



HISTORY OF DERMATOLOGY

DERMATOLOGY TRAINING ACROSS THE GLOBE

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Introduction: A global comparison of dermatology training requirements and an understanding of the ideal dermatology curriculum remains missing from the literature.

Objective: This study compared and contrasted accreditation requirements for dermatology training programs across the world. It also identified the different missions of dermatology training programs around the world.

Materials and Methods: Dermatology training accreditation criteria were researched using Google search engine. There were no language restrictions. Additionally, the authors used the Parental Drug Association's website to search for training guidelines through provided websites of National Health Authorities from countries in each continent. For the second objective, dermatologists representing dermatology training programs from 13 different countries and five different continents were contacted via email on a referral basis and also through contact information provided by the International League of Dermatological Societies website.

Results: Nine different countries' accreditation criteria for dermatology trainees were found and analysed. Notable differences included emphasis on cost effectiveness in Hong Kong, community needs in India, and the biopsychosocial vision in Mexico. All countries outside of the US placed an emphasis on venereology and sexually transmitted infection knowledge. The United Kingdom notably emphasized medical leadership, something not found in any other country's criteria. M.D. programs in the US had the most detailed requirements aimed at the well being of dermatology residents. With respect to the different missions of dermatology training across the world, the vast majority of survey responses centered on the importance of patient care, followed by resident education and clinical research. Two respondents added that their dermatology programs focused on dermatology-venereology (i.e. in Europe). Additionally, a well-rounded education with focus on general dermatology, dermatopathology, and procedural dermatology was considered important.

Conclusions: This study sheds light on current dermatology accreditation guidelines





accessible on the Web and unified opinions on what constitutes an adequate dermatology training program.

