



**ASSOCIATION OF PROFESSORS OF DERMATOLOGY
APD 2021 Virtual Annual Meeting**

DTEG

Breakout Session

Friday, October 29, 2021

All times listed are Eastern Time Zone

TIME (Eastern)	AGENDA DTEG	Speaker
7:15 - 9:00 PM ET	INTRODUCTIONS	Presiding: Erik Stratman, MD
	MEDICAL STUDENT EDUCATION AND RESIDENCY APPLICATION	
7:17 -7:23	Differences in Underrepresented Minority Applicant Backgrounds and Outcomes in the 2020-2021 Dermatology Residency Match	Fatuma-Ayaan Rinderknecht (Brumfiel, Jefferson, Worswick, Rosman) <i>Harvard</i>
7:24-7:30	A Virtual Dermatology Elective for Underrepresented in Medicine Medical Students	Shara Chopra (Chopra; Kirby; Flamm) <i>Penn State</i>
7:31-7:37	Factors Associated with Completing a Research Year Before Applying to Dermatology Residency	Ramie Fathy Hossler, Rosman) <i>University of Pennsylvania Perelman School of Medicine</i>
7:38-7:44	Improving Dermatology Residency Program Website Transparency in the Era of Preference Signaling	Surya Veerabagu * Jia, Yu, Gao, Kahn, Tanner, Burkemper, Friedman, Huang, Nord, Rosmarin, Murina) <i>Duke</i>
7:45-7:50 PM ET	EXCHANGE	
	RESIDENT EDUCATION	
7:51-7:57	The Impact of the COVID-19 Pandemic on Educational Experiences in US Dermatology Residency Programs: A Survey Study	Uros Rakita (Guraya, Porter, Farhangian, Feldman, Huang)@ <i>Chicago Med School, Rosalind Franklin University of Medicine and Science</i>
7:58-8:04	The Role of Humanities Curriculum in a Dermatology Residency: FocusGroup Identified Themes	Marisa Riley (Nawaz, Flamm) <i>Penn State</i>

8:05-8:11	The Evolution of Social Media Usage Among Dermatology Residency Programs 📄	Adeeb Haroon (Giefer, Martin) <i>University of Missouri</i>
8:12-8:18	Dermatology Residents' Visual Diagnosis in Skin of Color 📄	Soo Hyun Choi (Murina) <i>Tulane</i>
8:19-8:25	A Mentorship Match Algorithm - Dermatology Faculty and Resident Mentorship Programs for Dermatology Residency Applicants	Surya Veerabagu (Trinklein, Wu, Sreekantaswamy, Correia, Etkorn, Friedman, Rosman) <i>Tulane</i> 📄
8:25-8:30 PM ET	EXCHANGE	
	SPECIAL THEME: <i>Reimagining Dermatology Learning Design</i>	
8:31-8:37	Virtual Learning in the COVID Era: Attitudes and Experiences at Duke Dermatology	Amber Fresco, MD (Lesesky) <i>Duke</i>
8:38-8:44	The Use of Multimodal Learning Modules for Dermatologic Photography Education	Deborah Cull (Pena, Porter, Ranpariya, Feldman) <i>Wake Forest</i>
8:45-8:51	Innovative Dermatology Education: A Virtual Reality Memory Palace	Varun Ranpariya (Huang; Feldman) <i>Wake Forest</i>
8:58 - 9:00 PM ET	EXCHANGE	
9:00	CLOSING REMARKS	

Title: Dermatology residents' visual diagnosis in skin of color

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Importance

The diagnosis of dermatologic conditions in skin of color (SoC) is a critical educational objective during dermatology residency training. Residency programs must equip residents to competently diagnose and treat conditions in SoC, as shortcomings in accurately doing so present a significant health risk in these patients. Assessing diagnostic proficiency will identify shortfalls in training and highlight necessary areas for improvement to prepare residents to address findings across a broad range of skin types.

