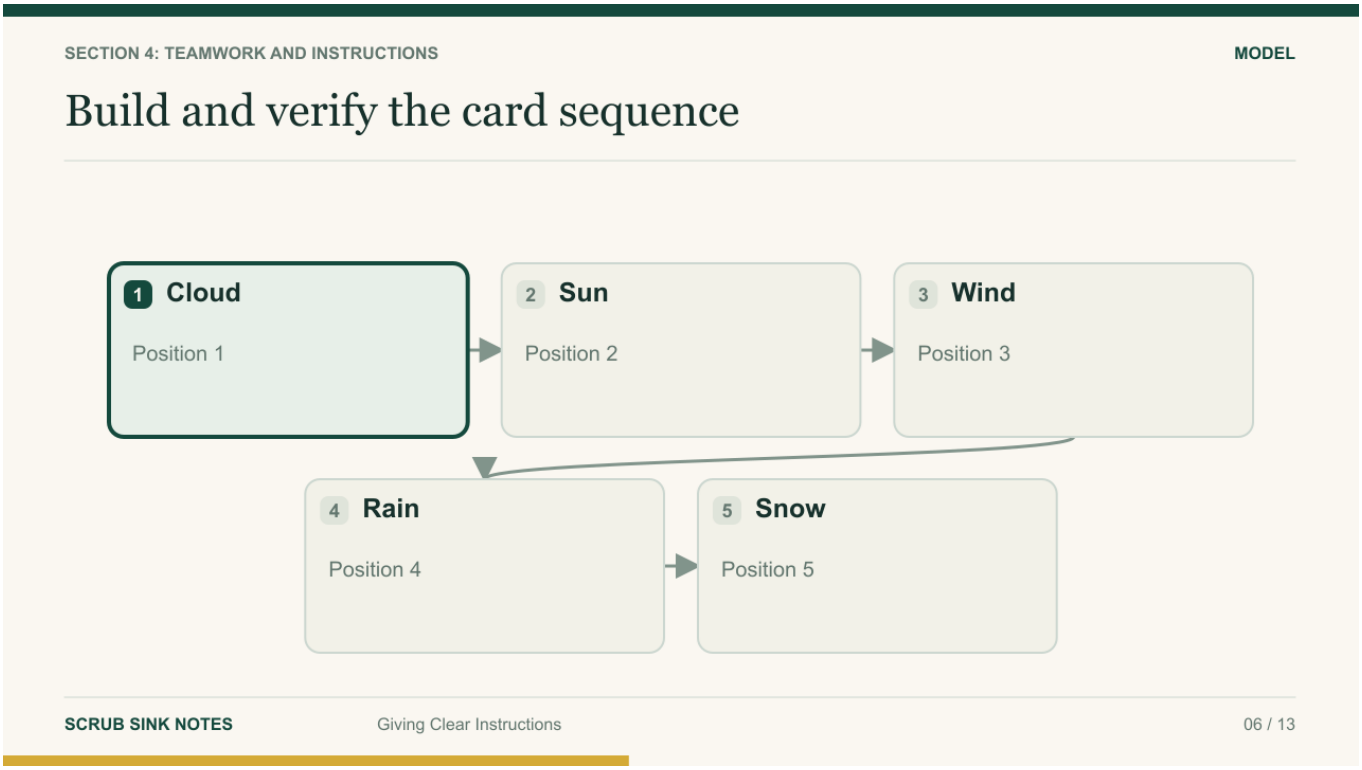


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 17 / REVIEW AND TRANSFER

Giving Clear Instructions



Here is a composite model. I begin, do you have one card each labelled sun, rain, wind, snow, and cloud? We will make a single row using your left and your right. Please leave enough space for five cards. Questions are welcome at any point. First, put cloud at the far left of the space you are using.

Make the response specific

Broad or weak: Move these, then those, then that.
Revised: Place cloud first. Tell me when you are ready.

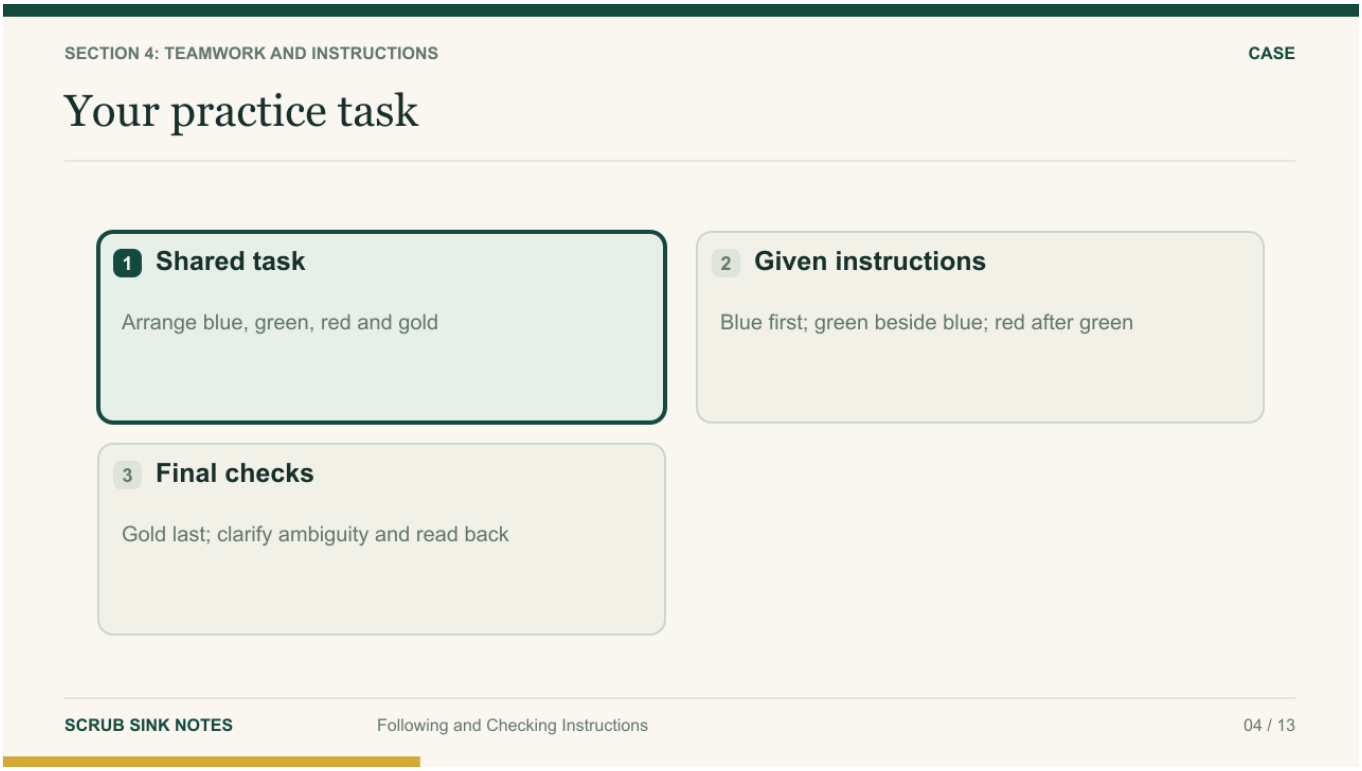
Broad or weak: I already explained it correctly.
Revised: Which word was unclear? I will describe it differently.

Change one fact. What would change your next step?

LESSON 18 / TRY THE CASE

Following and Checking Instructions

Here is an original composite station. A facilitator asks you to arrange four word cards in a row. Follow these instructions: put blue first, put green beside blue, put red after green, and put gold last. Clarify any wording that could produce different results. Then arrange the cards and read the final order aloud. Pause here and answer aloud for two minutes.

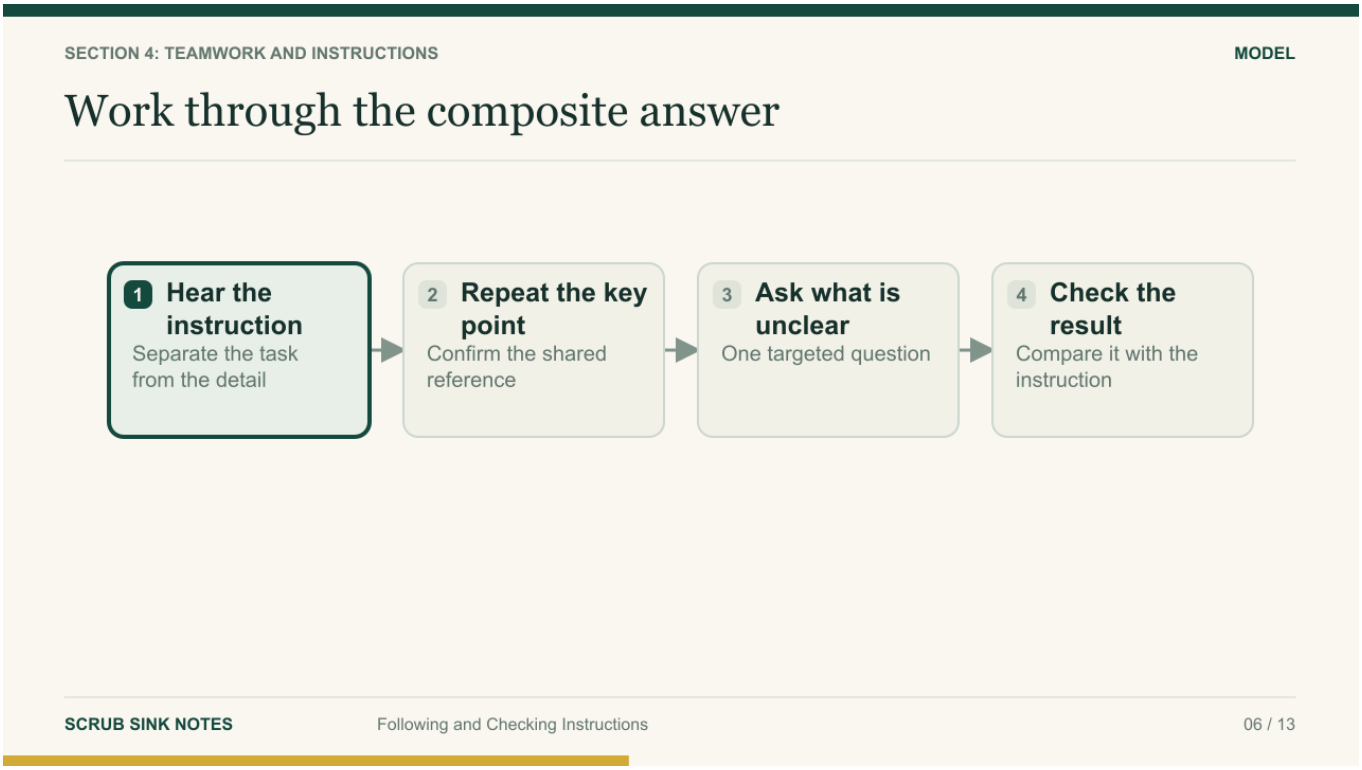


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 18 / REVIEW AND TRANSFER

Following and Checking Instructions



In this composite model, I begin, I understand that we are making one row using all four cards. Before I place them, when you say first and last, should I read from my left to my right? The facilitator confirms that direction. I reply, thank you. So blue will be at my far left and gold at my far right.

Make the response specific

Broad or weak: I will guess what they meant.
Revised: Could you clarify which direction you mean?

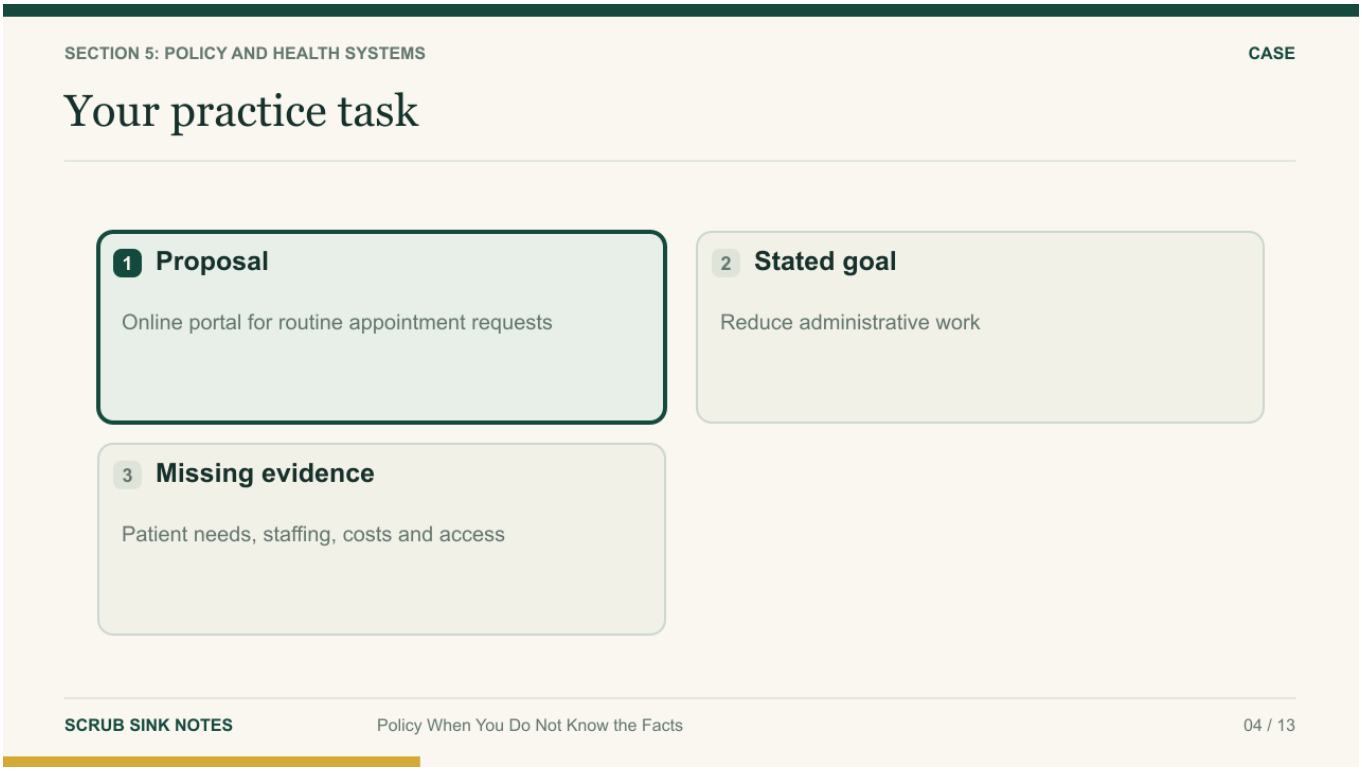
Broad or weak: The instructions caused my error.
Revised: I placed it incorrectly. Let us correct that step.

Change one fact. What would change your next step?

LESSON 19 / TRY THE CASE

Policy When You Do Not Know the Facts

This is an original composite station. A fictional community clinic proposes accepting routine appointment requests only through an online portal. Its stated goal is reducing administrative work. You have no data on patients, staffing, cost, or access. Discuss whether the clinic should proceed and what information would affect your recommendation. Pause here and answer aloud for two minutes.

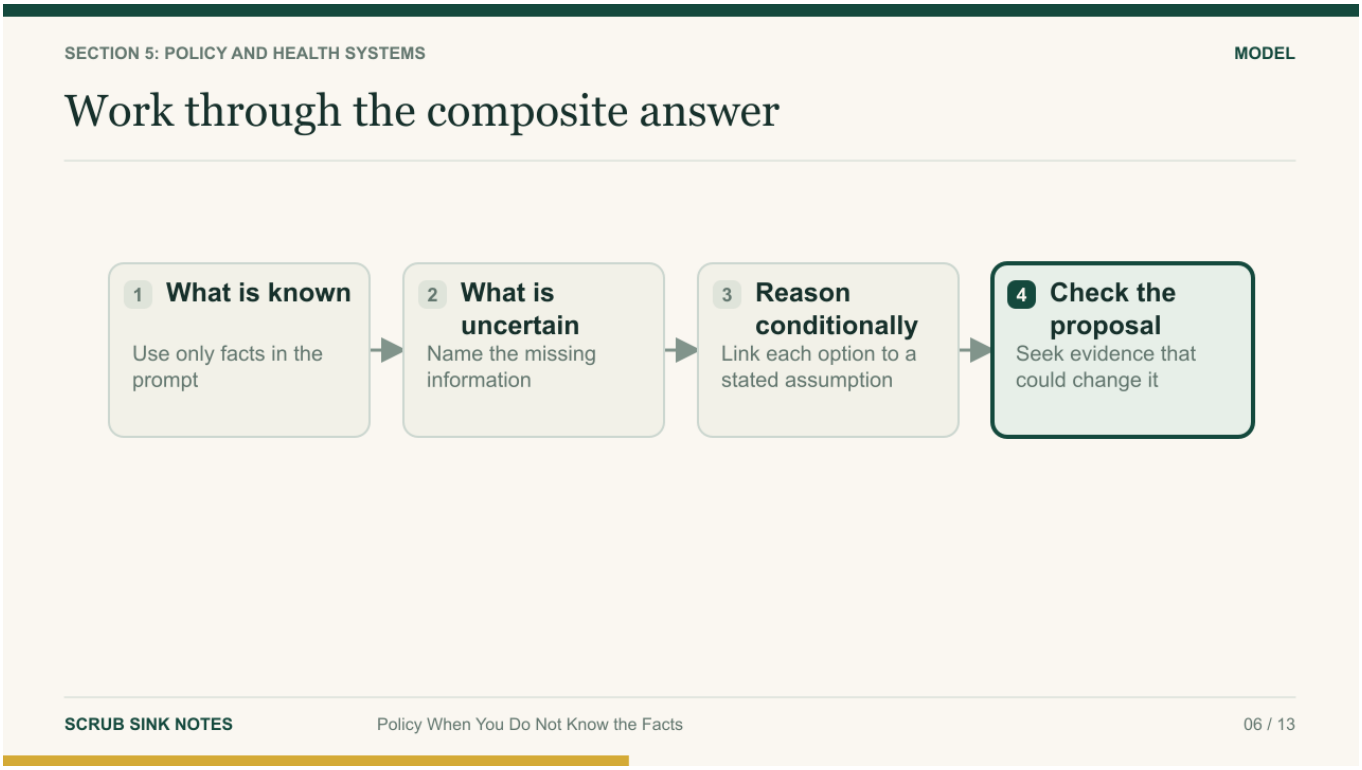


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 19 / REVIEW AND TRANSFER

Policy When You Do Not Know the Facts



Here is a composite model. I would be cautious about moving straight to an online only process. The goal of reducing administrative work is worth examining, but the prompt gives no evidence that this particular change will achieve it. I would first distinguish whether the decision is to add a portal, test it, or remove all other routes for routine requests.

