



GLOBAL SKIN HEALTH

DERMATOLOGY CASE-BASED LEARNING IN UNDERGRADUATE MEDICAL EDUCATION

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Introduction: The instruction of dermatology is challenging in medical school given its large scope, heavy clinical nature, and limited space in undergraduate medical curricula. Case-based learning (CBL) is a facilitator-guided, student-centered, team based inquiry approach to learning that is being integrated into a number of medical school curricula.¹ Furthermore, CBLs, followed immediately by highly-directed questions, maximize student learning by optimizing knowledge solidification, problem solving, and critical thinking skills.²

Objective: To evaluate an initial assessment of a mini-CBL case pilot session, a novel tool in dermatology medical education.

Materials and Methods: Mini-CBL cases were implemented in the pre-clerkship dermatology curriculum at the University of Toronto, providing second year medical students the opportunity to work-up cases in a virtual dermatology clinic. After navigating through four cases, students were presented with a series of questions on the morphology, diagnosis and management, which were later reviewed with a dermatologist or resident tutor. Evaluations were based on an anonymous 10-question survey of students and tutors, and an assessment of all case responses.

Results: In total, 241 students and 23 tutors participated. All student and tutor surveys indicated responses averaging above 3.5 on a 5-point scale (where 5 indicated "strongly agree" with a positively phrased question). Student feedback was consistently positive and common themes included praise for realistic case design, clinical relevance, direct learning and interesting content. Additionally, students demonstrated excellent command of the learning objectives as illustrated by CBL assignment scores ranging from 89% to 96% across all mini-CBL cases.

Conclusion: Directed mini case-based learning was positively received by the University of Toronto second year medical students in a pilot session, supporting their role as a novel learning modality in dermatology undergraduate medical education.