Objective

To evaluate the visual diagnostic abilities of dermatology residents in SoC patients and in light skin (LS) patients.

Methods

This survey study enrolled 65 dermatology residents at ACGME-accredited dermatology residency programs from September 2020 to November 2020. The assessment consisted of 24 image-based multiple-choice questions that required identification of both benign and malignant skin conditions in SoC and LS. The study analyzed the relationships between diagnostic accuracy and the following variables: residents' Fitzpatrick type, lesion type, and residents' demographic information.

Results

On average, respondents correctly identified the diagnosis 70% of the time, 56% in SoC phototypes and 90% of the time in LS phototypes ($P < .001$). The average percent correct for inflammatory diseases was 61% in SoC and 90% in LS ($P < .001$). Among neoplasms, the average percent correct was 45% in SoC and 90% in LS ($P < .001$). Participants who misidentified malignant neoplasms identified them as other malignant neoplasms 100% of the time in LS, but only 63% of the time in SoC.

Conclusion

The results of this study suggest that there is lower accuracy when diagnosing dermatologic conditions in skin of color than in light skin. Further study should identify specific heuristics that lead to these diagnostic inaccuracies and determine improved training practices for reducing disparities in visual diagnosis in SoC.

A Virtual Dermatology Elective for Underrepresented in Medicine Medical Students

Shara Chopra, BS, BA; Joslyn Kirby, MD, MS, MEd; Alexandra Flamm, MD

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Introduction

In the summer and fall of 2020, due to the pandemic, the Penn State College of Medicine's (PSCOM) dermatology electives for 3rd and 4th year medical students were converted to a virtual format. Alongside our virtual Dermatology clerkship (4-week), a one-week Dermatology elective (without credit) was initiated for external medical students interested in our dermatology residency. The one-week elective is being retained and refocused for Underrepresented in Medicine (UIM) medical students to address the lack of diversity in the field.

Objective

Our department seeks to leverage the virtual elective to create a valuable networking and recruiting opportunity for UIM students interested in pursuing dermatology, while also addressing the financial and scheduling inequities surrounding away rotations.

Methods

Elective sessions will include a journal club, residency didactics, Kodachrome session, and roundtable discussions on leadership, skin of color, subspecialties, research, and mentorship and advising. Students will complete evaluation surveys addressing quality of teaching, topic interest, ability to form mentor relationships, and overall interest in pursuing dermatology and PSCOM.

Results

We will present results from the August 2021 elective. Feedback from our previous virtual electives reflected its convenience and student satisfaction. Students from the September 2020 one-week elective (n=8, response rate=75%) were satisfied with the roundtable sessions (89%), Kodachrome session (83%), PD/APD Q&A (100%), student-led journal club (100%), and 67% felt they formed a meaningful mentor relationship.

Conclusion

The virtual electives necessitated by the pandemic permits us to address discrepancies in diversity in dermatology. Our virtual elective will allow UIM students to learn more about dermatology and our training program, without the limitations of in-person electives. If selected, we will present our new data and compare and contrast with our prior elective.

The Use of Multimodal Learning Modules for Dermatologic Photography Education

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Abstract

Background: Images are essential to dermatology for documenting the presence, extent, character, and progression of disease. Obtaining high-quality images is increasingly important with the recent expansion of telemedicine services. Adequate photography training can help dermatology trainees capture accurate images for documentation and publication.

Objective: To create an interactive multimodal educational module with practical applications to develop participants' photography skills and improve their clinical photographs.

Methods: Multimodal interactive modules were created to teach photography basics, including exposure, lighting, skin tone, equipment, image capture, and background. Modules included informational slides, interactive slides, practical application, and review questions. During phase one, participants completed pre- and post-module questionnaires to assess outcomes and provide feedback for a module on understanding exposure.