Make the response specific

Broad or weak: Everyone knows this policy works.
Revised: That outcome is uncertain. I would test this assumption.

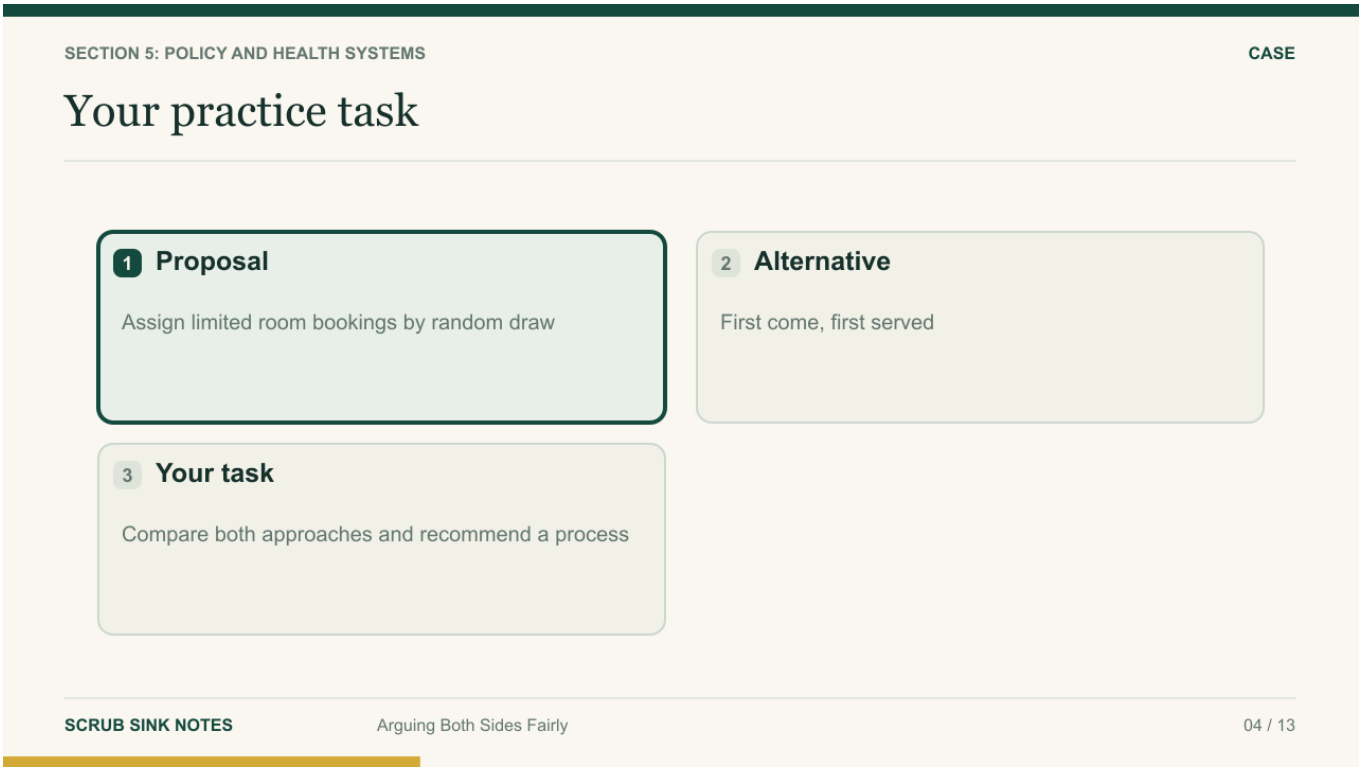
Broad or weak: I need every fact before deciding.
Revised: Given this uncertainty, I would try a limited step.

Change one fact. What would change your next step?

LESSON 20 / TRY THE CASE

Arguing Both Sides Fairly

Here is an original composite station. A fictional training centre proposes assigning all limited practice room bookings by a random draw instead of first come, first served. Discuss the strongest argument for each approach. Recommend a process, including how you would respond to people who disagree. Pause here and answer aloud for two minutes.

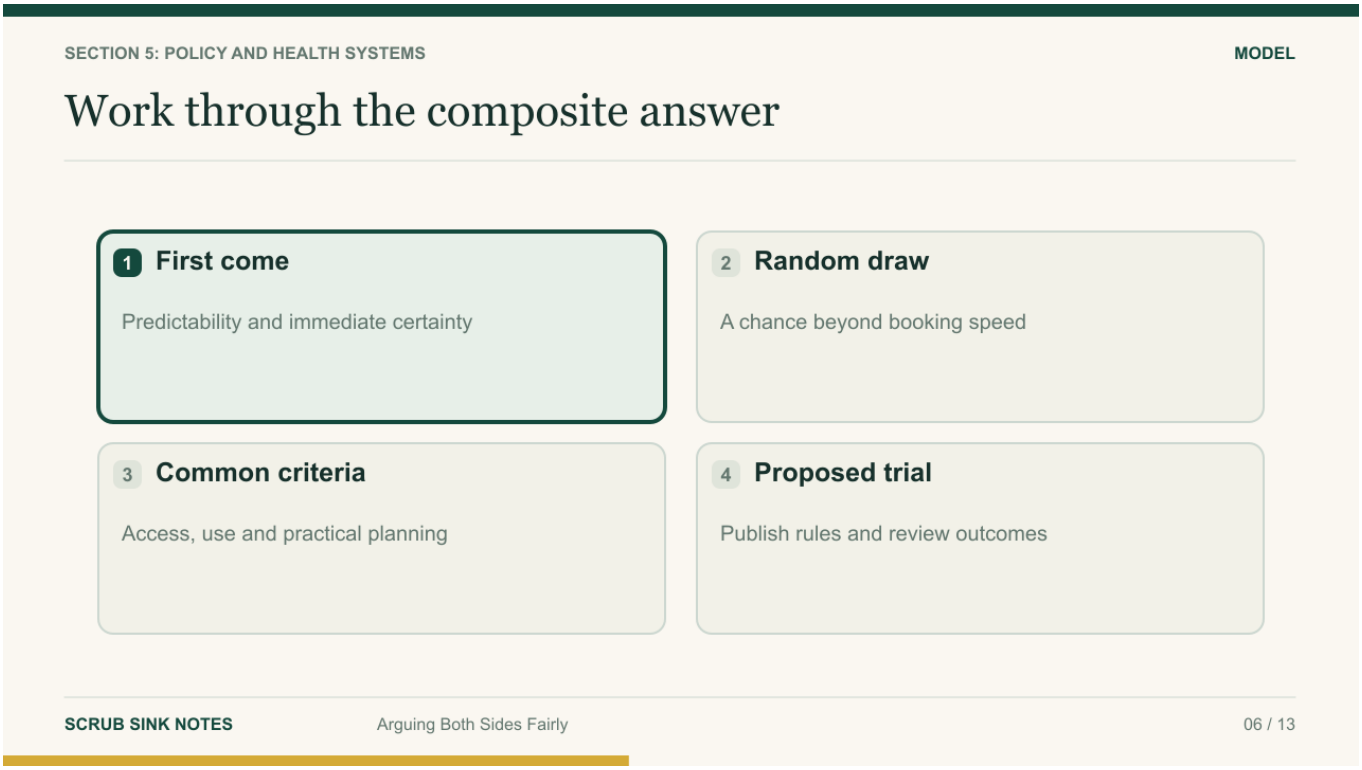


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 20 / REVIEW AND TRANSFER

Arguing Both Sides Fairly



Here is a composite model. I see the decision as how to allocate a limited shared resource through a process that users can understand and regard as fair. People seeking rooms are directly affected, along with staff administering bookings. I would want to hear from people whose schedules or circumstances make one process easier or harder to use.

Make the response specific

Broad or weak: The other side is selfish.
Revised: Their strongest concern is predictable access.

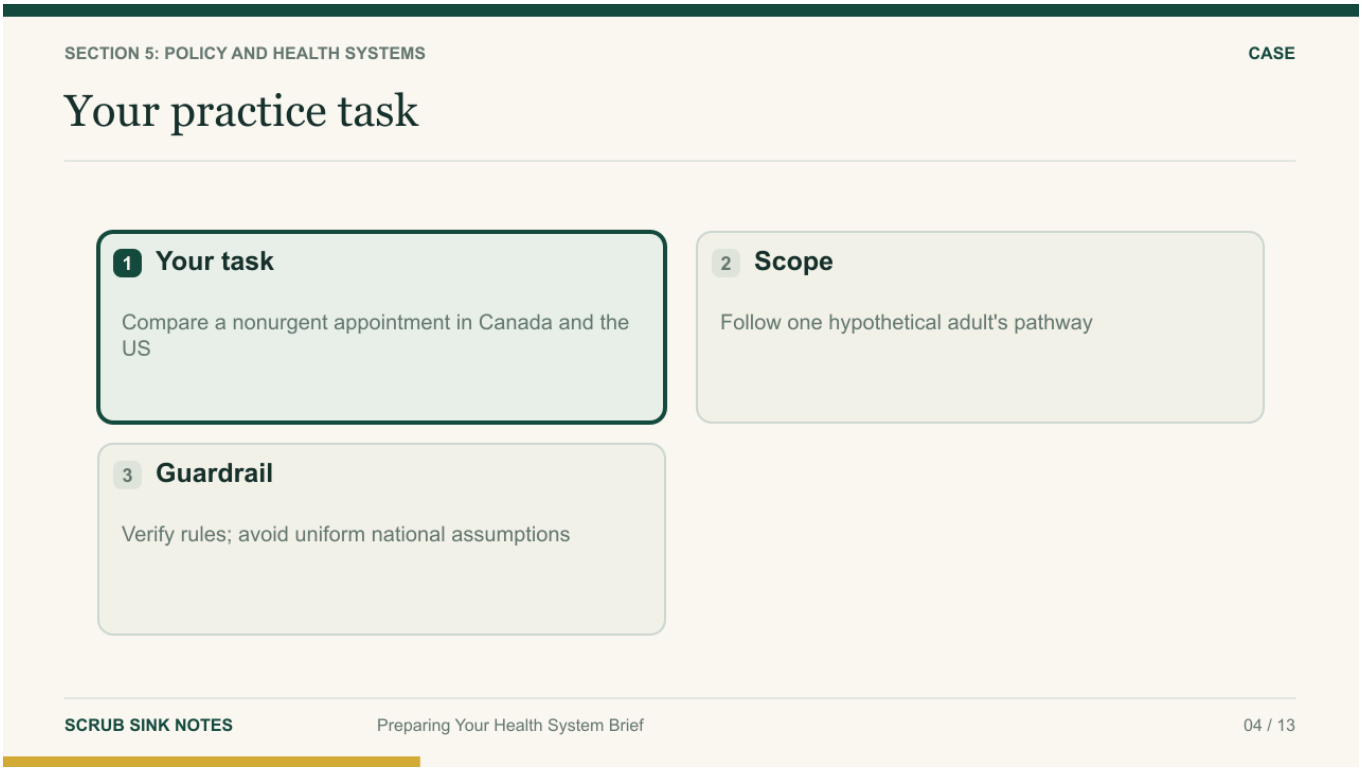
Broad or weak: Both sides are right. I cannot choose.
Revised: I prefer a trial with clear review criteria.

Change one fact. What would change your next step?

LESSON 21 / TRY THE CASE

Preparing Your Health System Brief

This is an original composite station. Your discussion group asks you to prepare a Canada and United States comparison of how a hypothetical adult obtains a nonurgent appointment. Explain how you would build the brief. Do not assume that coverage, costs, or access rules apply uniformly. Include what you would verify and how you would use the result. Pause here and answer aloud for two minutes.

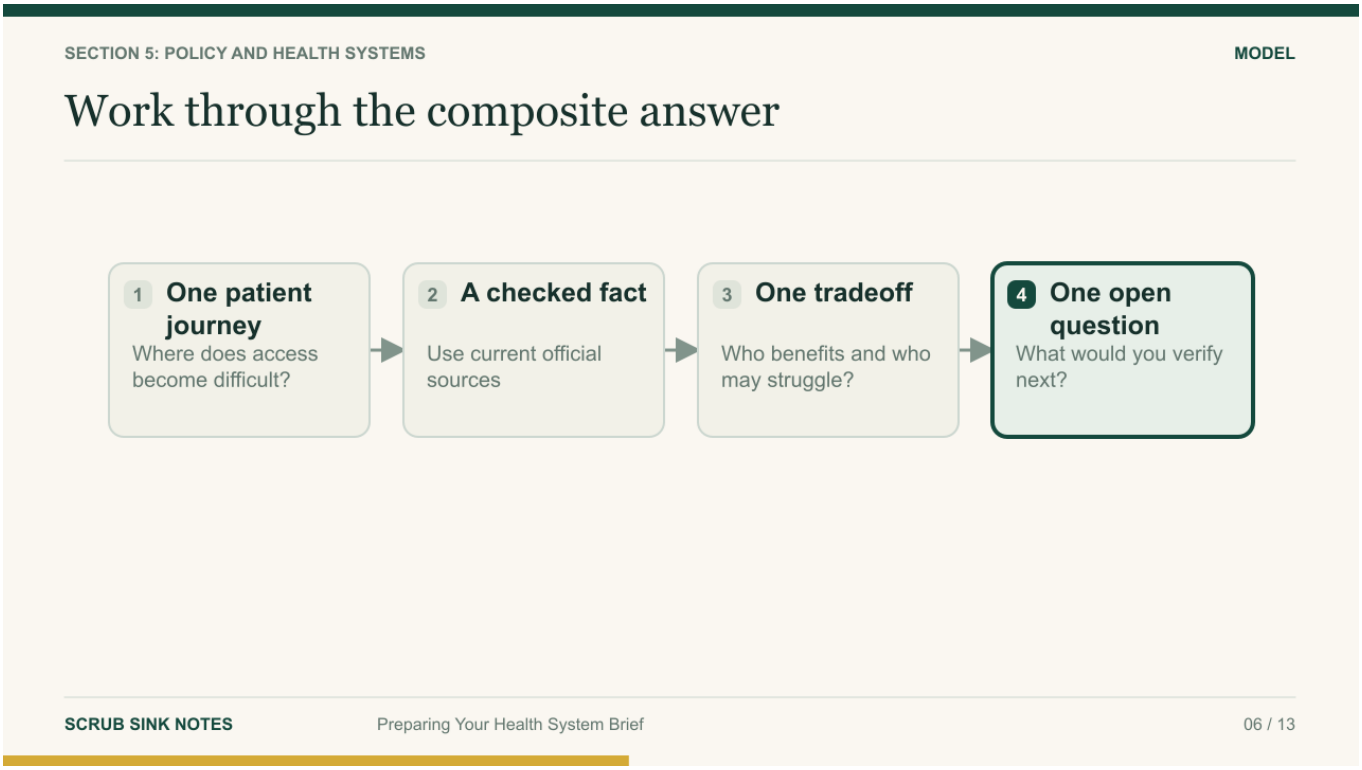


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 21 / REVIEW AND TRANSFER

Preparing Your Health System Brief



Here is a composite model. I would begin by narrowing the comparison. I would choose the same type of nonurgent appointment for a clearly described hypothetical adult in a defined location in each country. I would specify the circumstances that could affect access, rather than treating the country label as enough information to predict the person's experience.

Make the response specific

Broad or weak: This country is always better.
Revised: I would compare the specific patient journey.

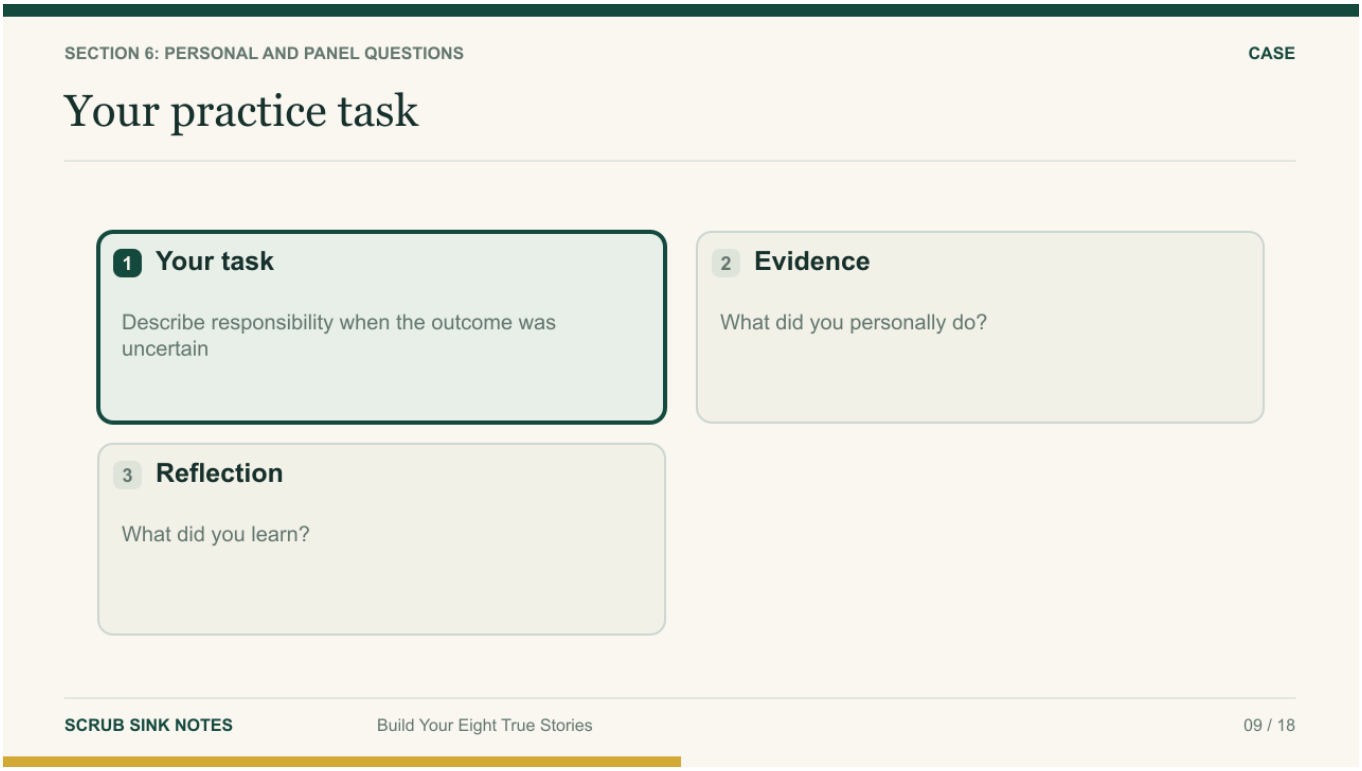
Broad or weak: I memorised twenty statistics.
Revised: I will explain how that fact changes the recommendation.

