**Session:** VSAS: A Conversation about the Visiting Student Process

**Presenters:**

**Contact Information:**

**Date and Time:** Sunday, Nov 9 2014 9:30-11:00am

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**Summary:**

Notes:

1. Students goals: (Graph, this is in order of their importance rating)
	1. Audition
	2. “fit”
	3. Education
	4. Family/friends
	5. Etc
2. Program director goals
	1. Introduce students to program
3. If I had a magic wand:
	1. I would “standardize everything”
		1. Application requirements
		2. Submission and decision dates (single time to submit applications, hear back about decisions in fast time frame not months later)
		3. Rotation dates (constraints on calendars)
	2. “eliminate redundancies:”
		1. Redundancies (paper vs electronic backups)
		2. Number of requirements
		3. Incomplete applications – know what is missing from application
		4. Filled electives – show what’s available in a system so its not filled when you submit application
	3. “speed up the process” – hear back more quickly

Note: Seems to be administrative burden, processes need to be refined. Also there’s a side of – what people are feeling – no concrete things so far. So 2 quotes:

* 1. “I would… remove tension between impressing attendings and obtaining letters vs. having an education experience” - student
	2. Eliminate stress students feel to get an elective in order to match “ – host
1. Where do we go from here?
	1. Audience – have you accessed this data yourselves and what have you done about it?
		1. Presented data to program directors
		2. Built database of where students apply and what auditions they go on
		3. Kept track of data by specialty and where students match within certain grades or score ranges, and by audition to see if it actually helped them
	2. Speaker – I encourage you to look at trends at your own institutions, since it is an audition. Also we want to reduce times people say they’re using a visiting rotation to “just practice” … what happens to people that actually want to be there. Clogging up the system. Anyone want to share what they do at their home institutions?
		1. Student affairs office vs residency programs… disservice to students to not allow them to – not telling students about which are good “fits” – better counsel them on grades / screening etc.
			1. Some residency directors that are not even involved in VSAS process
				1. Some departments are first come first serve, others are more competitive and require
				2. Professionalism challenges with deadlines fluctuating outside of home institution, because students are worried about those applications
	3. How can you help students and programs reach their goals?
		1. What does your institutions data tell you about the visiting student process?
		2. How might this data be used to provide guidance to medical students and programs?
		3. What are some effective practices you’ve implemented to address some of these challenges?
	4. Where do we go from here?
		1. Standardize immunization form
		2. Increase adoption of *Uniform Clinical Training Affiliation Agreement*
			1. Financial aid regulations (how students apply for applications and VSAS)
		3. Continue discussion at January Professional Development Conference
2. Audience questions
	1. Should we push back the date later?
		1. Stand-alone residency programs don’t have 4th year students so they are on different calendar
		2. How about traffic rules? Are we moving towards this?
		3. Can we start VSAS earlier? March/April/May
			1. Some schools do it by quarterly review
		4. Would you allow M3s to do aways (home and visiting institution) – yes
			1. But do they use VSAS? For those who don’t allow it – should we turn off the system for them
		5. 4th year student feedback:
			1. 4 week options only on VSAS
			2. Having a rule of last-minute notice (having enough reasonable time to find a place to stay, etc.)
		6. New LCME standards and guidelines – guidelines for visiting students
		7. It is listed on VSAS system – malpractice requirements is included but should be clearer
		8. Some schools don’t have M3 grades until end of the year, they are at a significant disadvantage in applying
		9. How they structure VSAS in terms of staff – single person handling?
			1. UCI – 1 single staffer who handles calendar
			2. Keck USC (and another audience member) – split handles – 1 person handling going in, 1 person going out, but it’s just a portion of what they do
			3. Separate application vs. VSAS is faster, and have an advantage
		10. International students / FMIGs?
			1. VSAS is going to stay U.S./domestic only. This question more suited to GLO (global health learning opportunities organization)
			2. Canadian? Conversations ongoing
		11. Charge? <$100? Application fee or acceptance fee?
			1. Insurance coverage – requirements?
				1. Needle stick policy?
			2. Treated as students, not employees
				1. Either go to Occupational health or Emergency Department, no provider available for them
				2. DIC in LCME – need to treat visitors as own home institutions
			3. Housing interest? rotatingroom.com has been added to VSAS as an optional tool to search for housing
				1. This is definitely a demand from students
				2. Alumni list – one school keeps a list of alumni willing to host students from their institution
		12. Services provided to students?
			1. Online modules
			2. In-person orientation
				1. Badges/passwords
				2. Packet of introduction
				3. EPIC training is only offered so many times, but they are required to do this

One school has this as an online module

* + - 1. Full privileges for students? Badge access
			2. Mask fitting / flu shots
		1. Additional material? Ebola crisis in New York – how to get that to visiting students, was a challenge… how to get real time info out to visiting dispersed students