

AAMC Group on Student Affairs (GSA)



The Coalition for Physician Accountability: Report, Recommendations Impact on AAMC ERAS and VSLO Services NBME Update

Learn

Serve

Lead

May 12, 2020
12 pm EDT



Association of
American Medical Colleges

Welcome and Opening Remarks



Anita Pokorny, MEd **National GSA Chair**

Assistant Dean of Student Affairs
Assistant Professor, Family and
Community Medicine
College of Medicine Office of the Dean
and Medical Education
Northeast Ohio Medical University

AAMC Group on Student Affairs Call

- ❑ **GSA Chair's Welcome and Opening Remarks** - Anita Pokorny, MEd, Northeast Ohio Medical University
- ❑ **AAMC Response to COVID 19** - Geoffrey Young, PhD, Senior Director, Student Affairs and Programs, AAMC
- ❑ **The Coalition for Physician Accountability – Report, Recommendations** – Alison Whelan, MD, Chief Medical Education Officer, AAMC
- ❑ **ERAS Services** – Amy Mathis, Senior Director, ERAS, AAMC
- ❑ **VSLO Services** – Jenny Samaan, PhD, Sr. Director, Visiting Student Learning Opportunities™ (VSLO®), AAMC
- ❑ **NBME Updates** – Michael A. Barone, MD, MPH, Vice President, Licensure Programs, National Board of Medical Examiners
- ❑ **Q&A facilitated by Anita Pokorny, MEd**

AAMC Response to COVID-19



Geoffrey H. Young, PhD
Senior Director, Student Affairs and
Programs
Association of American Medical
Colleges

AAMC Resources

- **CORONAVIRUS (COVID-19) RESOURCE HUB**
<https://www.aamc.org/coronavirus-covid-19-resource-hub#services>
- **Conducting Interviews During the Coronavirus Pandemic**
<https://www.aamc.org/what-we-do/mission-areas/medical-education/conducting-interviews-during-coronavirus-pandemic>
- **Medical Student Away Rotations and In-person Interviews for 2020-21 Residency Cycle**
<https://www.aamc.org/what-we-do/mission-areas/medical-education/away-rotations-interviews-2020-21-residency-cycle>
- **CORONAVIRUS (COVID-19) AND THE FEE ASSISTANCE PROGRAM**
<https://students-residents.aamc.org/applying-medical-school/article/coronavirus-covid-19-and-fee-assistance-program/>
- **GSA COVID-19 Community Calls**
<https://www.aamc.org/professional-development/affinity-groups/gsa/covid-19-community-calls>
- **Specialty Response to COVID-19**
<https://students-residents.aamc.org/applying-residency/article/specialty-response-covid-19/>

The Coalition for Physician Accountability – Report and Recommendations



Alison J. Whelan, MD
Chief Medical Education Officer
Association of American Medical
Colleges

Medical Students in the Class of 2021: Moving Across Institutions for Post Graduate Training

Guiding Principles:

- ❑ Safety of patients, learners and our community paramount;
- ❑ Medical students and residents need to meet graduation and accreditation requirements;
- ❑ Residency selection process should remain as equitable as possible; and
- ❑ Concerted effort to reduce anxiety and promote well-being for all in an already stressed system.

Away Rotation Recommendation

Recommendation 1 — Away Rotations: The WG recommends that for the 2020-2021 academic year, away rotations be discouraged, except under the following circumstances:

- Learners who have a specialty interest and do not have access to a clinical experience residency program in that specialty in their school's system.
- Learners for whom an away rotation is required for graduation or accreditation requirements.

**DO
Schools
Only**

Individuals meeting these exceptions should limit the number of away rotations as much as possible. Students should consider geographically proximate programs, when appropriate, to meet learning needs.

Key Roles For Medical Schools

Home School (Medical School)

- ☐ Develop institutional –specific policies and implementation and communication plan
- ☐ Inform students ASAP
- ☐ Review Specialty Specific Recommendations
- ☐ When releasing a student's application in VSAS, be prepared to respond quickly to documentation request of the Hosts that applicant meets one or both exceptions for Away Rotations.
- ☐ Advise students who need to do away rotations to find close-by opportunities.