Change one fact. What would change your next step?

LESSON 22 / TRY THE CASE

Build Your Eight True Stories

Describe a time you accepted responsibility when the outcome was uncertain. What did you do, and what did you learn? Pause here and answer aloud for two minutes.



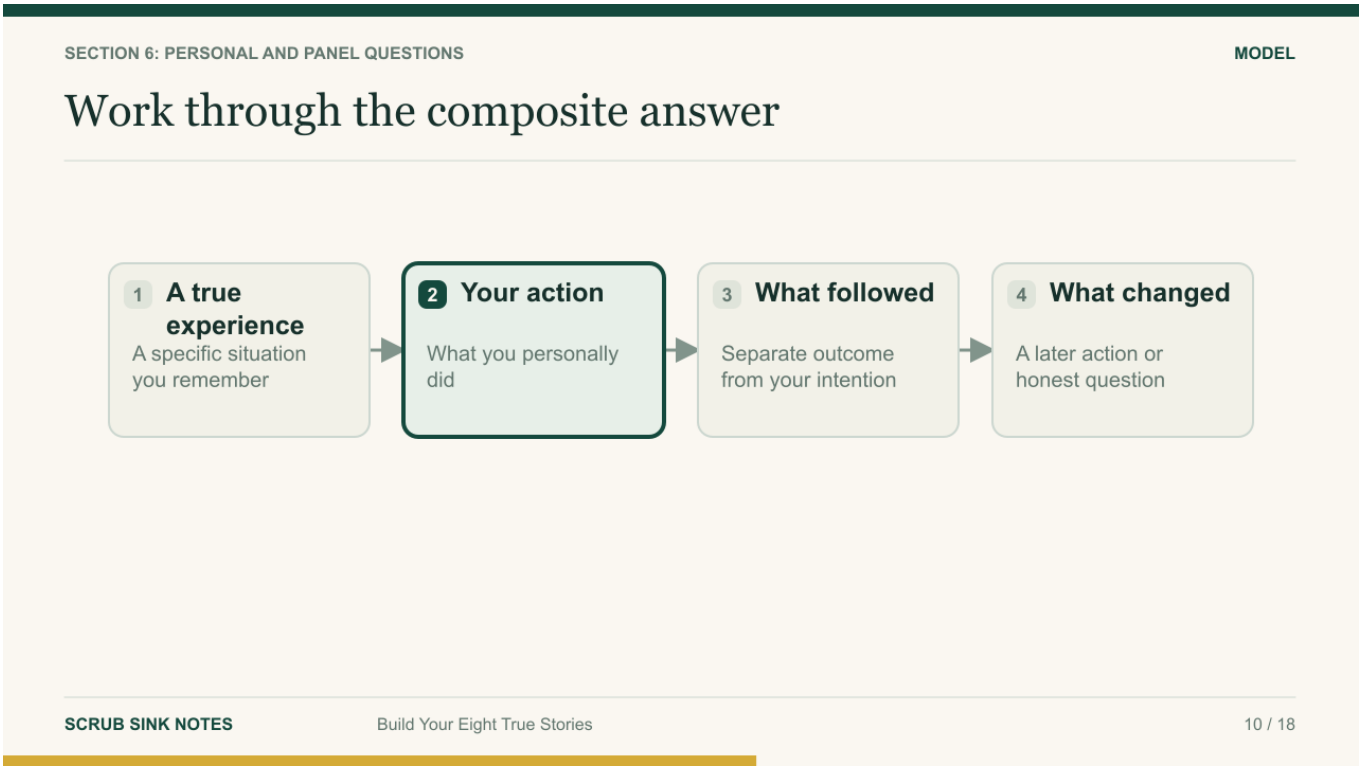
Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

Work the case first. Then turn the page to review.

LESSON 22 / REVIEW AND TRANSFER

Build Your Eight True Stories



This is a composite coaching response, not a complete applicant response. Its purpose is to show what your truthful evidence must do. Begin by naming the responsibility and the uncertainty. Give just enough context for the listener to understand why your action mattered. Avoid a long history of the organisation.

Make the response specific

Broad or weak: I can use the model story.
Revised: I need an experience I can describe truthfully.

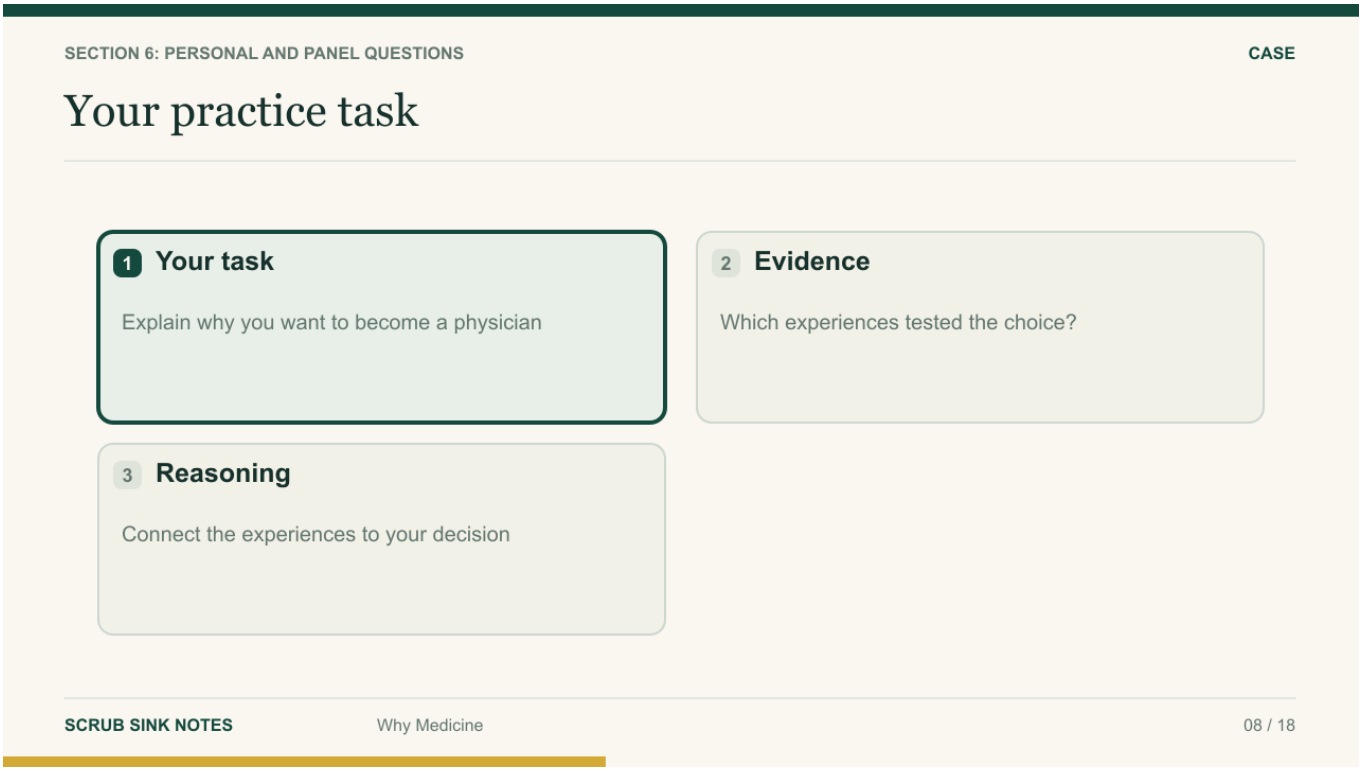
Broad or weak: Every result was a success.
Revised: Here is what remained difficult and what changed.

Change one fact. What would change your next step?

LESSON 23 / TRY THE CASE

Why Medicine

Why do you want to become a physician, and what experiences have helped you test that choice? Pause here and answer aloud for two minutes.

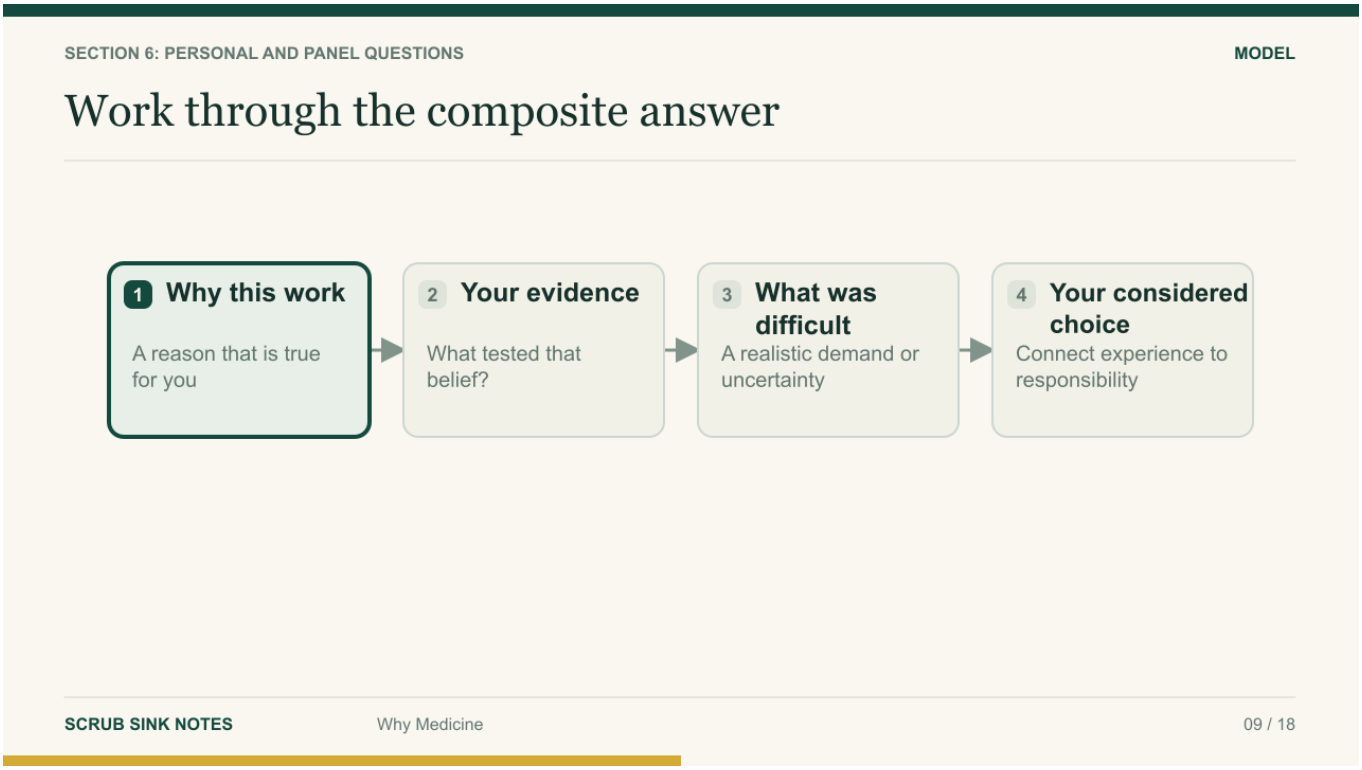


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 23 / REVIEW AND TRANSFER

Why Medicine



This composite coaching response analyses the selection question. It is not a complete applicant response and supplies no biography. The central claim needs to explain why the physician's work fits the applicant's reasons. Evidence then needs to show how those reasons developed through actual experiences, including experiences that complicated the initial picture.

Make the response specific

Broad or weak: I simply want to help people.
Revised: My own experience must explain why this particular work.

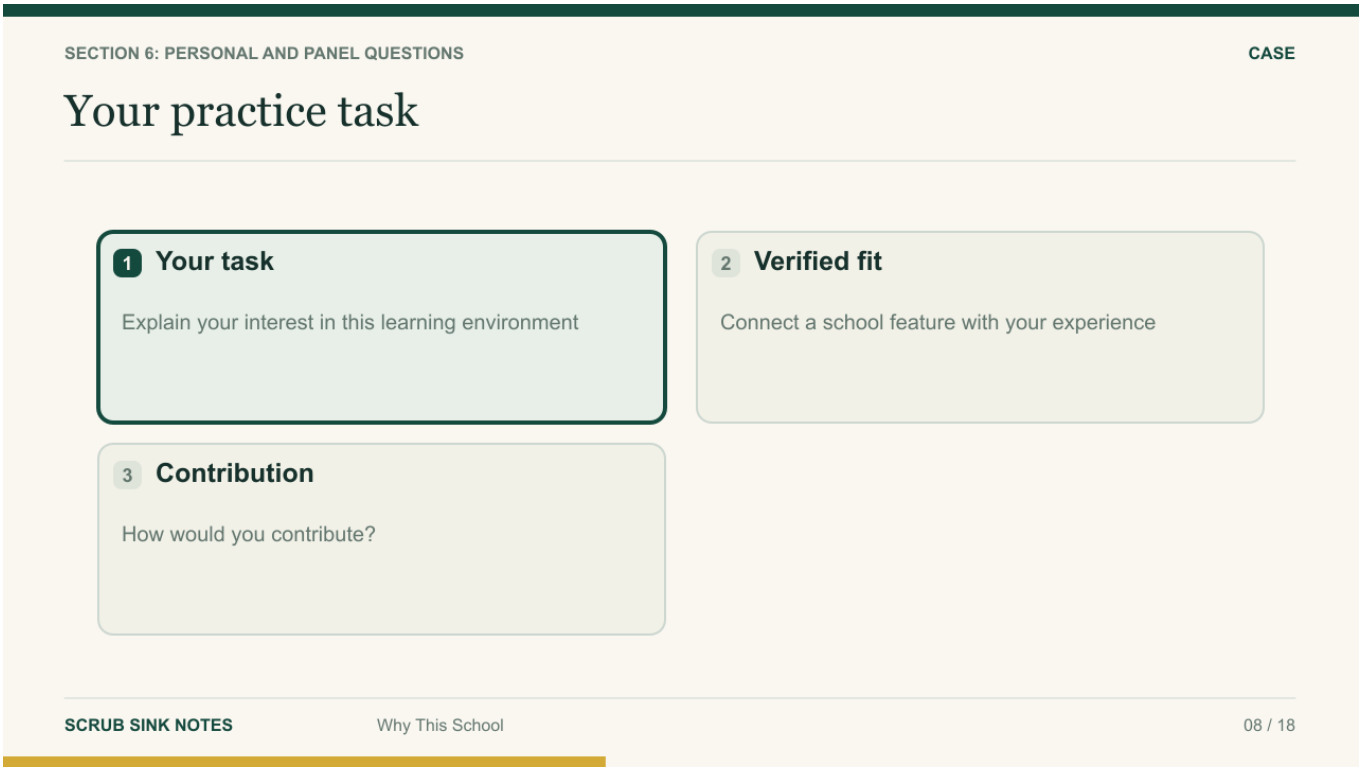
Broad or weak: I understand everything physicians do.
Revised: I can explain what I observed and still need to learn.

Change one fact. What would change your next step?

LESSON 24 / TRY THE CASE

Why This School

What draws you to this school's learning environment, and how would you contribute to it? Pause here and answer aloud for two minutes.

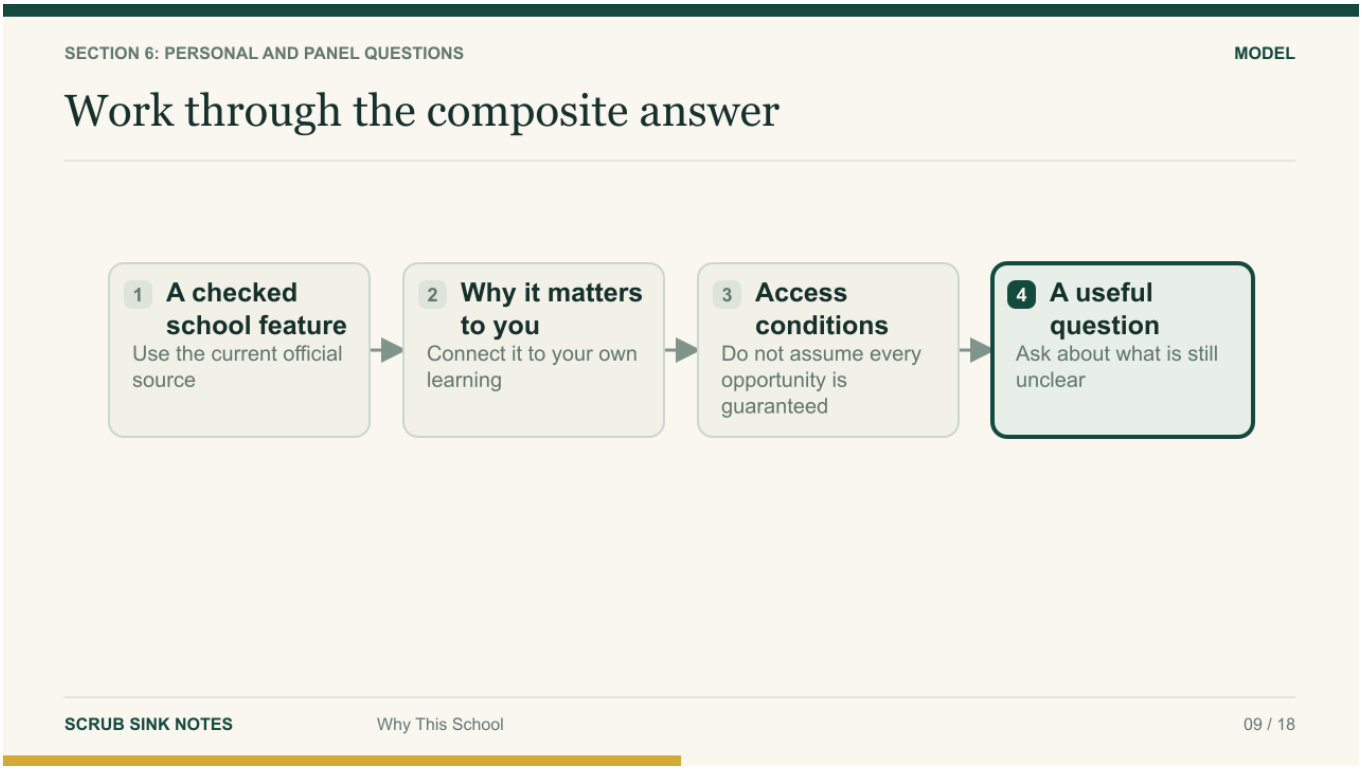


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 24 / REVIEW AND TRANSFER

Why This School



This composite coaching response analyses the question and provides a structure. It is not a complete applicant response. First, identify a verified programme feature. Next, explain the educational need or value that makes it relevant. Then attach a true example showing how that need or value developed in your own experience.