Results: Six participants with photography experience ranging from no experience to competent completed the module and questionnaires. All had experience with smartphone cameras, but only 2 (33%) with single lens reflex cameras (SLRs). Comfort level with photography and taking photos for publication increased for 4 (67%) participants, and all participants were better able to understand exposure, ISO, aperture, shutter speed, focal length, and depth of field after doing the module. The average test score increased from 43% to 58% after the module.

Limitations: Photography equipment available to learners is highly variable with limited manual controls. Smartphone apps with manual controls are expensive or complicated to use.

Conclusions: Students, residents, and faculty can apply knowledge and understanding to practical applications in real-time through multimodal educational approaches, facilitating long-term retention unlike traditional lecture-style presentations. These techniques can improve dermatologic photographs.

Title: Factors associated with completing a research year before applying to dermatology residency.

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Background: Medical students applying into dermatology are often encouraged to pursue research activities to increase their chances of matching into residency, with some students dedicating an extra year during medical school to research. These experiences can impose significant financial burden and may be more available to students at medical schools with already strong research opportunities, support, and output. Thus, research years may represent an additional barrier to pursuing dermatology, particularly for students from disadvantaged socioeconomic backgrounds and/or from lower-tier medical schools.

Objective: To characterize applicant and school-related factors associated with the completion of a research year.

Methods: De-identified application data to a single residency program (Washington University) were collected from 2015-2020, including applicant demographics and medical school information. Multivariate logistic regression identified factors associated with the completion of a research year.

Results: 2,774 applications were included; 495 (22.7%) students completed a research year. On multivariate analysis, applicants at U.S. private allopathic medical schools were more likely to complete a research year than those at osteopathic, international, or U.S. public allopathic medical schools ($p < 0.001$). Similarly, attendance at a top-ranked medical school was associated with completion of a research year ($p < 0.001$). Having a Step 1 score above 240 was associated with a lower odds of completing a research year than a score less than 240 ($p < 0.001$).

Conclusion: Attending private, top-ranked medical schools was associated with a greater odds of completing a research year, which may indicate that these experiences are more available to students from institutions with the most resources. Inequitable access to these experiences may constitute an added barrier to entry for students at institutions with fewer resources or research opportunities.

Virtual Learning in the COVID Era: Attitudes and Experiences at Duke Dermatology

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The onset of the COVID pandemic in March 2020 prompted Duke Dermatology residency program to re-imagine the delivery of our didactic curriculum. In-person lectures were quickly adapted to virtual platforms such as Zoom and WebEx. After a year of virtual learning, we surveyed Duke Dermatology faculty and residents regarding virtual learning experiences and preferences for the anticipated post-pandemic era.

Residents overwhelmingly preferred virtual learning. With 14/15 residents responding to an anonymous survey, only 1 resident preferred in-person didactics for Wednesday morning or Friday afternoon sessions. Eight residents (57%) preferred virtual-only and four (28%) preferred a hybrid for Wednesday morning didactics; and 13 (92%) preferred virtual for Friday afternoon sessions. Residents commented that virtual learning enabled greater flexibility, helped them make it to clinical sites on time, and allowed time to look up information.

In contrast to the residents, faculty overwhelmingly preferred giving in-person lectures. Of 19 faculty responses, 11 (57%) preferred giving in-person lectures, compared to only 2 (10%) who preferred virtual-only. The remaining faculty (31%) had no preference. Faculty concerns include decreased resident engagement during virtual sessions and concerns for resident cohesion. Conversely, the virtual dermatopathology curriculum was preferred by our two dermatopathology faculty and overwhelmingly by residents, highlighting a unique opportunity to meet the needs of specific faculty and residents.

There are a myriad of factors contributing to the preferences of our residents and faculty regarding the didactic environment. Virtual learning offers greater flexibility for our residents, but has also led to increased isolation of our faculty from the academic program. We plan to return to a hybrid model of didactics once COVID restrictions allow, balancing opportunities provided by virtual learning while maintaining a sense of camaraderie.

