

DESCRIPTIVES MODULE: THE POWER OF THE STUDENT EDUCATOR

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Paradigms in Dermatology Education

- Preceptored clinics
- Bedside rounds
- Didactic lectures
- Grand Rounds
- Journal clubs



Courtesy of Flickr/WestPalmBeachVAMC

Objective

To create a multi-modular learning activity that stimulates meaningful learning to learners with a wide range of learning styles, strengths, and life experiences.

- Adult learning theory
- V.A.R.K. model of learning
(*Visual, Aural, Reading/Writing, Kinesthetic*)

Adult Learning Theory



- Self-directed
- Internally motivated
- Active learning
- Goal-oriented
- Potential for immediate use



- Dependent on authority figure
- Externally motivated
- Passive learning
- Education for education's sake
- Regardless of relevance

V . A . R . K .



Visual

The image shows a laptop and a tablet. The laptop screen displays a bar chart and a pie chart. The tablet shows a document with text and a small image. The word 'Visual' is overlaid in white text.



Aural

The image shows a teacher in a white shirt pointing at a whiteboard in a large lecture hall filled with students. The word 'Aural' is overlaid in white text.



Read/Write

The image shows a close-up of a person's face, wearing glasses, reading a newspaper. The word 'Read/Write' is overlaid in white text.



Kinesthetic

The image shows two students working on a project in a classroom. One student is wearing a green shirt with a colorful pattern, and the other is wearing a grey shirt. They are both focused on their work. The word 'Kinesthetic' is overlaid in white text.

The Descriptives Module

Visual

- Kodachrome Workbook

Aural

Read/Write

Kinesthetic



- What is the primary lesion?
- Is there a secondary lesion?
- What are your top 3 differential diagnoses?
- What would you like to do next?

The Descriptives Module

Visual

- Kodachrome Workbook

Aural

Read/Write

- Slide Composition

Kinesthetic

- Slide Composition

Clofazimine Dyschromia

- **Definition/Presentation**

- Pigmentary abnormality secondary to clofazimine. May vary from pink to black. Clofazimine dyschromia is especially common in light exposed areas. Secretions may also be discolored.
- Clofazimine is used in leprosy and sulfone resistance.
- This patient presented after completion of clofazimine therapy. While there are residual patches of blue-grey hyperpigmentation, cell-mediated immunity towards the dyschromia resulted in patches of hypopigmentation.

- **Epidemiology**

- Affects 75-100% of patients on clofazimine

- **Prognosis**

- Generally, color will gradually return to normal after discontinuation of clofazimine.
- Should evaluate patient for depression

- **Diagnosis**

- A thorough history to determine new medications or other illnesses.

- **Treatment**

- Discontinue clofazimine. Skin color will normalize in months to years.



- **Pearls**

- Few processes lead to this blue-grey discoloration: ashy dermatosis, flagellate erythema, amiodarone dyschromia
- Clofazimine may be used to treat other dyschromias, such as ashy dermatosis (erythema dyschromicum perstans)
- Not commercially available in the US. Must be requested through National Hansen's disease Program.
- Brand name: Lamprene