Make the response specific

Broad or weak: Your reputation makes you my first choice.
Revised: This verified feature matters to how I learn.

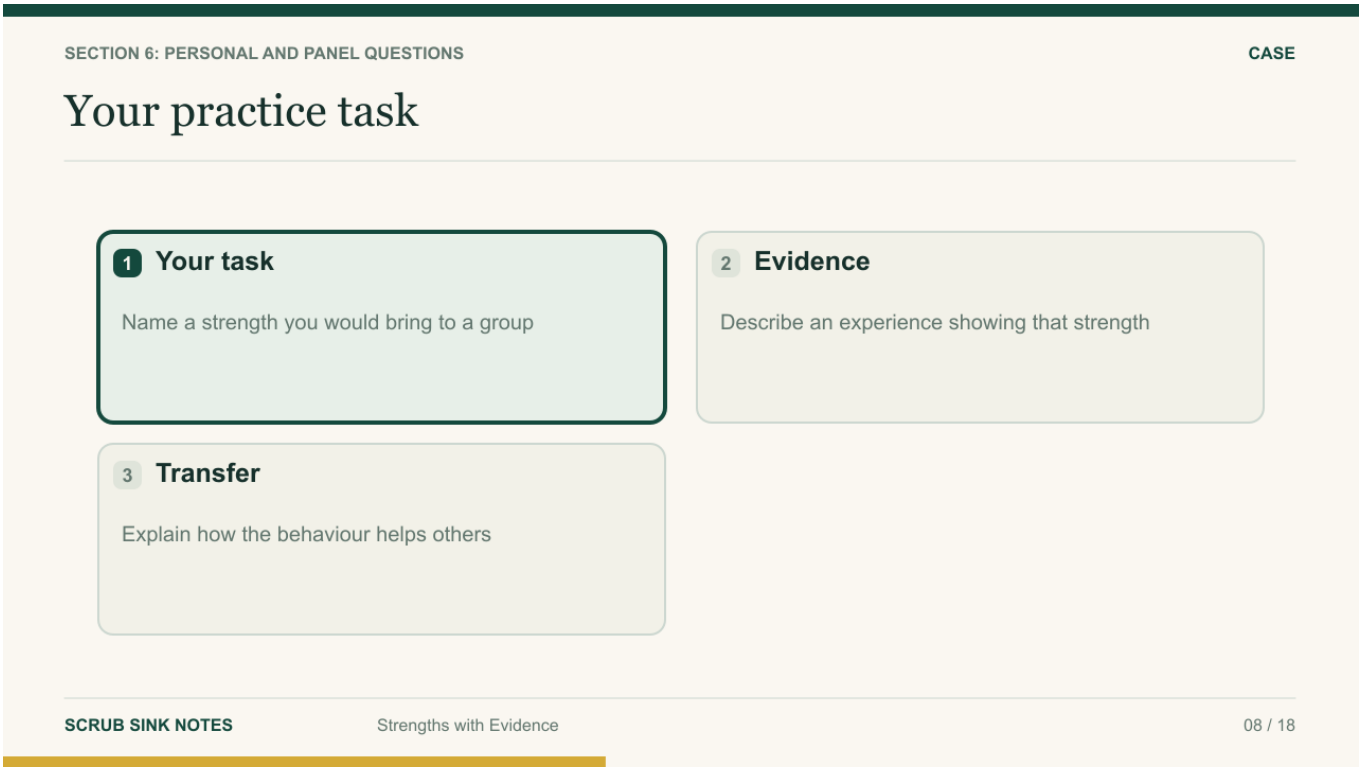
Broad or weak: I will definitely join that programme.
Revised: I would first check its actual access conditions.

Change one fact. What would change your next step?

LESSON 25 / TRY THE CASE

Strengths with Evidence

What strength would you bring to a learning group? Describe an experience that helps us understand it. Pause here and answer aloud for two minutes.

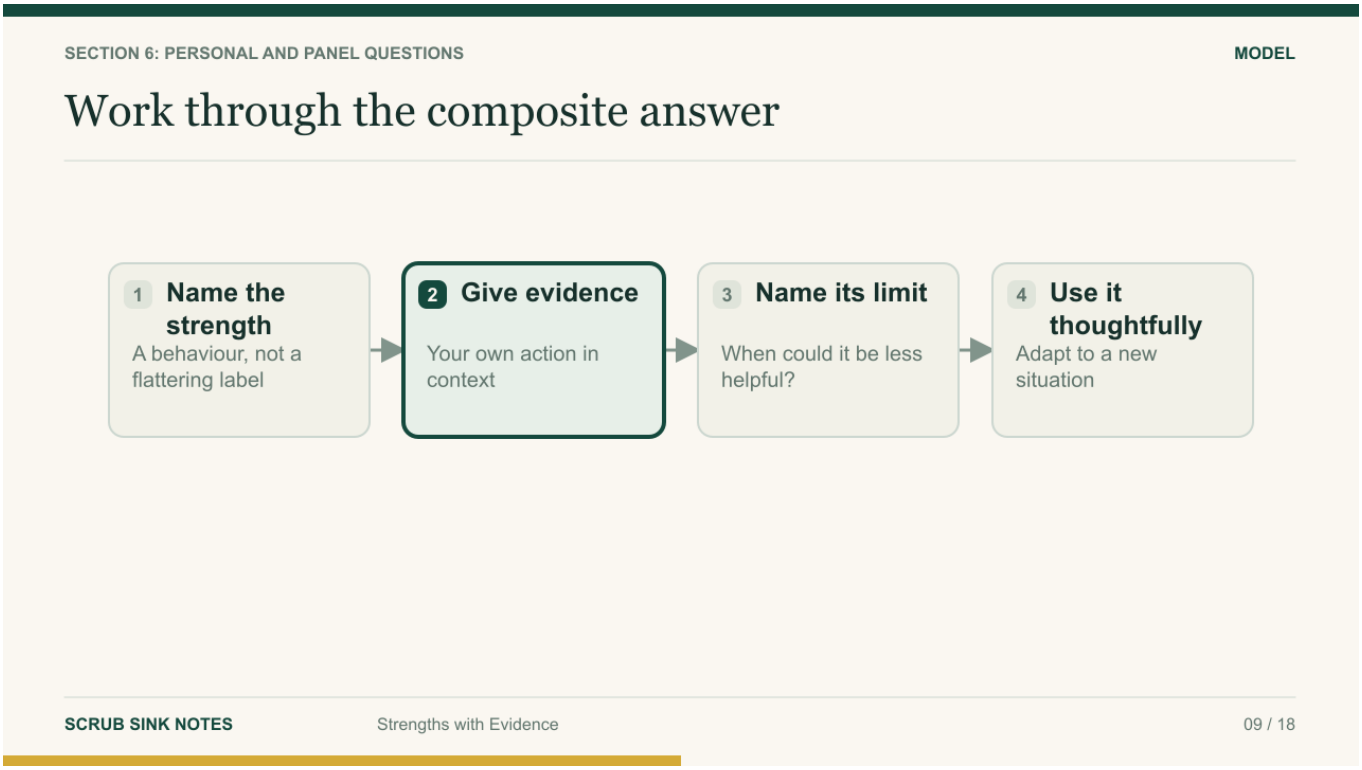


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 25 / REVIEW AND TRANSFER

Strengths with Evidence



This is a composite coaching response, not a complete applicant response. It supplies no personal achievements. Open with a strength stated as a working habit. Then establish a real group task and your role. The listener needs to understand what depended on you before they can judge the action.

Make the response specific

Broad or weak: I am excellent at many things.
Revised: I will support one strength with my own action.

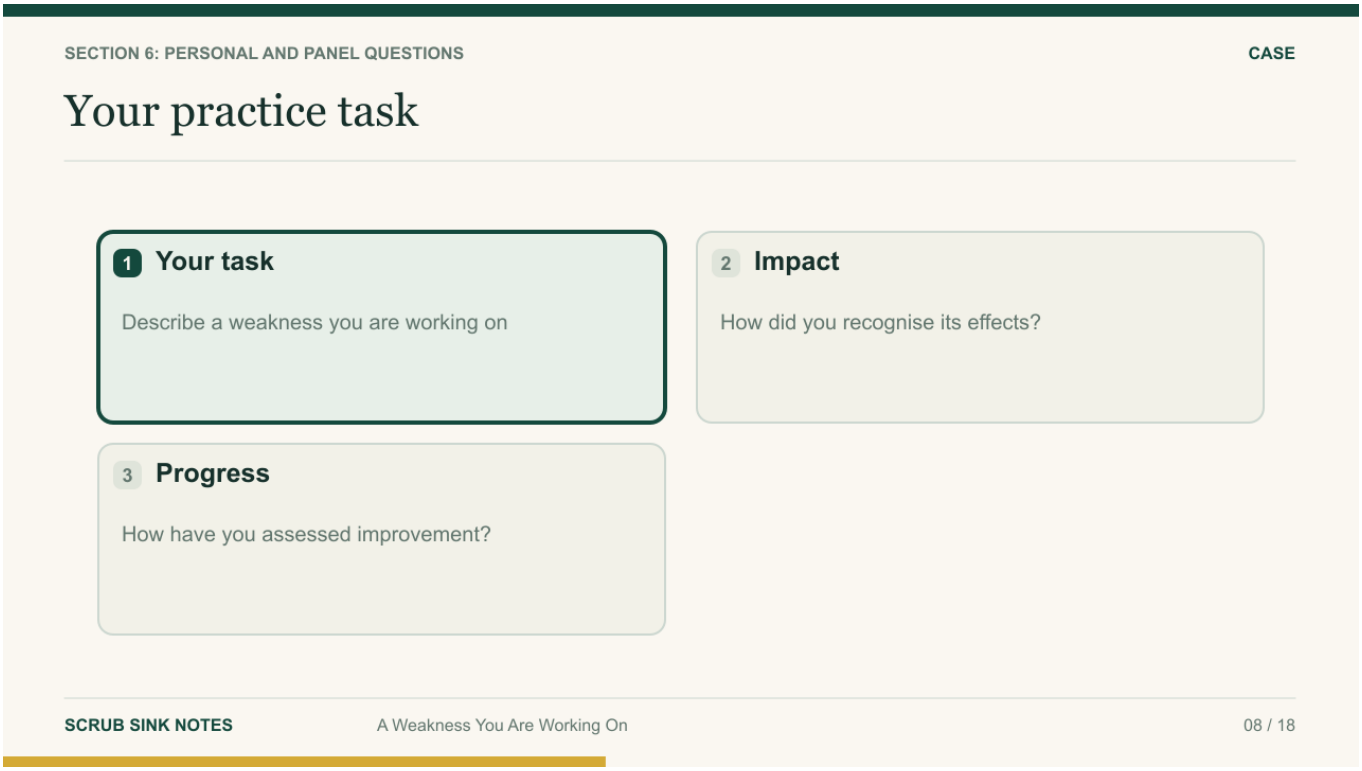
Broad or weak: I am better than other applicants.
Revised: I can explain how this behaviour helped a team.

Change one fact. What would change your next step?

LESSON 26 / TRY THE CASE

A Weakness You Are Working On

Describe a weakness you are actively working on. How have you recognised its effects and assessed your progress? Pause here and answer aloud for two minutes.

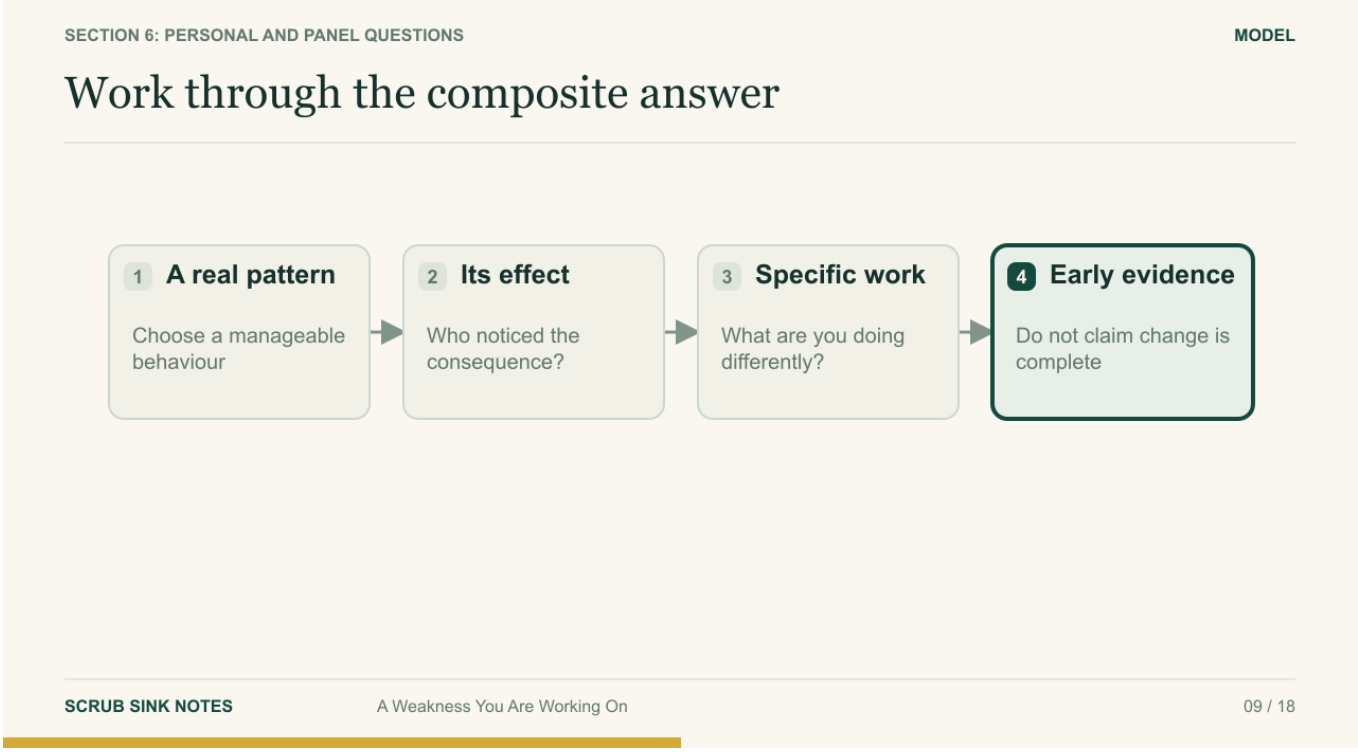


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 26 / REVIEW AND TRANSFER

A Weakness You Are Working On



This is a composite coaching response, not a complete applicant response. Begin with a clear behavioural limitation. Attach a true event that shows its effect. Keep the context short, and avoid making other people's behaviour the explanation for everything. The panel needs to hear where your own choices entered the situation.

Make the response specific

Broad or weak: My weakness is caring too much.
Revised: I need a real behaviour with a visible consequence.

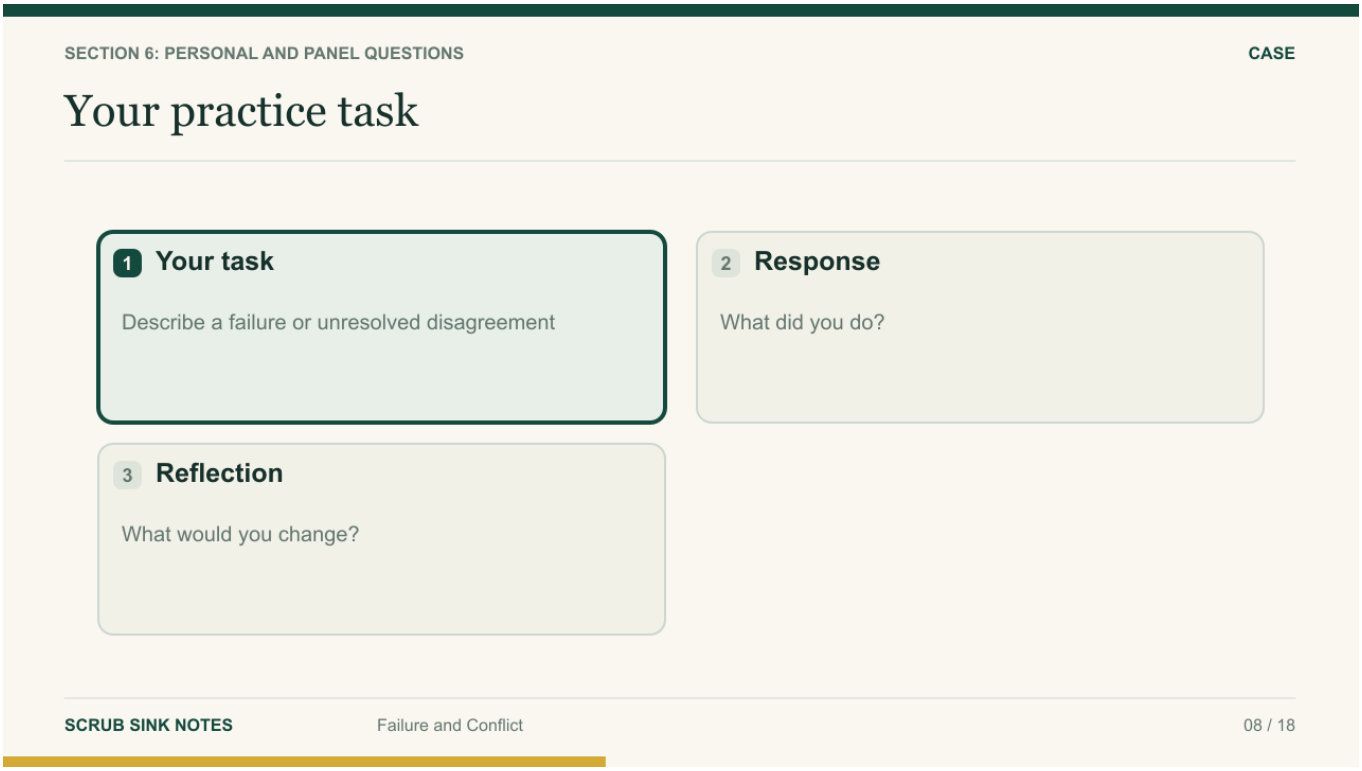
Broad or weak: I have completely solved it now.
Revised: I can show early progress and continuing work.

