

Curricular Innovation

'Implementation of Dermatology and Virology Team-Based Learning Event Emphasizing Skin of Color Diagnosis'

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Problem: Multiple curricular threads exist within the Wake Ready curriculum, including dermatology and the new justice thread. Course and thread directors are constantly looking for new and innovative ways to incorporate thread content that is both meaningful and engaging for students.

Program Objectives: The purpose of this event was to: (1) improve student recognition of cutaneous manifestations of viral illnesses, (2) identify differences in cutaneous skin disease depending on skin color, (3) apply knowledge of basic science virology to clinical vignettes, (4) engage in productive discussion with peers on interpreting clinical virology disease presentations. This event also utilized TBL format to facilitate small group peer discussion and to apply basic virology concepts to clinical scenarios.

Description of Program: This single Team-based learning (TBL) 2.5 hour event was co-hosted by the Dermatology thread director and Virology course director. Students were organized into virtual small groups to work through four different themed question sets (oral lesions, rashes in immunocompromised, rashes in healthy adults, pediatric rashes) and arrive at group answers for each board-style question. Small groups then convened into a large group to provide and debate their answer choices. The course directors provided diagnostic and therapeutic pearls with a focus on skin of color patients.

Evaluation/Assessment: Following the TBL event, students were asked to fill out a survey regarding their satisfaction with the event and feedback on how to improve the learning event. More than 90% of students rated the overall experience as good or excellent, felt it prepared them for wards, for Step 1, and improved their understanding of dermatology in skin of color patients. 96% of students would like to keep the TBL event for future virology courses. A common theme from student feedback included having more time to complete the activity, as students felt rushed.

Conclusions and Lessons Learned: TBL can serve as an effective teaching method for incorporating and blending core course material with curricular thread content. Importantly, all-class small group discussion is effectively facilitated by a small number of faculty experts. Instructors should allot for enough time to deliver the content and allow for student comprehension and small group discussion.