The Descriptives Module

Visual

- Kodachrome Workbook

Aural

- Resident Conference

Read/Write

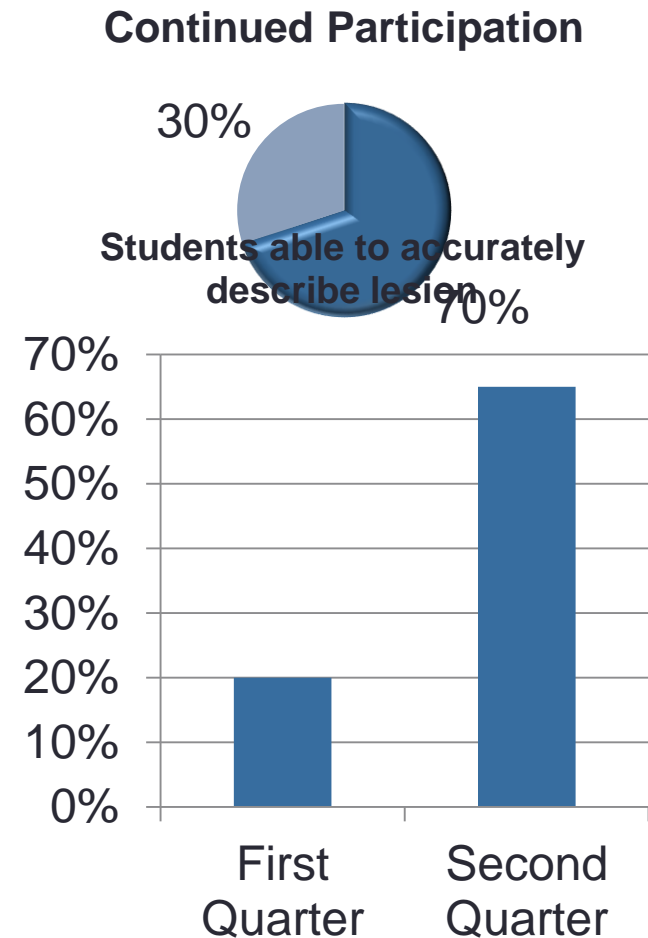
- Slide Composition

Kinesthetic

- Slide Composition
- Presentation

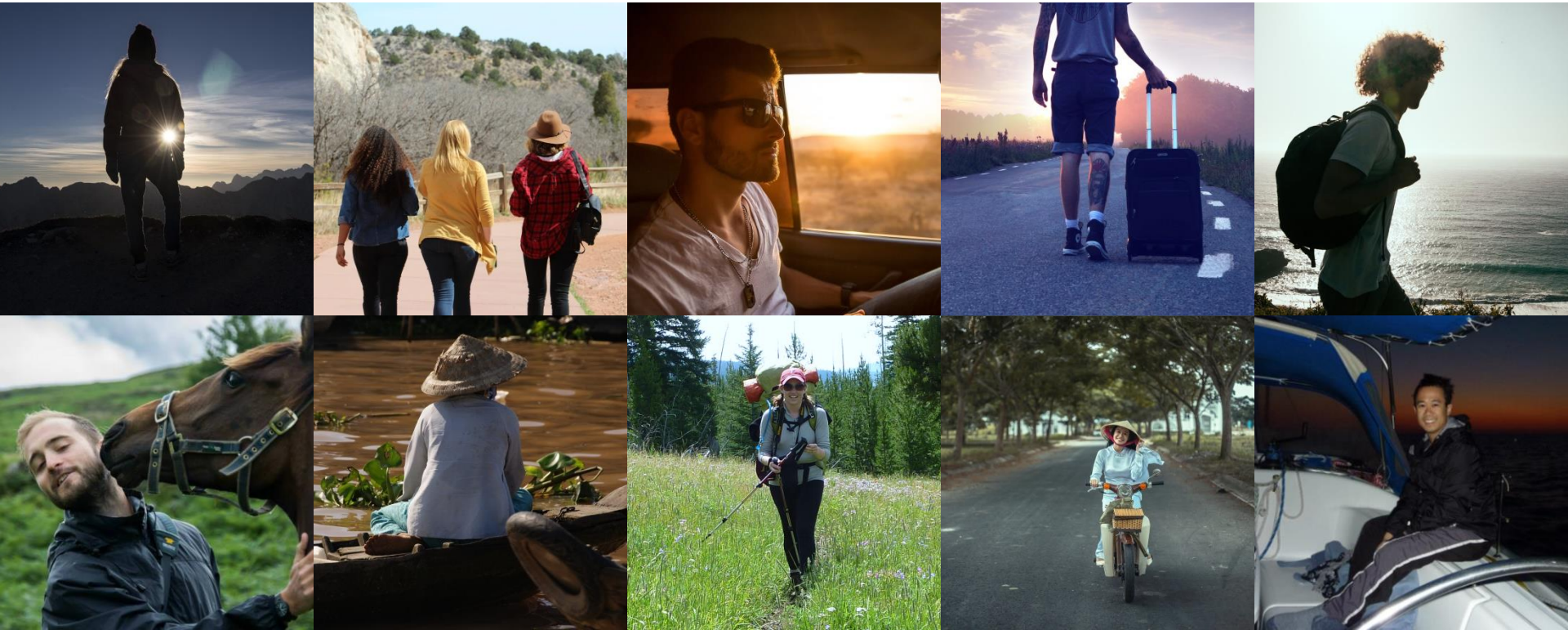
Results

- All students opted to participate
- Seven of the ten students participated after the conclusion of their rotation
- Resident continuity lectures
- Facilitated evaluation of learners in parallel



Conclusion

Learner-centered modalities can provide learning opportunities in ways that appeal to diverse learners.



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