

Practice-Based Learning - See Core Competencies
Interpersonal and Communication Skills – See Core Competencies
Professionalism – See Core Competencies
System-Based Practice – See Core Competencies

Check all principle teaching methods used during this rotation:

- | | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Attending teaching rounds | <input type="checkbox"/> | Interdisciplinary rounds |
| <input checked="" type="checkbox"/> | Patient management discussions | <input checked="" type="checkbox"/> | Small group discussions |
| <input checked="" type="checkbox"/> | Conferences specific to rotation | <input checked="" type="checkbox"/> | Bedside clinical rounds |
| <input checked="" type="checkbox"/> | Individual instruction of procedures | <input checked="" type="checkbox"/> | Review of diagnostic studies, including radiology |
| <input type="checkbox"/> | Other: _____ | | |

Describe the most important educational content, including the mix of diseases, patient characteristics, types of clinical encounters, procedures and services:

The residents will be exposed to a broad variety of dermatologic conditions that would be commonly encountered by the general internist. Over 90% of the encounters will be in the ambulatory setting and some will involve inpatient consultations.

Check the principal ancillary education materials used:

- | | | | |
|-------------------------------------|-----------------------------|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | Reading lists | <input checked="" type="checkbox"/> | Pathologic material |
| <input type="checkbox"/> | Radiologic studies | <input type="checkbox"/> | Other noninvasive studies |
| <input checked="" type="checkbox"/> | Handouts on relevant topics | <input checked="" type="checkbox"/> | Articles from the literature |
| <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> | Case studies |

Methods used to evaluate the resident and the rotation:

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Evaluation of residency performance and professionalism |
| <input checked="" type="checkbox"/> | Evaluation of attending teaching skills and other attributes |
| <input checked="" type="checkbox"/> | Rotation assessment by resident |
| <input checked="" type="checkbox"/> | Observation of resident's clinical competency |
| <input type="checkbox"/> | Observation of resident's leadership and teaching skills |
| <input checked="" type="checkbox"/> | Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart |
| <input checked="" type="checkbox"/> | Resident's attendance of rounds and conferences monitored |
| <input type="checkbox"/> | Other: _____ |

Identify strengths and limitations specific to the resources of the sponsoring institution:

The strengths of this rotation are that the elective provides residents with an intense review of dermatology involving a large patient population and also provides the residents with basic skills that may be useful in general internal medicine. There are no specific limitations.

Conferences or Attending/Patient Care Rounds: (Journal club, division rounds, etc.)

<u>Name</u>	<u>Location</u>	<u>Day</u>	<u>Time</u>
Dermatology Grand Rounds	UMPB	Tuesday	12noon-2pm
Dermatology Journal Club	UMPB	Wednesday	12:30 pm
Dermatopathology Conference	UMMC	Friday	8:00 am
Dermatopathology Text Review	UMMC	Wed/Thurs	8:00am or 12noon
Dermatology Text Review	UHC	Tues/Thurs	8:00 am/12noon

Clinics:

Dermatology	UMPB	Daily	am
Dermatology	VA	Daily	pm

Other information: Dermatology inpatient consult service (rotators participate approximately one afternoon/week.

The resident and faculty members of the Postgraduate Education Committee reviewed and edited the content of this curriculum at its meeting on 7/18/07.