Semiannual Meeting of the
DERMATOLOGY TEACHERS *EXCHANGE* GROUP

(mistakenly titled Dermatology Teaching and Education Group on page 150 of AAD program book)

3:00 - 5:00 pm, Saturday, February 5, 2011
Room 392, Convention Center
New Orleans, LA

With one exception, each presentation is 7 min (inclusive of computer problems) and will be enforced strictly.

3:00	Assembly and welcome remarks	Ponciano Cruz
3:05	Dermatology academic volunteer activity	Mary Shepherd U Texas Houston, Houston, TX
3:12	*EXCHANGE*	
3:17	Journal Club and Letters to the Editor teach critical appraisal skills	Carlos Garcia Oklahoma U, Oklahoma City, OK
3:24	*EXCHANGE*	
3:29	Project requirement during residency: Lessons from Southwestern	Ponciano Cruz U Texas Southwestern, Dallas, TX
3:36	*EXCHANGE*	
3:41	(10 min) Predictive factors for successful matching to dermatology residency programs	Emanual Maverakis, Chin-Shang Li, Ali Alikhan, Tzu-Chun Lin, Nayla Idriss, April Armstrong U California Davis, Sacramento, CA
3:51	*EXCHANGE*	
4:01	Preparing rising chief residents for success: Our 3-year experience at the Chief Academy	Ashish Bhatia, Jeffrey Hsu, Girish Munavalli, Dale Sarradet, Suneel Chilukuri, Robert Brodell

		Northwestern, Chicago, IL; Dartmouth, Lebanon, NJ; Johns Hopkins, Baltimore, MD; Emory, Atlanta, GA; Columbia, New York, NY; Northeastern Ohio, Rootstown, OH
4:08	*EXCHANGE*	
4:13	Pilot study evaluating use of standardized patient encounters to teach total body skin examination to medical students	Karolyn Wanat; Anokhi Jambusaria-Pahlajani, Denise LeMarra, Misha Rosenbach, Joseph Kist U Pennsylvania, Philadelphia, PA
4:20	*EXCHANGE*	
4:25	Check your skin – a medical student-driven service project	Shraddha Desai, Ashish Bhatia, Jeffrey Hsu, Robert Brodell Loyola, Maywood, IL; Northwestern Chicago, IL; Dartmouth, Lebanon, NH; Northeastern Ohio, Rootstown, OH
4:32	*EXCHANGE*	
4:37	Small group comparative image review for 2nd year medical students	William Aughenbaugh U Wisconsin, Madison, WI
4:44	*EXCHANGE*	
4:49	Virtual dermatopathology: 6-years of experience with development and maintenance of an internet-based resident teaching resource	Girish Munavalli, Ashish Bhatia Johns Hopkins, Baltimore, MD; Northwestern, Chicago, IL
4:56	*EXCHANGE*	
5:00	Adjourn	

FIRST CYCLE OF SURVEY RESULTS: DERMATOLOGY ACADEMIC VOLUNTEER ACTIVITY AND CHARACTERISTICS

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Although the overall hours of dermatology academic volunteer activities are recorded by the American Academy of Dermatology, this is a self-reported metric, and does not provide information about the details of those activities and roles and responsibilities of the volunteers. A 15 question survey was developed and submitted online to the Association of Professors of Dermatology members. Though the survey response rate was modest at 10%, the information gathered is the first of its' kind to attempt to provide information on the origins of volunteers, their department activities, academic rank, and training requirements. The trend was that most were from private practice, had mid level academic rank, and were required to meet the same training requirements as regular faculty. For those dermatologists who desire to return to academia while pursuing other career activities, this type of information may be of use in their decision to re-affiliate with academia as volunteer faculty.

JOURNAL CLUB AND LETTERS TO THE EDITOR TO TEACH CRITICAL APPRAISAL SKILLS

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Introduction

Competency- based residency training requires that residents become proficient at locating, appraising, and assimilating evidence from the scientific literature related to their patients' problems. Also, they must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with colleagues. In order to achieve these competencies, residents must become successful critical thinkers. Critical thinking is the questioning or inquiry we engage in when we seek to understand, evaluate, or resolve issues. Journal clubs are an accepted venue to teaching critical appraisal skills. Letters to the editors are a forum for critical appraisal of published articles and constitute another option for teaching critical appraisal skills. Herein, we describe our approach to teaching critical appraisal skills using a combination of journal clubs and letters to the editors of peer- reviewed dermatology journals.