Key Roles For Programs

Host Institutions

- ❑ Determine if will be able to host open electives in VSAS
- ❑ Clearly post hosting policies/changes in VSAS and on institutional website
- ❑ Request documentation from Home to validate that applicant meets one or both exceptions for Away Rotations.
- ❑ Add virtual electives to VSAS so that students can find them and submit applications.

ERAS Services



Amy Mathis
Senior Director, ERAS
Association of American Medical
Colleges

VSLO Services



Jenny Samaan, PhD

Sr. Director, Visiting Student Learning
Opportunities™ (VSLO®)
Association of American Medical
Colleges

Terminology

Visiting Student Learning Opportunities™ – VSLO® program name

Visiting Student Application Service™ (VSAS®) – used to manage the away rotation application process

“Away rotation”, “audition” elective, “clinical” rotation, “extramural” rotation, or sub-I

VSLO Participating Institutions

Institutional Type	Number
US MD Schools	135
Teaching Hospitals	100
DO Medical Schools	36
International Medical Schools	90
Total	361

Initial Feedback to VSLO

- ❑ “Great opportunity for students to learn more about their options here at their home institution.”
- ❑ “Based on these guidelines, we’ll be telling our students they cannot go on away rotations this year.”
- ❑ “We’ll be shortening our 4-week electives down to 3 weeks so we can host more visiting students.”
- ❑ “Our specialty has agreed to replace all in-person rotations with a standard virtual one.”

RESOURCES: Value of Away Rotations-Suggestions for Achieving Goals- Compendium

Table A. Value of Away Rotations and Suggestions for Achieving Goals in a COVID-19 Environment

Value to Students	Value to Program Directors	Potential Substitutes for Away Rotations
Allows applicants to display a breadth of competencies (e.g., teamwork, effort, work ethic) that may be difficult to assess from application materials*	Provides insights into applicants' clinical capabilities, personality, and professionalism that may not be readily assessed from application materials*	<ul style="list-style-type: none"> • Provide more holistic elements in school reporting that programs can use to evaluate students • Provide longitudinal online group experiences hosted by programs (e.g., journal clubs, case discussions, group projects) • Relax number of LORs, allow nonspecialty LORs, and standardize LORs to provide critical appraisal in key dimensions
Enables applicants to secure feedback, LORs, and SLOEs from residency program faculty in a chosen specialty*	LORs and SLOEs from colleagues in the specialty are helpful in evaluating applicants	Standardize specialty-based local LORs to provide critical appraisal in key dimensions
Allows students to assess the specialty, program features, and culture of the learning environment in ways that inform personal and career fit with the program*	Allows the program director to assess a given candidate's fit with the culture of the program*	<ul style="list-style-type: none"> • Offer online specialty-based mentoring programs • Provide longitudinal online group experiences hosted by programs (e.g., journal clubs, case discussions, group projects)
Allows applicants to experience clinical environments different from their home institutions	Allows programs to fully demonstrate the capabilities of the local training environment*	<ul style="list-style-type: none"> • Offer virtual tours of clinical learning environments associated with the program, including distinguishing clinical services and outcomes metrics • Provide longitudinal online group experiences hosted by programs, as above
Gives students access to specialties they are considering but are not available at home institutions	Allows program directors to assess applicants from lesser-known schools	Offer online specialty-based mentoring programs, as above
Establishes connections in a desired geographic area	Allows program directors to preview potential applicants and gauge applicants' interest in their program	Provide longitudinal online group experiences hosted by programs, as above

*The top three benefits mentioned by constituents for each party.

Note: LOR = letter of recommendation; SLOE = Standard Letter of Evaluation.

RESOURCES: Innovations in Specialties

- [American College of Surgeons Fundamentals of Surgery Curriculum](#) (Freely available through May 15, 2020)
- [Family Medicine Virtual Clerkship](#)
- [Online Diagnostic Radiology Elective](#)
- [Virtual Simulation Experiences in an Emergency Medicine Clerkship](#)
- [Virtual OB-GYN Clerkship Curriculum](#)
- [Society For Academic Urology: Virtual Sub-Internship in Urology \(VSIU\)](#)

NBME Updates



Michael A. Barone, MD, MPH
Vice President, Licensure Programs
National Board of Medical Examiners

AAMC Group on Student Affairs Call

- ❑ **Open Discussion and Q& A** - moderated by Anita Pokorny, MEd, GSA National Chair