Change one fact. What would change your next step?

LESSON 27 / TRY THE CASE

Failure and Conflict

Tell us about a failure or a disagreement that did not resolve as you hoped. How did you respond, and what would you change? Pause here and answer aloud for two minutes.

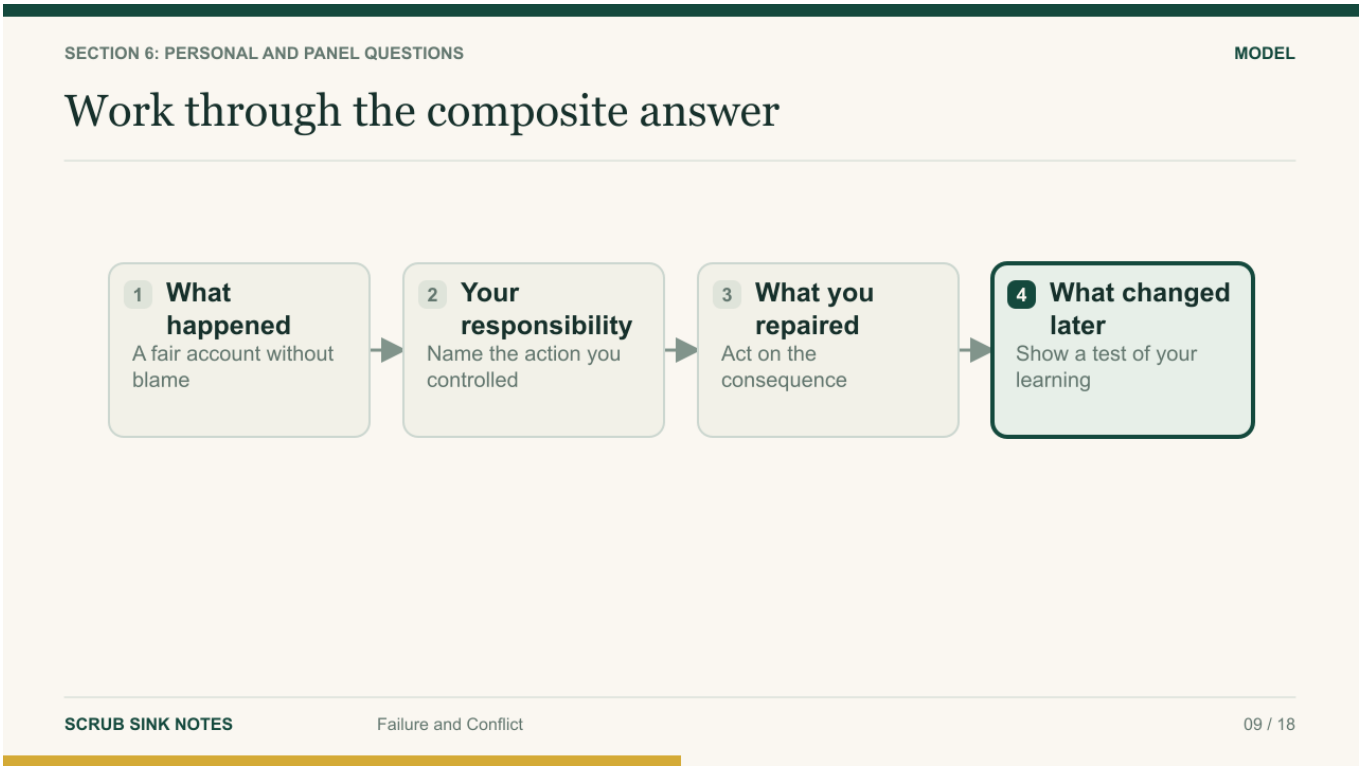


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 27 / REVIEW AND TRANSFER

Failure and Conflict



This composite coaching response analyses what the selection question requires. It is not a complete applicant response and contains no applicant history. A strong answer would establish the shared task and competing views, distinguish the applicant's interpretation from known facts, and explain a decision that remained within the applicant's role.

Make the response specific

Broad or weak: Others caused the failure.
Revised: I will name the part I was responsible for.

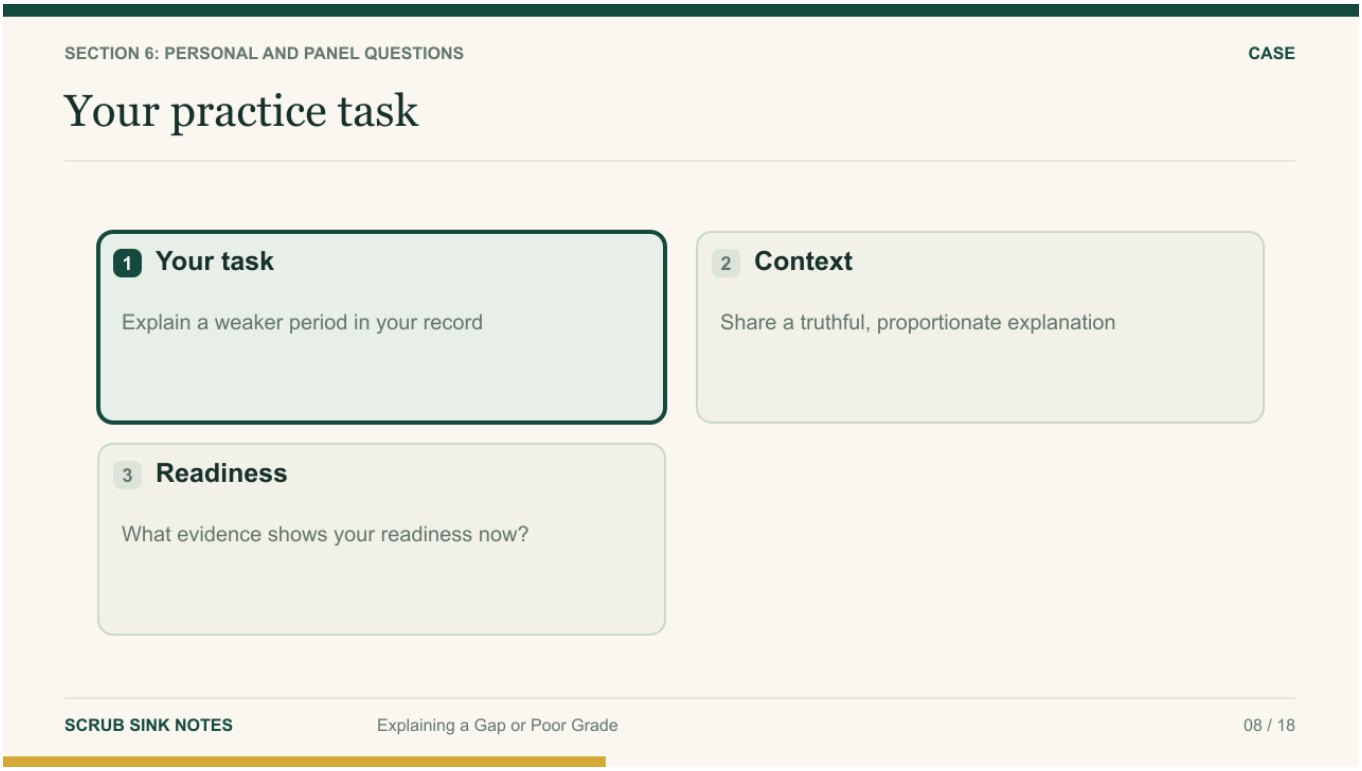
Broad or weak: I apologised. The repair was complete.
Revised: I will explain what I did about the consequence.

Change one fact. What would change your next step?

LESSON 28 / TRY THE CASE

Explaining a Gap or Poor Grade

A period in your record appears less strong than the rest. How would you explain it, and what evidence helps you assess your readiness now? Pause here and answer aloud for two minutes.

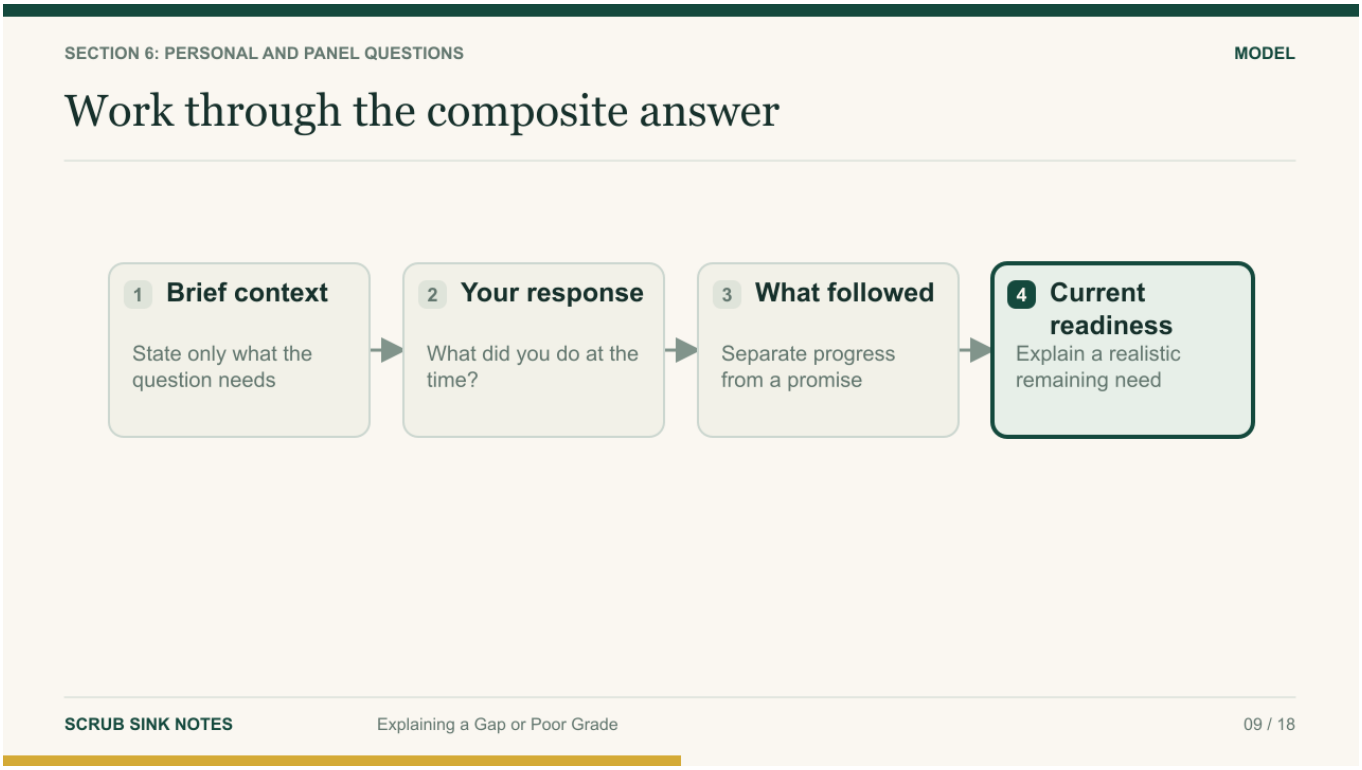


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 28 / REVIEW AND TRANSFER

Explaining a Gap or Poor Grade



This is a composite coaching response, not a complete applicant response. It contains no invented grades or personal circumstances. The opening should identify the actual period and result. It should give enough context to understand the difficulty, then move to the applicant's choices rather than remaining entirely inside the explanation.

Make the response specific

Broad or weak: Let me explain every difficulty first.
Revised: I will answer directly, then give relevant context.

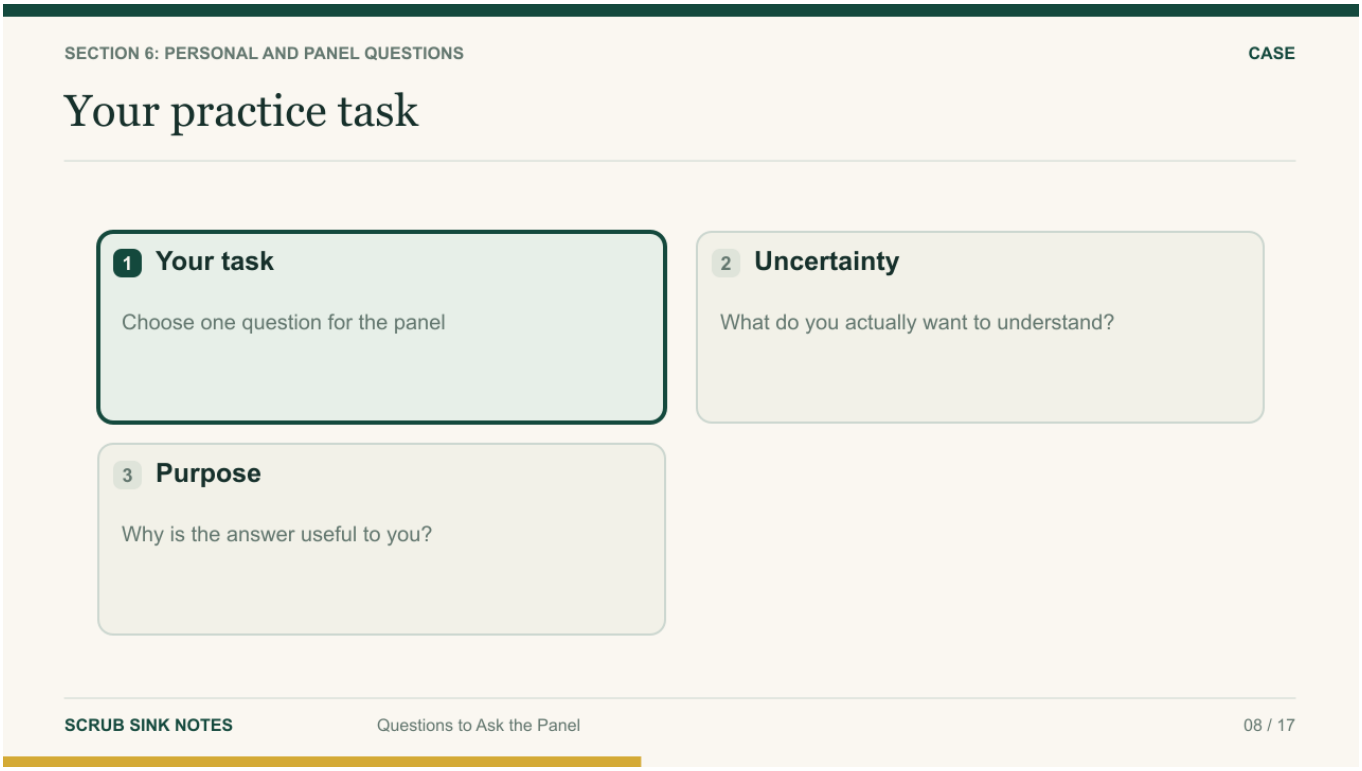
Broad or weak: The record proves complete recovery.
Revised: I will describe only the progress my evidence supports.

Change one fact. What would change your next step?

LESSON 29 / TRY THE CASE

Questions to Ask the Panel

You have time for one question to the panel. What would you ask, and why is that information useful to you? Pause here and answer aloud for two minutes.

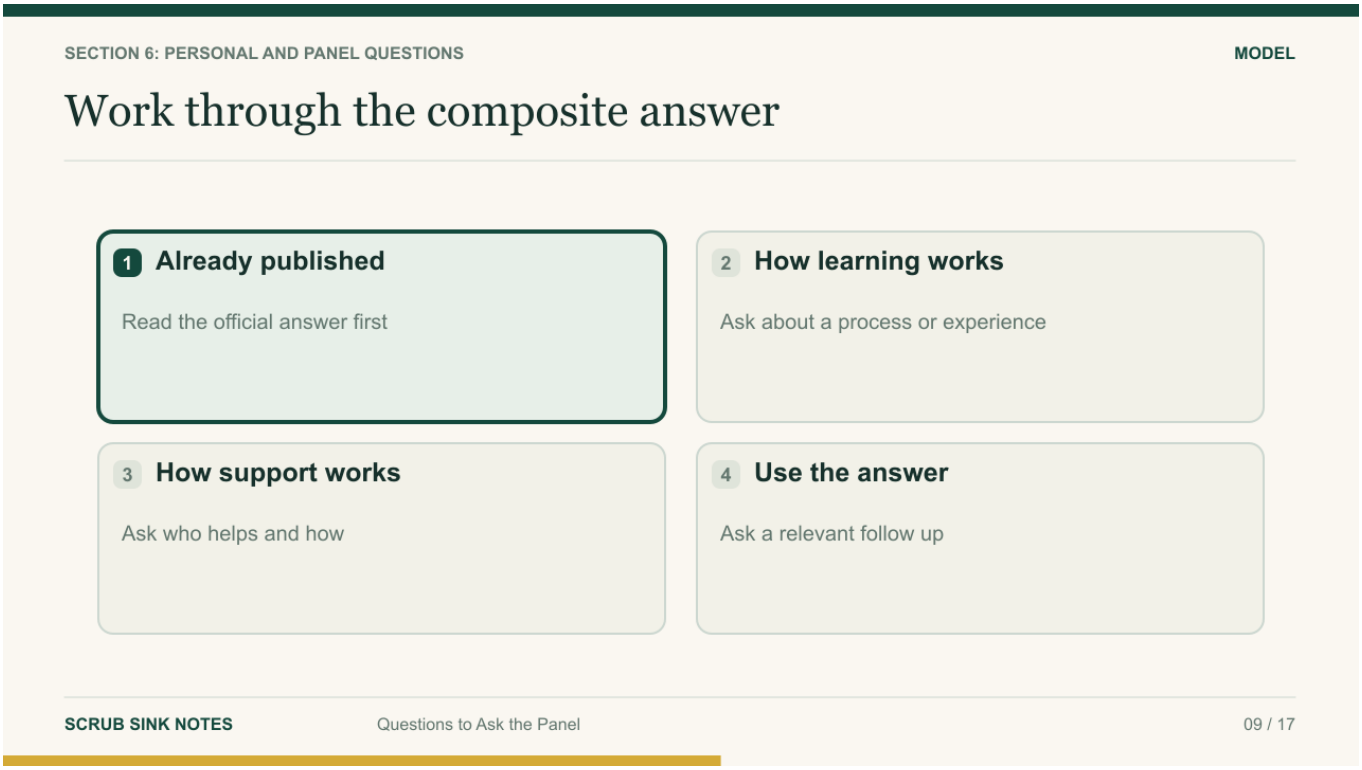


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 29 / REVIEW AND TRANSFER

Questions to Ask the Panel



This composite coaching response is a demonstration of question design, not a complete applicant response. A possible nonbiographical question is: How do learners usually find out whether they are making progress before a formal assessment? It asks about a process without asserting anything about a particular school or applicant.