Methods

At our institution, all residents must complete a scholarly project in each of their 3 years of residency training. Since 2008, we have considered letters to the editor to be a valid scholarly project for first year residents. In order to help residents become proficient in this task, we require their participation in journal clubs and a Residents-as-Teachers curriculum.

We have 3 monthly journal clubs to appraise and discuss selected articles from dermatology journals. Sessions are led and moderated by one faculty member. Residents select 1-2 articles for review according to their interest. They complete a structured review instrument after appraising their articles and present their findings and conclusions to the group for discussion. Also, residents participate in a Residents-as-Teachers curriculum with lectures and group discussions held every 2 months. In one of the sessions, residents learn how to write a letter to the editor. A short presentation about effective writing is followed by a discussion about the characteristics of an effective letter to a journal.

Some residents choose to write a letter to the editor as a scholarly project during their first year of training. Letters must be based on a paper reviewed during journal club. Types of letters include 1) comment on a previously published paper, 2) brief communication of some clinical investigative data, or 3) description of interesting case report. The residents discuss their selected paper with the faculty member to define the best angle for their letter. Later, they perform the search, summarize the literature, and write the letter to the editor. The faculty member provides feedback and editorial advice.

Residents that wrote a letter to the editor were given a questionnaire to rate their satisfaction with learning critical appraisal skills using the combination of journal clubs and letters to the editor. The faculty member also completed a questionnaire to rate his satisfaction with the exercise.

Results

There have been 7 first year residents in our program since 2008. Since then, these residents have reviewed approximately 250 articles from peer- reviewed journals during 12-journal club sessions/

year. Three of the seven first- year residents have written letters to the editor (42%). Two letters have been published (66%). Residents that chose to write letters to the editor based on articles read during journal club were very satisfied with their learning of critical appraisal skills using this approach. The faculty member found the critical appraisal and letter-writing session extremely rewarding to teach.

Conclusion

Reviews of medical education emphasize the importance of developing communication, writing, and critical appraisal skills. Critical appraisal of published papers during journal clubs and letter writing are potential methods for teaching critical appraisal skills in dermatology. At OU, we have successfully implemented an exercise combining these activities. Feedback from residents has been positive with the critical appraisal and letter-writing exercise generally described as well taught, useful, relevant and enjoyable. The letter-writing exercise teaches residents to write clearly, concisely and appropriately for the target audience, and introduces them to the real world of writing for publication.

Limitations

The impact of the intervention on more long-term learning outcomes is not known. Our results do not demonstrate any improvement in critical appraisal or writing skills. Further research is needed to evaluate the educational effectiveness of this combinational approach.

References

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3. Y. Deenadayalan BPT, IMMP, BEHM (MBA), K. Grimmer-Somers PhD, MMedSci, BPhty, M. Prior BPhty, and S. Kumar PhD, MPT, BPT. How to run an effective journal club: a systematic review. Journal of Evaluation in Clinical Practice 2008;14:898-911

PROJECT REQUIREMENT DURING RESIDENCY: LESSONS FROM SOUTHWESTERN

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Producing leaders is a goal of our residency program, and completion of scholarly projects during residency is a mechanism we have employed to achieve that goal. The process begins with 1st year residents being given guidelines in September and a check list to be completed by March that includes: (1) question to be answered; (2) approval by chosen mentor; (3) budget; and (4) request for dedicated project time. Projects are conducted during the 2nd and 3rd years of training, and residents present at Grand Rounds their plans early in the 2nd year, followed by presentation of results in the 3rd year.

A review of the 27 projects over the last 5 years show 44% (12/27) to have garnered funding in the range of $500 to 10,000 from: industry (Galderma, Mary Kay), medical organizations (ASDS, Skin of Color, WDS), or federal institutions (DOD). A third (9/27) were presented orally or as posters at regional/national meetings, 5 of which won awards. Over a fourth (7/27) were accepted as journal publications.

Anecdotal analysis by this program director indicates a steady improvement in completion frequency, overall quality, and respective rates of meeting presentation and journal publication over the requirement's 10 years of existence. Key variables impacting successful project completion are proper vetting of proposed endeavor at its outset and quality of faculty mentorship during implementation.

