

QUALITY OF LIFE, QUALITY OF CARE, AND PATIENT SAFETY

MULTI-ETHNIC TRAINING IN DERMATOLOGY RESIDENCY

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Introduction: As the racial and ethnic composition of the United States evolves, future dermatologists must be familiar with dermatological conditions in patients of various ethnic backgrounds.

Objective: To evaluate if dermatology residents' feel their residency curriculum gives them enough education regarding patients with skin of color.

Materials and Methods: A brief 10-question survey was emailed to 109 dermatology residency programs

Results: 43 residents completed the survey, with 18% from the Northeast (NE), 16% Southeast (SE), 30% Midwest (MW), 18% Southwest (SW), and 18% Northwest (NW). 72% of responders agreed that their practice treated diverse patient populations. 34.9% of all responders agreed that a dedicated multi-ethnic skin clinic is important for residents. 62.5% of NW responders agreed and 62.5% of NE responders disagreed with this statement ($p < 0.005$). 23.2% of responders agreed that a rotation dedicated to skin of color is important for competence, 90.7% that dedicated lectures are important, & 44.1% that having a departmental expert is important for residents to gain competence in treating conditions affecting skin of color, including 71.4% of SE responders and 41.6% of MW responders ($p < 0.005$). 83.7% agreed that reading textbook chapters is important for developing competence. 70.7% reported 1-5 hours of lecture per month covering conditions affecting patients with skin of color are needed to gain competence. 60.5% reported 1-5 months of clinical training per year are needed to gain competence in treating such conditions.

Conclusions: Residents believe dedicated lectures and textbook chapters are more



important than dedicated clinics or rotations to gain competence in treating patients with skin of color. In areas with less diversity, dedicated multi-ethnic skin clinics may be more important for assuring an adequate residency experience.