Make the response specific

Broad or weak: Will you recognise all my achievements?
Revised: How do students receive feedback on this work?

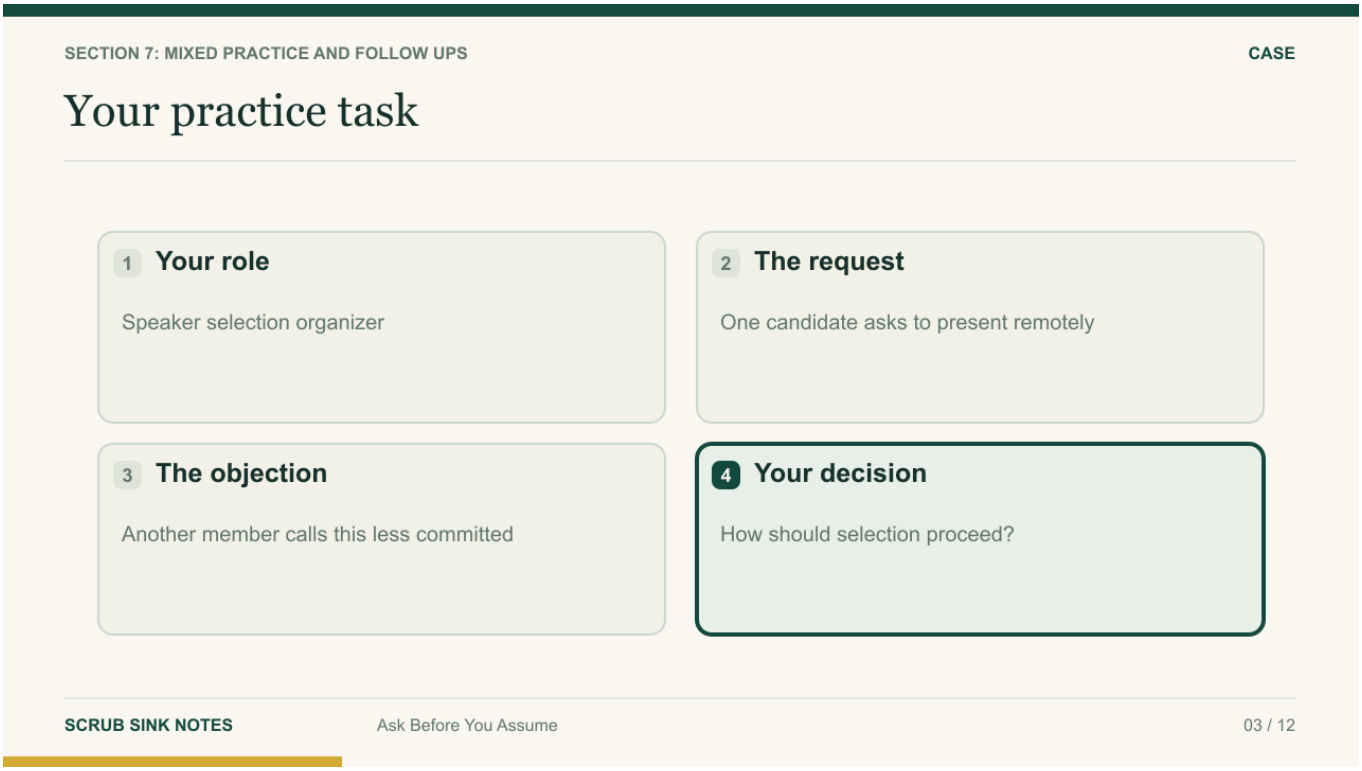
Broad or weak: Why is your programme so unsupportive?
Revised: How does a student request help when they struggle?

Change one fact. What would change your next step?

LESSON 30 / TRY THE CASE

Ask Before You Assume

Your group is choosing a student speaker. One member requests a remote presentation instead of attending in person. Another says this shows less commitment and should disqualify them. You help organise the selection. What would you do? Pause here and answer aloud for two minutes. Choose one clarifying question. It should be a question whose answer could change the process. Do not build your response around guessing the person's health, finances, family situation, or reason for making the request.

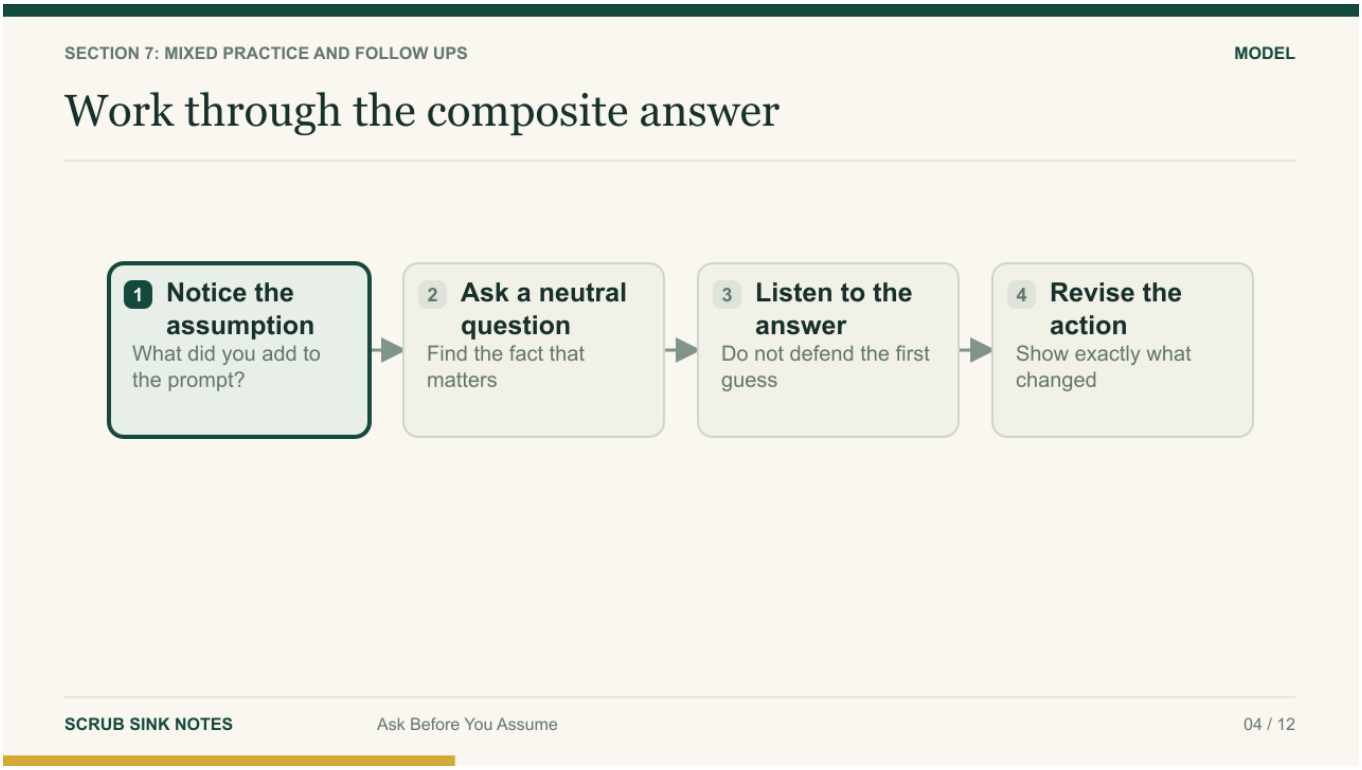


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 30 / REVIEW AND TRANSFER

Ask Before You Assume



This is a composite model answer. I would separate the speaker's suitability from the assumption that attending remotely shows less commitment. I would ask what the speaking role requires and whether a remote presentation can meet those requirements. The applicant, other candidates, the audience, and the organisers all need a fair and workable process. I would also ask the person privately what arrangement would let them participate, without requiring personal details they do not need to share.

Make the response specific

Broad or weak: I know what is happening privately.
Revised: I would ask what made this situation difficult.

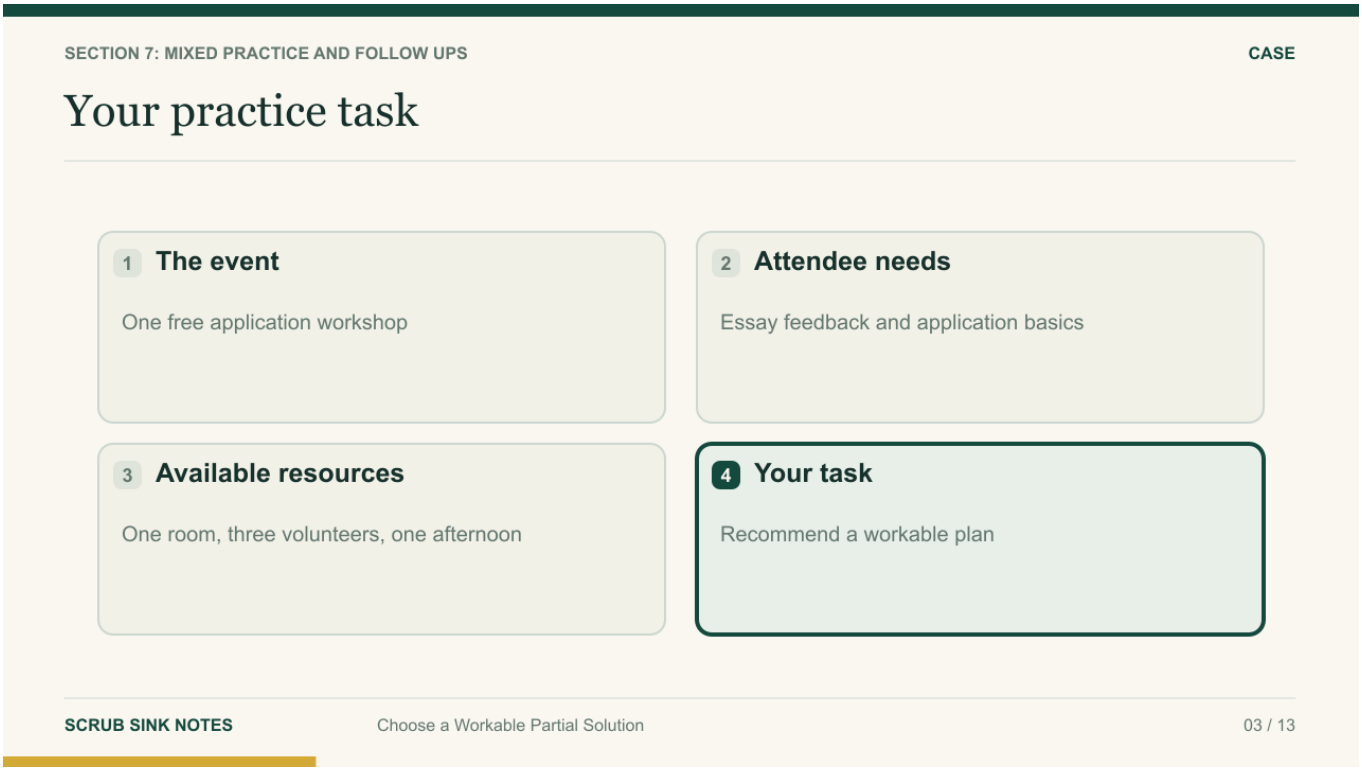
Broad or weak: I will ask every possible question.
Revised: I need the fact that could change this action.

Change one fact. What would change your next step?

LESSON 31 / TRY THE CASE

Choose a Workable Partial Solution

Your student team can run one free application workshop. Some applicants need essay feedback. Others need basic information about the application process. You have one room and three volunteers for an afternoon. Recommend a plan. Pause here and answer aloud for two minutes. Treat the room, volunteers, and afternoon as fixed constraints. You may suggest a follow up only if you explain who could arrange it and avoid promising resources you do not have.

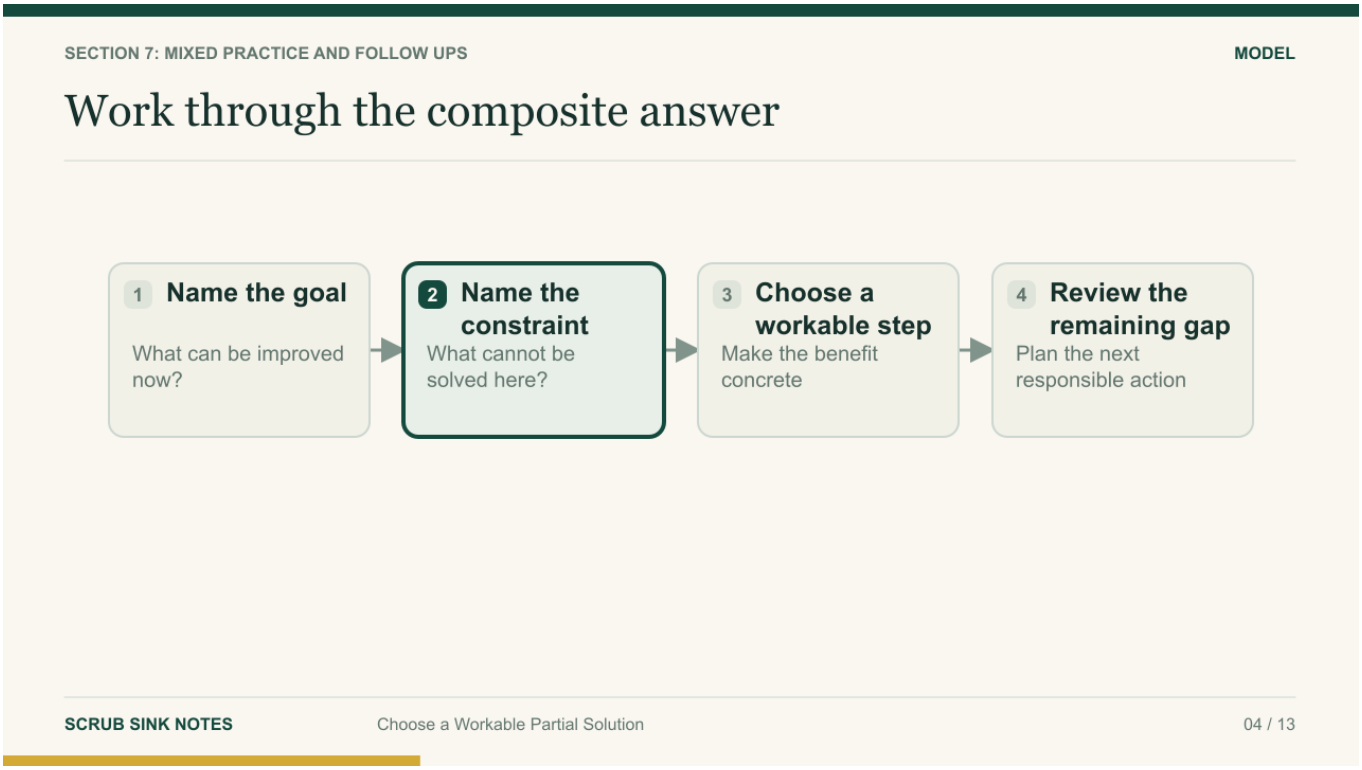


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 31 / REVIEW AND TRANSFER

Choose a Workable Partial Solution



This is a composite model answer. I would aim to give every attendee a useful starting point while being honest about how much individual feedback three volunteers can provide. Applicants with little process information and applicants with draft essays have different needs. Volunteers need a manageable task. I would ask attendees about their priorities before the event if possible and check what the volunteers are comfortable supporting.

Make the response specific

Broad or weak: I will create more staff immediately.
Revised: I would choose an action possible with these resources.

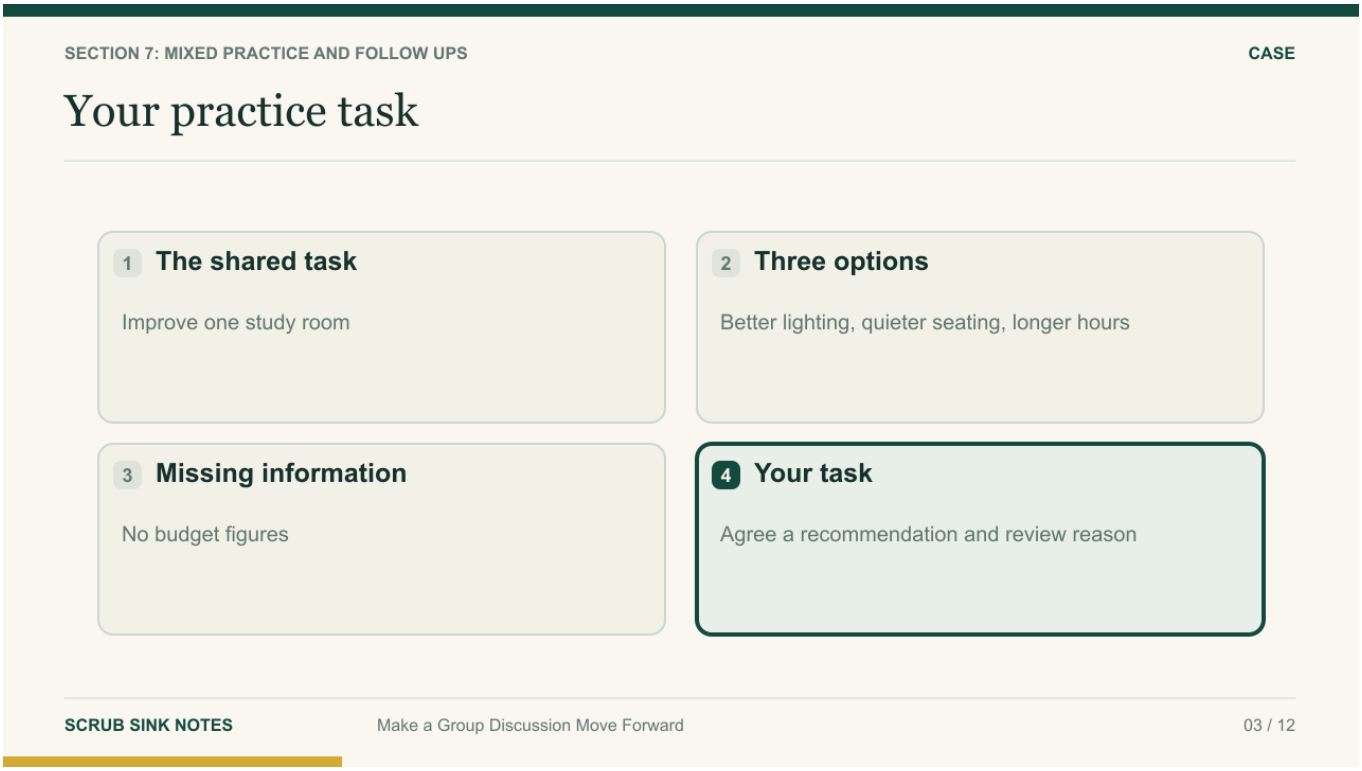
Broad or weak: My solution helps everyone equally.
Revised: This step helps some people; this gap remains.