The Evolution of Social Media Usage Among Dermatology Residency Programs
Adeeb Haroon B.S.¹, Josie Giefer B.S.¹, Kari Martin M.D.¹

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Introduction

The COVID-19 pandemic has transformed the way in which individuals, businesses, and even academic centers interact with each other. Digital market analysis showed 490 million users adopted social media between January 2020 and January 2021, bringing the worldwide number of active users to 4.2 billion (53.6%). When looking at the United States population, 72% of adults 18 or older cited use of at least one social media platform. However, a study in 2019 found of 126 dermatology residency programs only 11% were active on Twitter, and 7% on Instagram. Our study aims to analyze the impact of the COVID-19 pandemic and subsequent virtual interview season on the usage of social media among dermatology residency programs.

Methods

A total of 138 dermatology residency programs were identified using the Electronic Residency Application Service (ERAS). A comprehensive search was performed to identify social media accounts on Twitter, Facebook, and Instagram. Identified accounts were analyzed to discern date of creation, posts per month, number of engaged user (followers and following).

Results

As of May 2021, 25 (18.1%) dermatology residency programs were active on Twitter, 30 (21.7%) on Facebook, and 76 (55.1%) on Instagram. This represented a 31.6% increase in number of Twitter accounts, 13.3% increase in number of Facebook accounts, and 375% increase in number of Instagram's account from March 2020. In comparison, we found between July 2019 and February 2020, the percent increase in prevalence of Twitter accounts was 26.7%, 4% on Facebook, and 66.6% on Instagram.

Conclusion

Social media has become a major outlet for dermatology residency programs to share information, showcase features of the program, and communicate with prospective applicants. The COVID-19 pandemic accelerated adoption of social media, but due to projected growth social media will become a staple in applicant recruitments in the future.

Title: The impact of the COVID-19 pandemic on educational experiences in US dermatology residency programs: a survey study

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Abstract:

Dermatology resident opinions on educational goals outlined by the Accreditation Council for Graduate Medical Education (ACGME) have not been examined. Moreover, the degree to which resident opinions are shared by attending staff remains unknown. We distributed a survey to all US dermatology programs querying both residents and attending dermatology staff on their opinions regarding COVID-19 pandemic's impact on dermatology resident training. The survey contained simple multiple choice (yes/no) and 5-point Likert scale questions (agree-disagree; negative impact-positive impact) regarding COVID-19's impact on ACGME published educational as well as other questions designed through expert opinion. Of the 60 responses, 29 from attendings and 12 from residents had eligible data. Most participants reported dermatology education goals were unimpacted by COVID-19; no goals were marked as positively impacted by the majority of residents and attendings (Tables 1-2). Significant differences between how residents and attendings viewed COVID-19 impacts were identified for five themes (Fisher exact $P \leq 0.0293$). Relative to residents, attendings indicated significantly greater degrees (62-95% range vs 18-73% range) of concern regarding negative impacts of COVID-19 on the following educational themes: procedures involving laser (92% vs 64%) and non-laser based energy treatment modalities (95% vs 36%), botulinum toxin chemodenervation (96% vs 73%), patch testing (62% vs 18%) and general inpatient-based dermatology training (70% vs 20%). Unlike attendings, only a minority of residents believed procedural training in non-laser energy light

sources, patch testing and inpatient consults was negatively affected by the pandemic. Although attendings and residents considered many educational objectives unaffected, the majority from both groups believed the pandemic has incurred long-lasting consequences on post-graduate dermatology training.

