Integration of classroom and online curricula to enhance medical students’ learning of dermatology

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**Purpose:** The project’s goal was to create engaging, interactive learning resources to improve students’ learning of dermatology. By creating new components for Foundations of Patient Care (FPC) and Surface Anatomy in Year 1, we aimed to shape students’ behavior in physical examinations and increase awareness of dermatological topics. By integrating dermatology modules into the third-year clerkships, we aimed to increase medical knowledge in dermatological topics that every practicing physician should know, regardless of specialty.

**Background:** The project builds upon earlier projects by the UCSF Dermatology department. Several important dermatological topics were found to be inadequately taught in medical schools. UCSF dermatologists and the American Academy of Dermatology (AAD) later created a standardized medical student curriculum that was launched last year. This curriculum has been well received across the country and it was successfully integrated into the fourth-year dermatology elective at UCSF. The current curriculum project focuses on increasing utilization and developing a longitudinal approach that extends beyond the fourth-year elective.

**Methods:** The first component focused on FPC. My advisors and the FPC directors identified gowning and draping as an area for improvement. A short text resource and live demonstration were created using content from the AAD Medical Student Core Curriculum (MSCC) and Patient Centered Medicine videos from Loyola University Chicago Stritch School of Medicine. For Surface Anatomy, an existing lecture was revised into a guided, interactive practice session accompanied by an iBook resource, syllabus section, and an online Articulate lecture. To create the curriculum for third-year clerkships, the learning objectives for Medicine, Pediatrics, and Family & Community Medicine 110 were evaluated. Existing objectives were modified and new objectives were added as necessary. The final list of topics was created based on a previous study and expert opinion from UCSF faculty dermatologists. Modules from the AAD, textbooks, online resources, and journal articles were used in creating and updating the dermatology teaching materials. An official revision checklist from the AAD and feedback from military residents were also used to guide the revision and creation of the dermatology modules.

**Evaluation Plan:** We plan to use short qualitative self-reported surveys of students and course directors to evaluate each individual component of the project. We are also proposing to (1) compare pre- and post-test scores at the beginning and end of the third year, and (2) compare shelf exam performance on questions relevant to dermatology.

**Dissemination:** The Foundations of Patient Care: Introduction to Gowning and Draping and Surface Anatomy: Primary Skin Lesions sessions have been implemented for the Class of 2017. The dermatology modules for clerkships will be available on a new UCSF Dermatology Curriculum Overview page on the CLE/Moodle 2, as well as on individual clerkship pages. New and updated content will be submitted to the AAD Medical Student Core Curriculum.

**Reflective Critique:** My advisors provided feedback in weekly meetings. Continuous modifications were made based on discussions with course and clerkship directors. Feedback was also gathered from Curriculum Ambassador project consultation sessions, including both students’ perspectives and faculty members.