A task force appointed to evaluate this project mechanism is likely to recommend that: (1) vetting occur earlier -- during the latter half of the 1st year of residency and be based on a 10-15 min presentation of plans instead of the current 1-hour presentation at Grand Rounds in the 2nd year; and (2) a manuscript be completed/submitted prior to graduation from residency.

PREDICTIVE FACTORS FOR SUCCESSFUL MATCHING TO DERMATOLOGY RESIDENCY PROGRAMS

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PURPOSE: Dermatology residency selection process has become increasingly competitive over the last decade. However, little is known about what academic, demographic, and presentation factors are important for successfully matching to a dermatology residency program. In this study, we aim to identify factors that are predictive of applicant success for matching to dermatology residency programs.

METHOD: We conducted a retrospective review of 317 dermatology residency applications to the University of California Davis Dermatology Residency Program during the 2007 application season. The main outcome measure was successful matching of an applicant into a U.S. dermatology residency.

RESULTS: Factors positively associated with matching in univariate analysis included age ($p=0.023$), membership to the Alpha Omega Alpha honors society ($p=0.007$), U.S. News and World Report medical school research rank ($p=0.013$), USMLE scores ($p<0.001$), and the number of listed unpublished manuscripts ($p<0.001$). Factors not associated with matching in dermatology included the number of published manuscripts ($p=0.460$) and the combined impact factor of all published manuscripts ($p=0.490$). Multivariate analysis revealed that the USMLE Step 1 score ($p=0.001$), U.S. News and World Report medical school research rank ($p=0.040$), and total number of unpublished manuscripts ($p=0.046$) were significantly associated with an applicant matching in dermatology. Male gender trended towards but did not reach significance ($p=0.054$).

CONCLUSIONS: USMLE scores are highly predictive of an applicant's match success. Applicants that list multiple unpublished manuscripts appear to have a significant competitive advantage in matching into a dermatology residency, even if these manuscripts remain unpublished. The quality of an applicant's publications based upon their scientific impact has no significant correlation with applicants' success in obtaining a residency position.

PREPARING RISING CHIEF RESIDENTS FOR SUCCESS: OUR 3 YEAR EXPERIENCE AT THE CHIEF ACADEMY

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Appointment to the role of Chief Resident (CR) is both an honor and a challenge. To better prepare rising CR's, a program was set up 3 years ago by dermatologists from academics and private practice. The core curriculum was designed by members of DTEG including program directors & department chairs.

The format of the program consists of very concise lectures, followed by ample time for panel discussion between the attendees and the faculty. It is limited to a small number of CR's and is held in a theatre style conference room to maximize discussion and sharing of ideas. Perceived challenges can be voiced, and often, many solutions are provided. Individual lectures are modified annually based upon feedback from the attendees and faculty. Topics include leadership training, mentoring, scheduling, grand rounds speakers, career planning and many others relevant to a successful chief year. Opportunities for sharing speaker lists, journal club formats, contact lists of CR's, and other enduring materials are available on the website for use throughout the year. The discussion groups on the website are also valuable sources of information.

Feedback from program directors as well as former graduates of the Chief Academy has been positive. Several graduates have returned as instructors to the Chief Academy. Graduates have also commented that knowledge acquired at the course is valuable throughout their career.

We will present our experiences and data from 3 years of this program. For more details about the program, please see: ***www.chiefacademyonline.org***

PILOT STUDY EVALUATING THE USE OF STANDARDIZED PATIENT ENCOUNTERS TO TEACH THE TOTAL BODY SKIN EXAMINATION TO MEDICAL STUDENTS

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Skin cancer is the most common type of malignancy in the United States, and all physicians should feel comfortable performing total body skin examinations. However, there is limited training time dedicated to clinical dermatology in undergraduate medical education. Standardized patient encounters (SPEs) are a widely used resource to teach and evaluate clinical skills in medical schools in the United States and have largely been under-utilized in dermatology. We evaluated the use of SPEs to teach the total body skin examination as part of the standard second year dermatology course. Data was collected on students' performances, and questionnaires were distributed to students immediately after the encounter and at the end of the course. On a scale of 1-5, with 5 being strongly agree, students responded that the SPEs were effective (4.30 +/- 0.12), enjoyable (4.16 +/- 0.12), and important to their overall education (4.18 +/- 0.14). When compared to other modalities, SPEs were rated as the most effective tool to teach the total body skin examination ($p<0.01$); lecture and small group instruction were still rated as having the greatest impact on their overall education ($p<0.01$). The data supports the use of SPEs for teaching the total body skin exam as opposed to video instruction, didactic lecture, or review of clinical images. Use of SPEs should be considered in addition to the standard dermatology curricula to teach this fundamental skill.