Educational goals mostly rated as negatively impacted			Educational goals mostly rated as not impacted		
Resident and attending	Resident	Attending	Resident and attending	Resident	Attending
<ul style="list-style-type: none"> -Laser therapies -Soft tissue augmentation - Botulinum toxin injections -Other elective cosmetic procedures (sclerotherapy etc) -Excisions -Surgical defect closures -Flaps/grafts -Nail procedures -Outpatient visits - Mentorship - Overall impact on education -Overall procedural training 	<ul style="list-style-type: none"> -Analyzing pathology slides -Knowledge of basic elective cosmetic procedures 	<ul style="list-style-type: none"> -Non-laser energy source therapies, -Mohs surgery -Photomedicine -Patch testing -Inpatient consults -General dermatologic physical exams 	<ul style="list-style-type: none"> -Shave biopsy -Punch biopsy -Incisional biopsy -Cryotherapy -Collecting material and interpreting in-office microscopic studies -Dermoscopy - Differential development - Treatment plan development - Knowledge in ordering/interpreting serologic tests - Knowledge in use of and indications/contraindications for dermatologic therapies - Knowledge in light, laser and other energy-based therapeutics - Knowledge of botulinum toxin injections - Knowledge of repairs using flaps and grafts - Communication skills with patients - Patient presentations 	<ul style="list-style-type: none"> -Non-laser energy source therapies -Mohs surgery -Photomedicine -Patch testing -Inpatient consults -General dermatologic physical exams 	<ul style="list-style-type: none"> - Analyzing pathology slides - Knowledge of basic elective cosmetic procedures - Knowledge of soft tissue augmentation

Table 1. Summary of resident and attending evaluation of COVID-19 pandemic related impacts on educational skills and goals.

Question Code	Participant						P value
	Residents			Attendings			
	A (%)	N (%)	D (%)	A (%)	N (%)	D (%)	
1	5 (50)	2 (20)	3 (30)	5 (21.7)	8 (34.8)	10 (43.5)	0.3622
2	1 (10)	1 (10)	8 (80)	1 (4.4)	7 (30.4)	15 (65.2)	0.4329
3	2 (20)	2 (20)	6 (60)	5 (21.7)	4 (17.4)	14 (60.9)	1.0000
4	7 (70)	1 (10)	2 (20)	14 (60.9)	3 (13)	6 (26.1)	1.0000
5	2 (20)	5 (50)	3 (30)	4 (17.4)	6 (26.1)	13 (56.5)	0.3641
6	3 (37.5)	1 (12.5)	4 (50)	5 (22.7)	3 (13.6)	14 (63.6)	0.8360

Table 2. Summary of resident and attending opinions regarding of COVID-19 pandemic related impacts on post graduate dermatology education. Significance testing the difference in distribution of responses between residents and attendings was evaluated using Fisher's exact test. Question codes listed below.

A=agree; N=neutral; D=disagree

Question code:

- 1: I think residents feel less prepared to pass their board exam because of the COVID-19 pandemic's impact on residency training
- 2: I think residents are more competitive for fellowship because of the COVID-19 pandemic's impact on residency training.
- 3: I think residents are less competitive for the job market because of the COVID-19 pandemic's impact on residency training
- 4: I feel that residents were unable to build camaraderie amongst residents and faculty
- 5: I think that the planned career trajectories of most residents have changed due to the COVID-19 pandemic.
- 6: Going forward, I think virtual teaching should replace in-person teaching wherever possible

The Role of Humanities Curriculum in a Dermatology Residency: Focus-Group Identified Themes

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Introduction:

Humanities education fosters critical and reflective thinking in medicine, translating into practical skills that enhance the physician-patient relationship, such as encouraging empathy during patient encounters. Dermatology training in particular can benefit from this educational model due to its emphasis on visual diagnosis and close patient interactions; however, humanities based education is not emphasized within most graduate medical education. Our pilot study created a dermatology oriented humanities curriculum for residents to promote self-awareness and a holistic approach to patients.

Methods:

Twelve residents in the Penn State Department of Dermatology participated in a six part dermatology-humanities pilot course, which included an overview of humanities in dermatology, visual thinking strategies, metaphors in medicine, mise en scène, color theory in photography and medical space and cultural competency. Sessions took place January to June of 2020, occurring once a month for one hour. Of note, the last several sessions occurred virtually during the COVID19 pandemic.