Change one fact. What would change your next step?

LESSON 32 / TRY THE CASE

Make a Group Discussion Move Forward

Your group must choose one improvement for a shared study room: better lighting, quieter seating, or longer opening hours. Agree on a recommendation and one reason to review it later. You have no budget figures. Pause here and answer aloud for two minutes. If you have partners, discuss together instead of giving separate speeches. If you are alone, record the first contribution you would make and a second contribution after imagining that someone strongly disagrees.

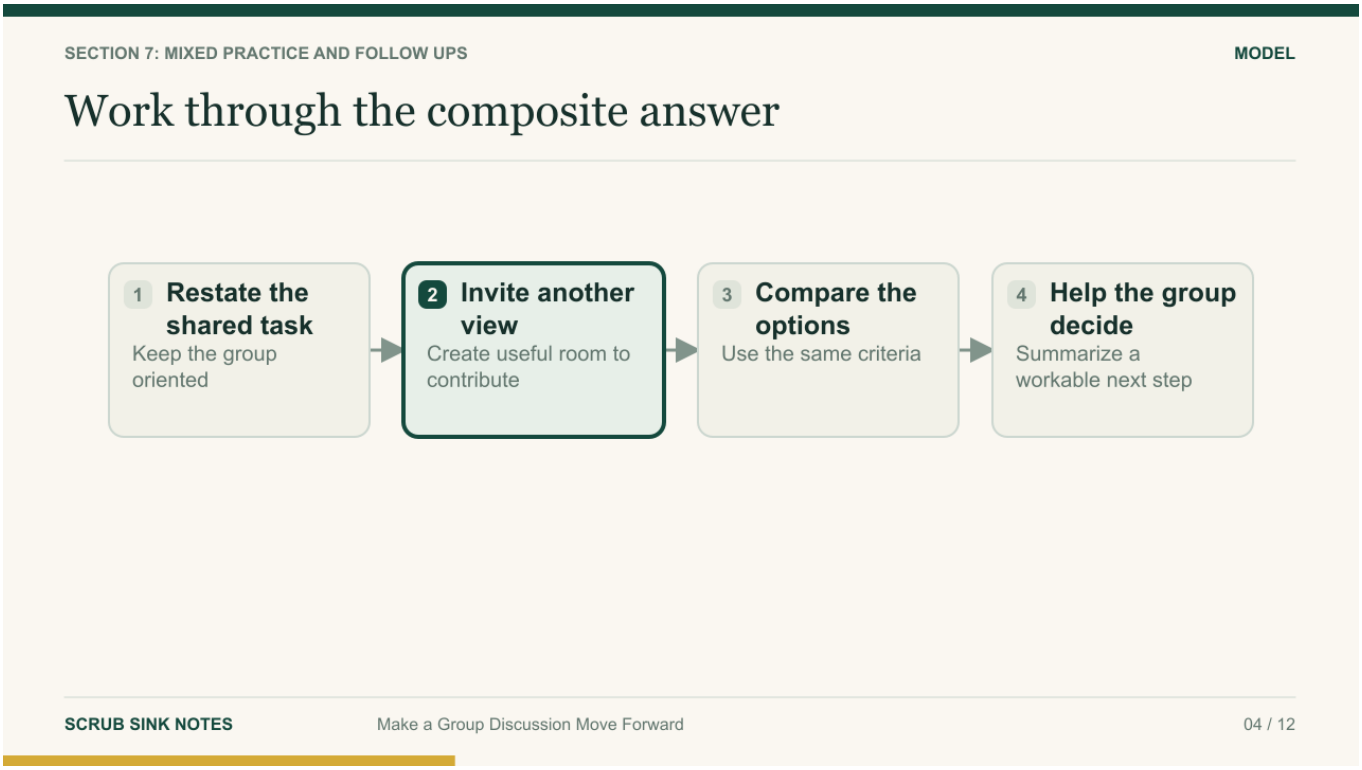


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 32 / REVIEW AND TRANSFER

Make a Group Discussion Move Forward



This is a composite model group exchange. I might open by saying, Could we agree on what problem is most important before choosing an improvement? I would suggest access, usability, and feasibility as provisional criteria, then invite another view. If a participant favours longer hours, I would ask what need they are trying to meet. I would avoid treating missing budget information as permission to invent a cost ranking.

Make the response specific

Broad or weak: Please contribute. Actually, listen to me.
Revised: I will let them finish before responding.

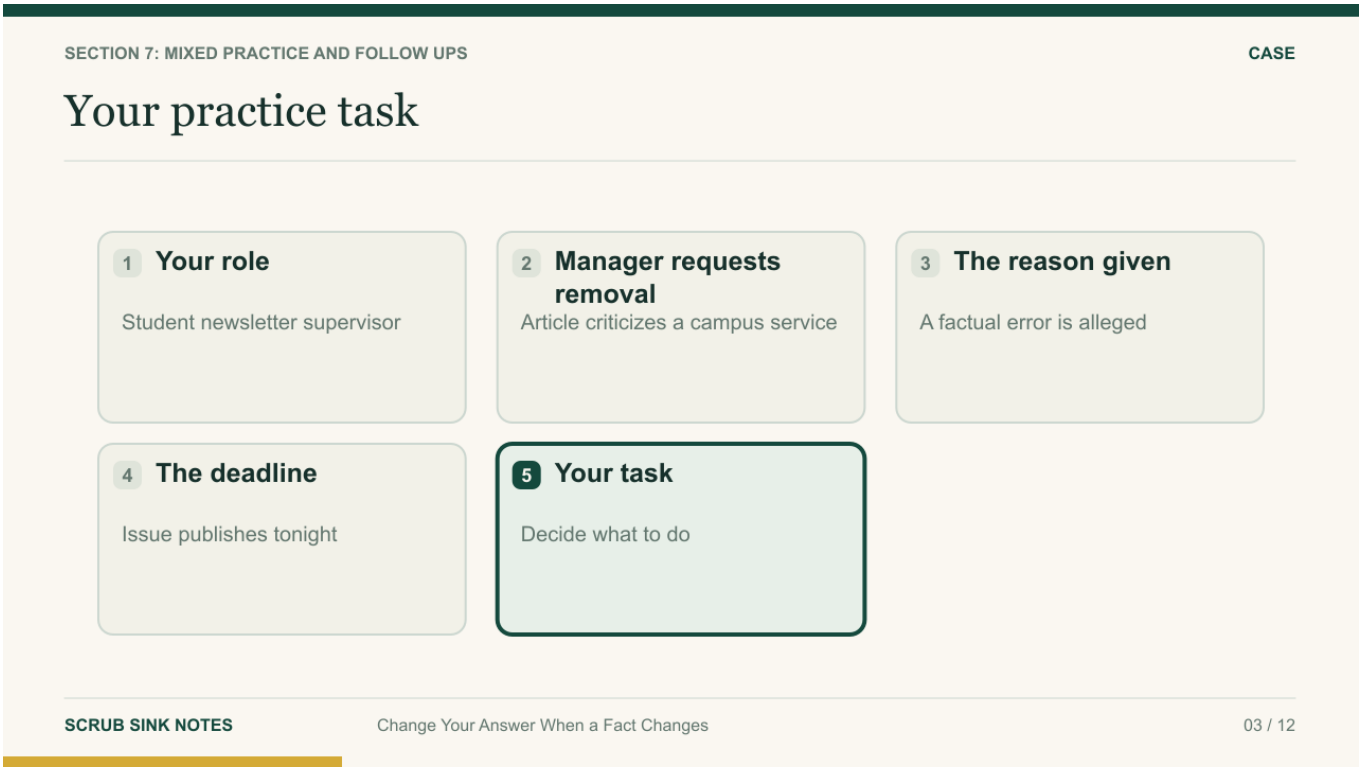
Broad or weak: We all agree. Move on.
Revised: What concern have we not yet considered?

Change one fact. What would change your next step?

LESSON 33 / TRY THE CASE

Change Your Answer When a Fact Changes

You supervise a student newsletter. An article criticises a campus service. The service manager asks you to remove it, saying it contains a factual error. The issue goes out tonight. What would you do? Pause here and answer aloud for two minutes. Make a decision using the information available. Then leave a short space before you hear the changed fact. Your original decision should include what you need to verify and what you would do if the deadline arrives first.

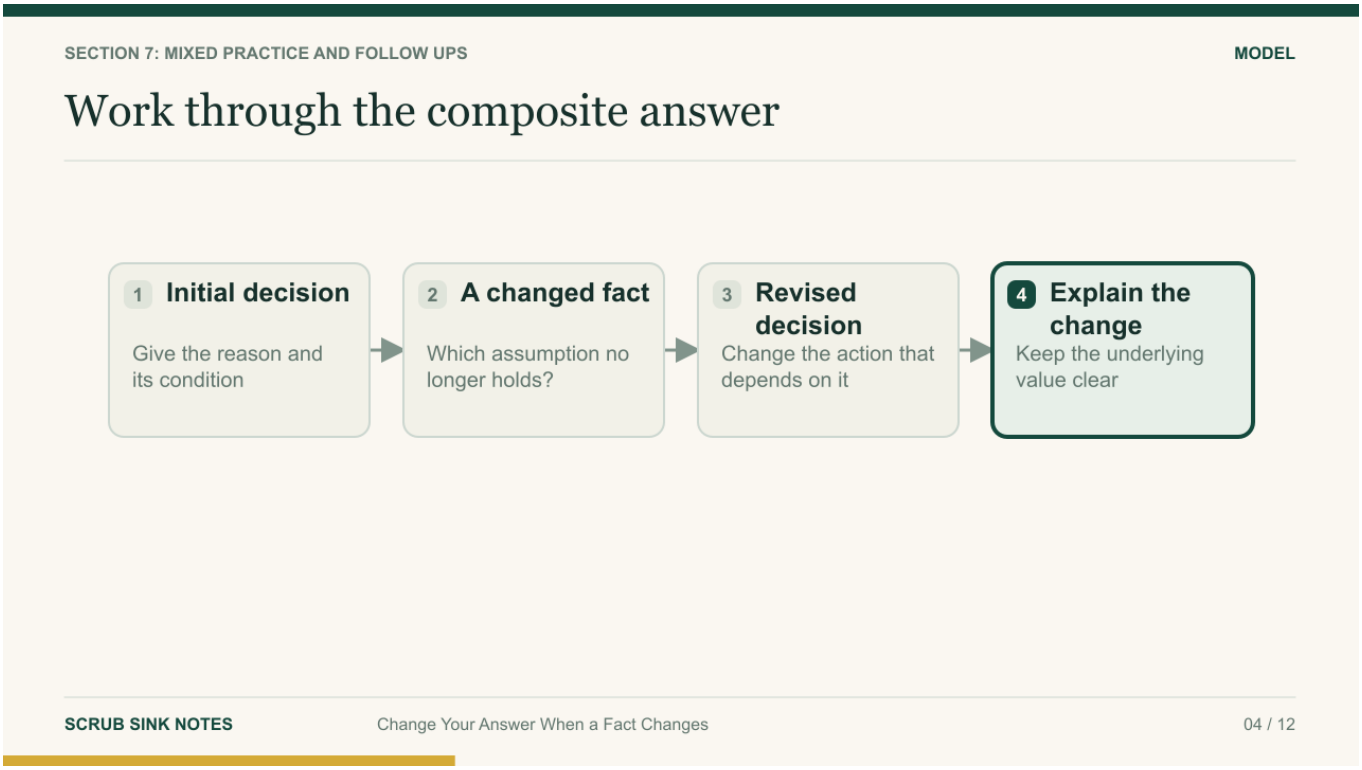


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 33 / REVIEW AND TRANSFER

Change Your Answer When a Fact Changes



This is a composite model answer. I would separate criticism the manager dislikes from a specific factual error. Readers need reliable information, the writer deserves a fair process, and the service should have a chance to identify the claimed error. I would ask the manager to point to the exact statement and supporting evidence. I would contact the writer and check our editorial process before making a change.

Make the response specific

Broad or weak: My first answer must stay correct.
Revised: This new fact changes the reason for that action.

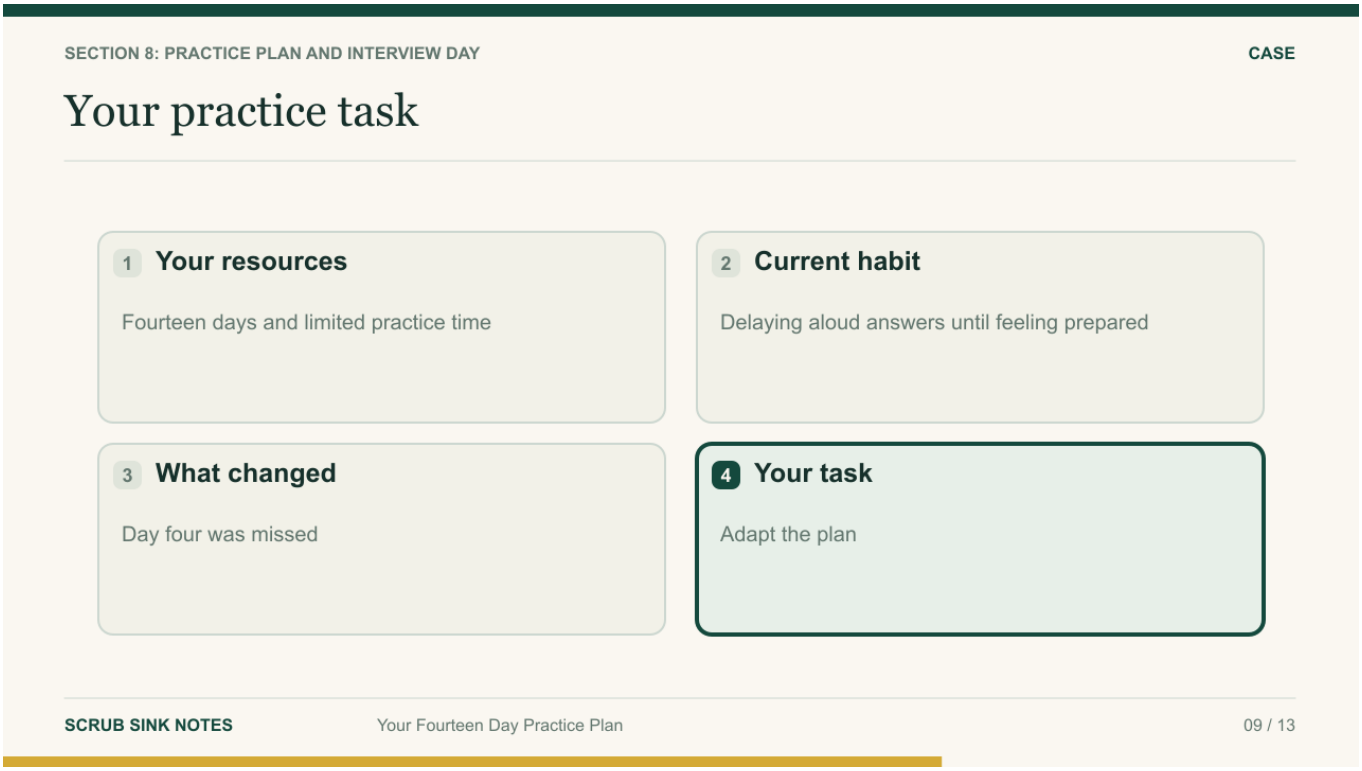
Broad or weak: I will reverse everything they challenge.
Revised: The value stays the same; this action changes.

Change one fact. What would change your next step?

LESSON 34 / TRY THE CASE

Your Fourteen Day Practice Plan

You have fourteen days, limited practice time, and a habit of delaying aloud answers until you feel prepared. How would you use this plan if you miss day four? Pause here and answer aloud for two minutes. Do not solve the problem by doubling every remaining session. Make a plan that preserves the important practice loop and names what you would reduce.