CHECK YOUR SKIN – A MEDICAL STUDENT-DRIVEN COMMUNITY SERVICE PROJECT

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Check Your Skin (CYS), founded at the Virginia Commonwealth University School of Medicine in 2001, is a medical student-driven community service project in which medical students promote early detection of skin cancer in their communities. The goals of the project include increasing awareness of skin cancer risks and benefits of early discovery, as well as encouraging sun protection. Students accomplish these goals with educational posters and presentations and a variety of handouts. Each chapter is supervised by a university-based dermatology faculty member and a dermatology resident advisor.

The project consists of two phases: Phase I is the establishment of a medical student-based group at each university. The group holds regular CYS chapter meetings.

Phase II involves evaluating the project. Currently the CYS project has 14 chapters and has reached well over 60,000 adults and children. The CYS project sponsor and has helped launch the CYS grant program to aid departments with initial funding. Evaluation of the program is performed via pre-and post-workshop tests.

The public can also visit www.CheckYourSkin.net for information regarding sun protection methods and how to perform a self-skin exam. An educational game for kids, “Sun Safe Sam” has logged over 385,000 hits.

Besides increasing public awareness of skin cancer, the CYS project also benefits medical students by improving presentation skills, increasing disease familiarity, and promoting community action and teamwork. The basic materials to initiate a CYS chapter are also available at the CYS website.

SMALL GROUP COMPARATIVE IMAGE REVIEW FOR SECOND YEAR MEDICAL STUDENTS

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Introduction: Clinical descriptions and disease classification into morphologic groups are essential skills for physicians who evaluate and treat patients who present with dermatologic concerns. Medical students typically learn to apply the appropriate terminology during a clinical dermatology rotation in the third or fourth year of medical school. The newly designed Integrated Dermatology course at the University of Wisconsin uses small group sessions to engage second year medical students in applying dermatology terminology and disease classification to clinical unknowns. Evidence suggests that active learning enhances education and retention of knowledge.

Methods: The entire class of second year medical students was divided into 5 groups. Each group was assigned a faculty and dermatology resident facilitator. In each small group room, students were subdivided into 5 teams. After an introductory lecture, the teams were presented with a series of images that required them to determine whether they represent the same or different disease. Group discussion was then generated to identify the main features that differentiate various dermatologic conditions.

Results: Students demonstrated the ability to accurately describe dermatologic images, classify diseases into morphologic groups and develop a basic differential diagnosis through interactive comparative image review. Course evaluations reveal that students found comparative image review to be an effective and enjoyable mode of instruction that improved their ability to recognize common dermatologic diseases.

VIRTUAL DERMATOPATHOLOGY: SIX YEARS OF EXPERIENCE WITH DEVELOPMENT AND MAINTENANCE OF AN INTERNET-BASED RESIDENT TEACHING RESOURCE

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Introduction:
Virtual Dermatopathology refers to the process of virtualizing, or whole glass slide aquisition by digital scanning and streaming dermatopathology teaching slides in real-time. Streaming is typically done using standard web browsers with a high-speed internet connection. This technology is the inspiration behind the creation of virtualdermpath.com , a free teaching resource for residents , both in US-Based and foreign accredited teaching programs.
Methods and Materials:
Since its inception, Virtualdermpath.com has increased its virtual slide database to over 550 slides including more than 200 different diagnoses. Using accurate methods for tracking users and usage patterns, it has been calculated that there has been over 2500 unique user logins since the site started in 2005.
Resident users from 200 different Dermatology residency programs and trainees from 61 different countries have registered on the site for study and self-testing. The site has added several interactive features over the last 3 years which have proven to be very popular, especially during the time preceding the annual mock-board and ABD board preparation. These features include a user-driven discussion board and ranking system for each slide as well as a quizzing feature that randomly creates 10 slide quizzes for self-testing purposes.
Conclusion:
Virtual Dermatopathology, which was first presented conceptually at the DTEG meeting in 2001, has grown to be viable and well-used Dermatology teaching resource. Feedback concerning direction of future development and avenues for improvement will be solicited from the DTEG group.