At the conclusion, focus groups led by an external interviewer gathered feedback on the course, and its impact on their education and clinical practice. Sessions were de-identified, and transcribed for analysis of themes.

Results:

Themes which emerged included the impact of metaphor use on clinical communication, awareness of patient perspective, uncertainty in observations, and appreciating the space to pause and reflect. Logistical strengths included small groups with open discussions, a convenient time slot, and meaningful assignments to reinforce sessions.

Discussion:

Our pilot study indicates that implementing a Dermanities course, with both in person and virtual components, can increase the self-awareness, perspective, and empathy of residents, benefiting the overall patient-physician interaction.

References:

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Abstract:

Title: Differences in Underrepresented Minority Applicant Backgrounds and Outcomes in the 2020-2021 Dermatology Residency Match

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Objective: Dermatology is one of the most competitive and least diverse specialties. This year's residency application process was additionally complicated by changes due to the COVID-19 pandemic. To evaluate how underrepresented in medicine (UIM) candidates approached and fared in the most recent application cycle, we surveyed dermatology residency program directors (PDs) and applicants.

Methods: Two anonymous online surveys were administered to PDs and applicants who participated in the 2020-2021 dermatology residency application cycle.

Results: 232 applicant responses were collected. Compared to white applicants, Black and Latino applicants were more likely to have a disadvantaged family background ($P < .00001$, $P = 0.003$, respectively) and to take a research gap year ($P = 0.001$, $P = 0.0003$, respectively). However, Black applicants (46.7%) were more likely to choose not to take a research year due to financial limitations compared to white applicants (19.3%, $P < .0001$). Black (91.3%) and Latino (93.8%) applicants were more likely to match into dermatology compared to white counterparts (79.6%, $P = .03$, $P = .006$). Black applicants (95.2%) were significantly more likely to match into their top 3 residencies compared to white applicants (76.7%, $P = .0004$). In considering rank lists, Black and Latino applicants were more likely than white applicants to prioritize program values and diversity of patient populations, faculty, and residents.

Limitation: Inability to capture responses from more dermatology applicants, possibly limiting generalizability of the results.

Conclusion: This study identifies barriers that UIM students face in applying to dermatology, including disadvantaged backgrounds and financial constraints; however, it also highlights positive outcomes for UIMs in the 2020-2021 dermatology residency match. These results can inform ongoing changes to the dermatology residency application process as well as recruitment efforts directed toward diverse student populations.

Characters: 1995

Submission: catherine.kelley@utsouthwestern.edu

By: August 13

Title: Improving dermatology residency program website transparency in the era of preference signaling

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Introduction: Residency program websites are an integral source of information for dermatology residency applicants, especially in light of preference signaling and virtual recruitment due to the COVID-19 pandemic. In August 2020, the APD Transparency Workgroup recommended information that should be included on program websites.

Methods: We evaluated dermatology residency program websites at two time points within the 2021 application cycle (August 2020 and December 2020) to assess the presence or absence of information related to the application process and residency experience. We examined the relationship between website total score (using a scoring rubric of 41 items) and program size, research funding, and geographic location.

Results: Mean total scores at the pre- evaluation and post- evaluation were 13.1/41 (32.0%) and 14.5/41 (35.4%). There was a significant increase in website total score towards the end of the 2021 application cycle, in December 2020 (mean increase: 1.4 points, 11.5% increase, $p < 0.001$). Top 25 NIH funded programs had significantly higher initial website scores than non-top 25 NIH funded programs ($p = 0.01$). At both time points, large programs were associated with higher total scores ($p = 0.02$) than medium and small programs, and medium sized programs were associated with higher total scores than small programs ($p = 0.02$). Geographic location was not associated with total website score at either time point.

Conclusion: There is an opportunity for all dermatology residency programs to increase the information available on their websites. Increased transparency, especially given the ongoing COVID-19 pandemic, is crucial for residency applicants to make informed decisions.

Character Limit for submissions: 1982/2000