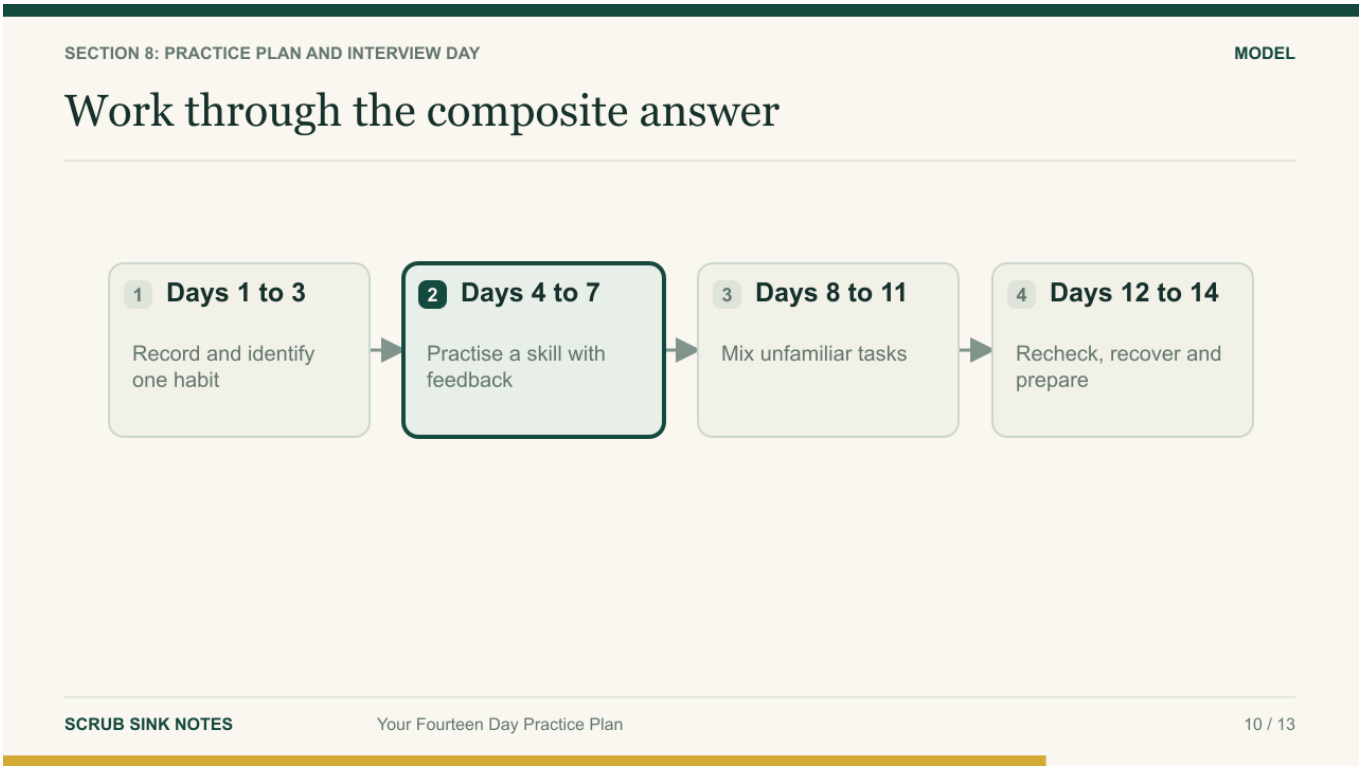


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 34 / REVIEW AND TRANSFER

Your Fourteen Day Practice Plan



This is a composite model answer. I would keep the day seven circuit because it gives me feedback on several behaviours. I would use a short session on day five to practise one confidentiality answer, then keep the acting exercise with my friend. I would shorten passive review rather than remove all aloud practice. On day eight, I would check whether privacy reasoning is still a gap and repair it if needed. Missing one day would change the workload, not erase the whole plan.

Make the response specific

Broad or weak: I can catch up by watching faster.
Revised: I need one aloud attempt and a concrete repair.

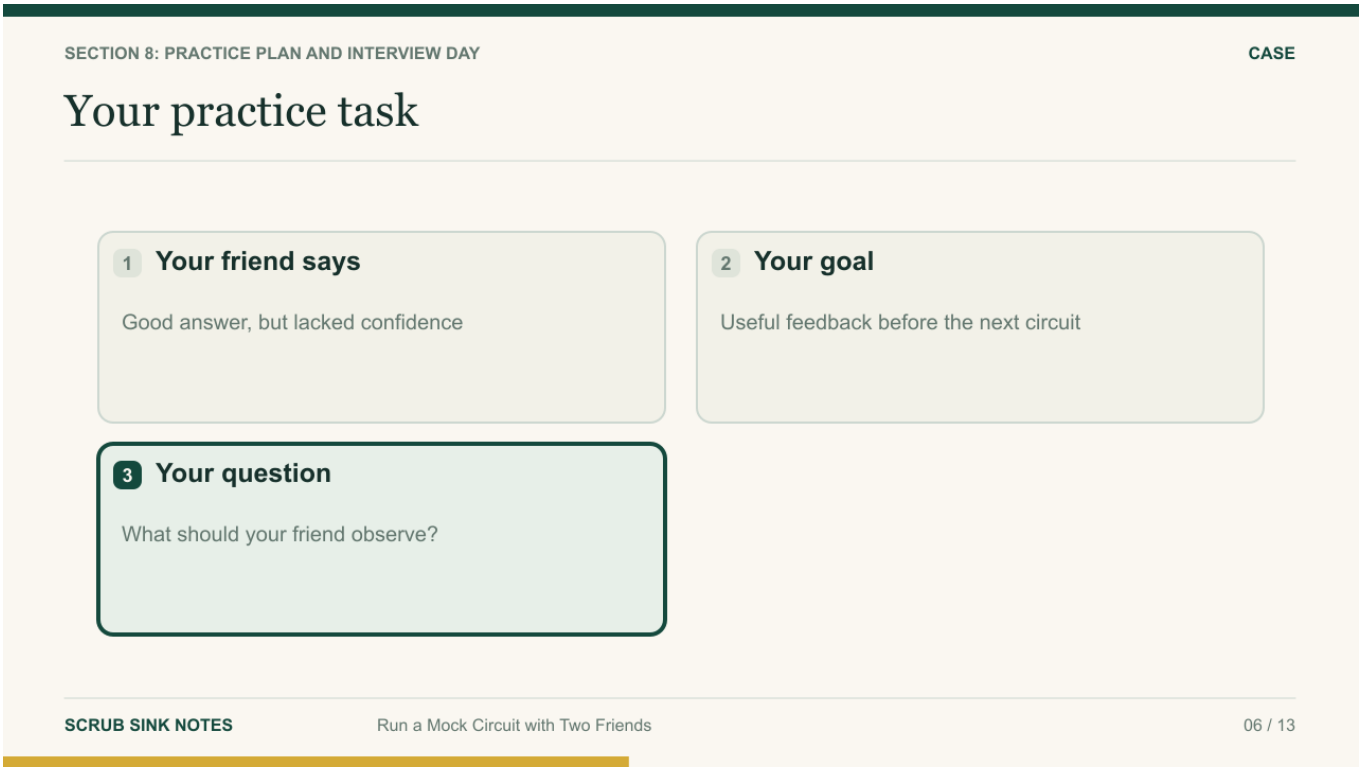
Broad or weak: I will repeat the easiest station.
Revised: I will test that skill on an unfamiliar task.

Change one fact. What would change your next step?

LESSON 35 / TRY THE CASE

Run a Mock Circuit with Two Friends

After a mock station, a friend says your answer was good but lacked confidence. You want feedback you can use before the next circuit. What would you ask them to observe? Pause here and answer aloud for two minutes. Ask for evidence from the response instead of asking the friend to decide whether you seem like a future doctor.

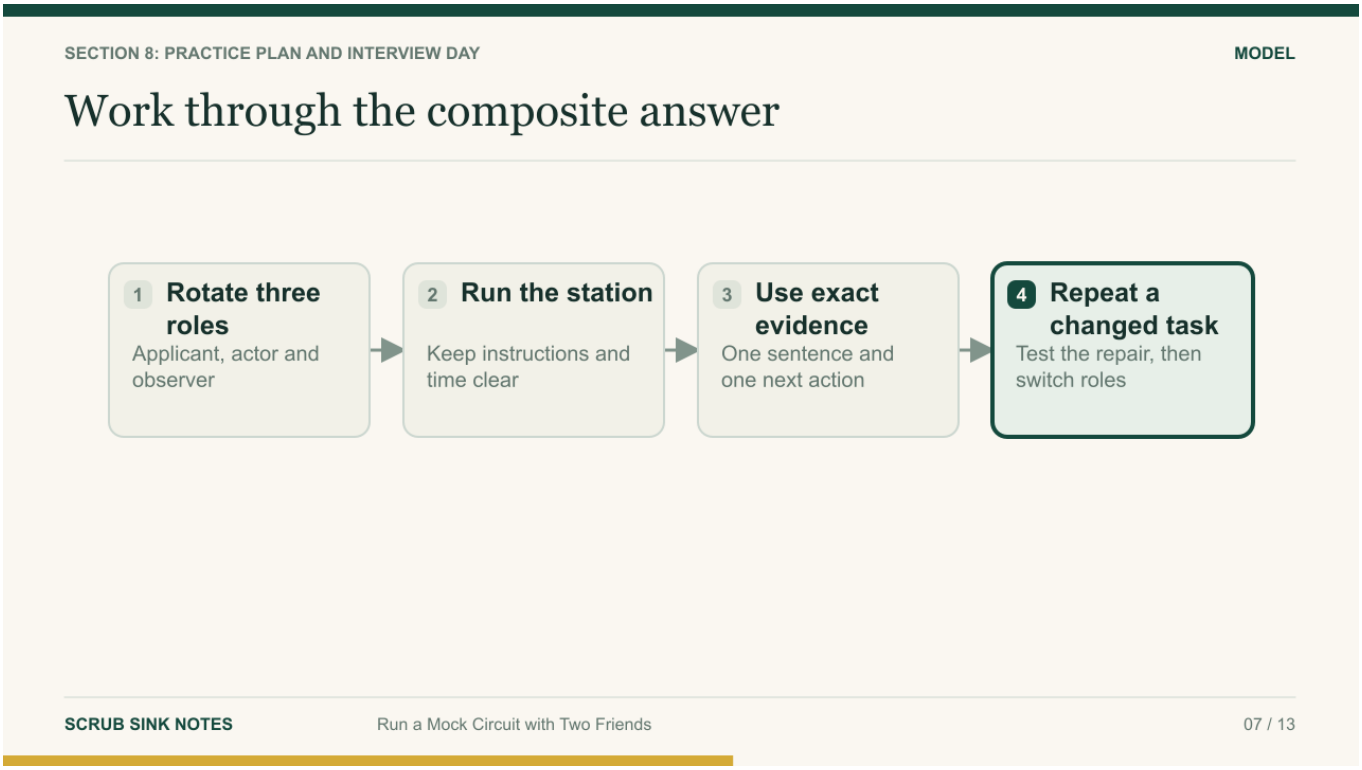


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 35 / REVIEW AND TRANSFER

Run a Mock Circuit with Two Friends



This is a composite model answer. I would ask which sentence or behaviour made the answer seem uncertain. Did I avoid a recommendation, change my position without a reason, speak too quietly to understand, or simply pause before answering? I would ask for one example of something I did effectively as well. Then I would choose one behaviour to practise, such as stating a recommendation before describing a contingency, and ask the friend to observe it on a fresh prompt.

Make the response specific

Broad or weak: Stop. Let me improve your answer now.
Revised: We will finish the timed attempt before feedback.

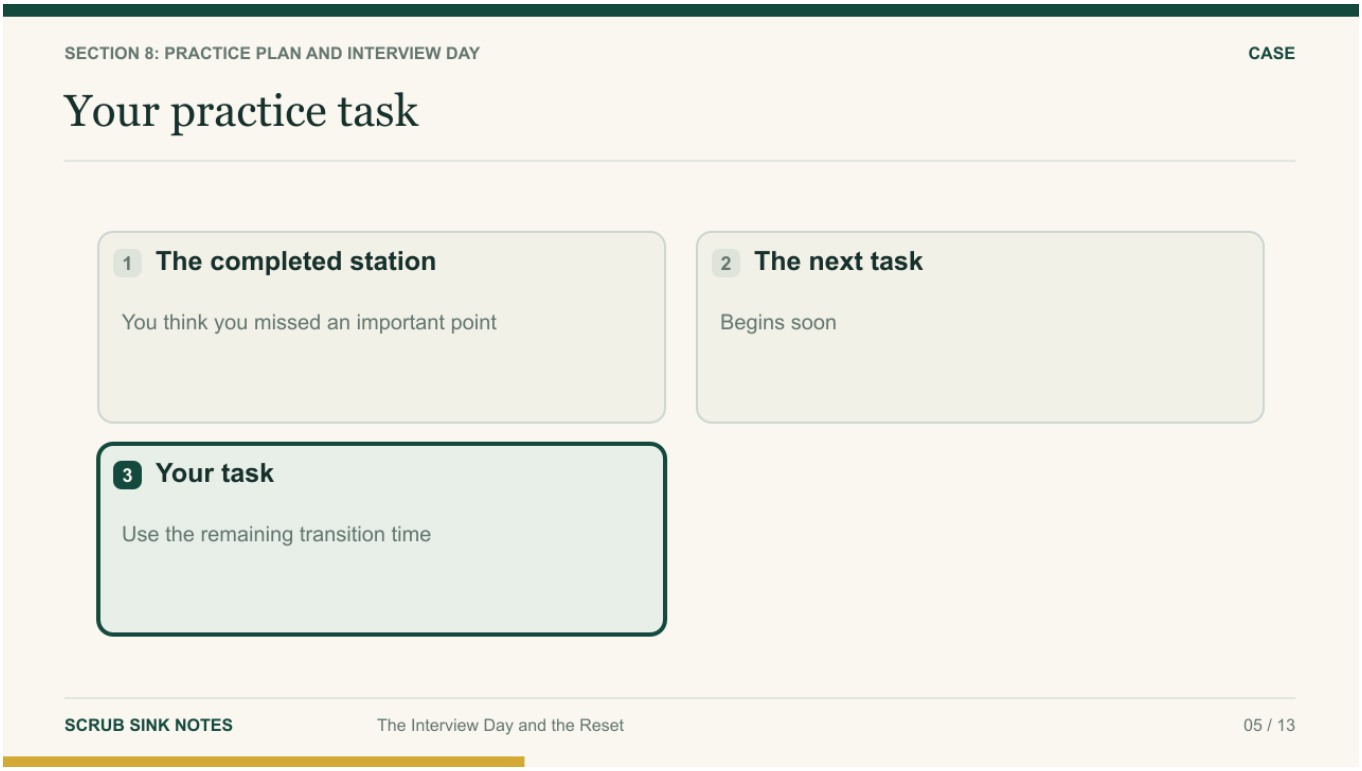
Broad or weak: This practice score predicts admission.
Revised: This rating identifies one behaviour to practise next.

Change one fact. What would change your next step?

LESSON 36 / TRY THE CASE

The Interview Day and the Reset

You leave a station convinced that you missed an important point. The next task begins soon. What would you do with the remaining transition time? Pause here and answer aloud for two minutes. Focus on an action you can take now. You cannot replay the completed station or know the rater's judgement from how it felt.

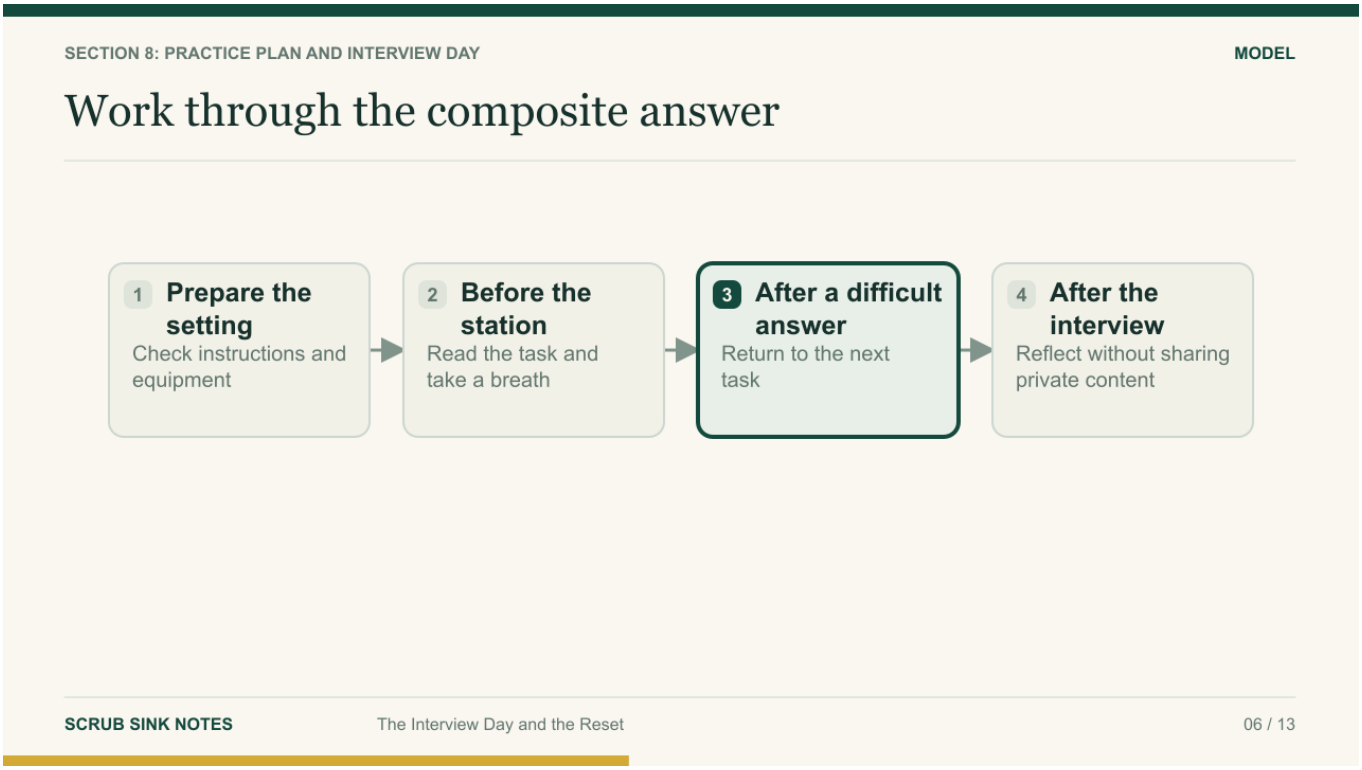


Your first response

What is the central decision? Which fact matters most? State an action and the reason for it.

LESSON 36 / REVIEW AND TRANSFER

The Interview Day and the Reset



This is a composite model answer. I would acknowledge that I am disappointed and stop trying to calculate the score. I would use the permitted transition time to reset physically and identify the next instruction. If I had made a procedural error that needed immediate reporting, I would follow the school's process. Otherwise, I would leave analysis of the completed answer until afterwards and give the next task my attention. My feeling about the station is not reliable evidence of its final assessment.

Make the response specific

Broad or weak: The last station ruined everything.
Revised: My next task begins with these instructions.

Broad or weak: I should replace every habit tonight.
Revised: I will use the routine I have already practised.

Change one fact. What would change your next step?

A useful final review

Choose three lessons you found difficult. For each, draw the relationship from memory, speak through a fresh case, then check the figure. Record the reason for any change in your answer.

Source and scope

These original practice pages follow the matching video storyboards. Clinical corrections and source references are supplied with the course. A source locator records provenance, not independent validation of every statement. Interview models are constructed teaching examples, not real school answers or a guaranteed scoring formula.