



# FROM SLIDES TO SKIN

## IMPROVING STUDENT CONFIDENCE THROUGH MIXED MODALITY DERMATOLOGY TEACHING

### AUTHORS

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### AFFILIATIONS

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## BACKGROUND

- Limited dermatology exposure at our district general hospital due to centralisation of services
- Less opportunities for 4<sup>th</sup> year students to practice dermatology history and examinations
- This gap highlights the need for alternative teaching approaches to supplement clinical learning.

## SUMMARY OF WORK

A structured, multimodal teaching session was developed, comprising the following components:

- **Small-group, case-based discussions**
- **An interactive flashcard-style card game (*Cards Against Dermatology*)**
- **Bedside teaching with general patients with dermatological conditions**



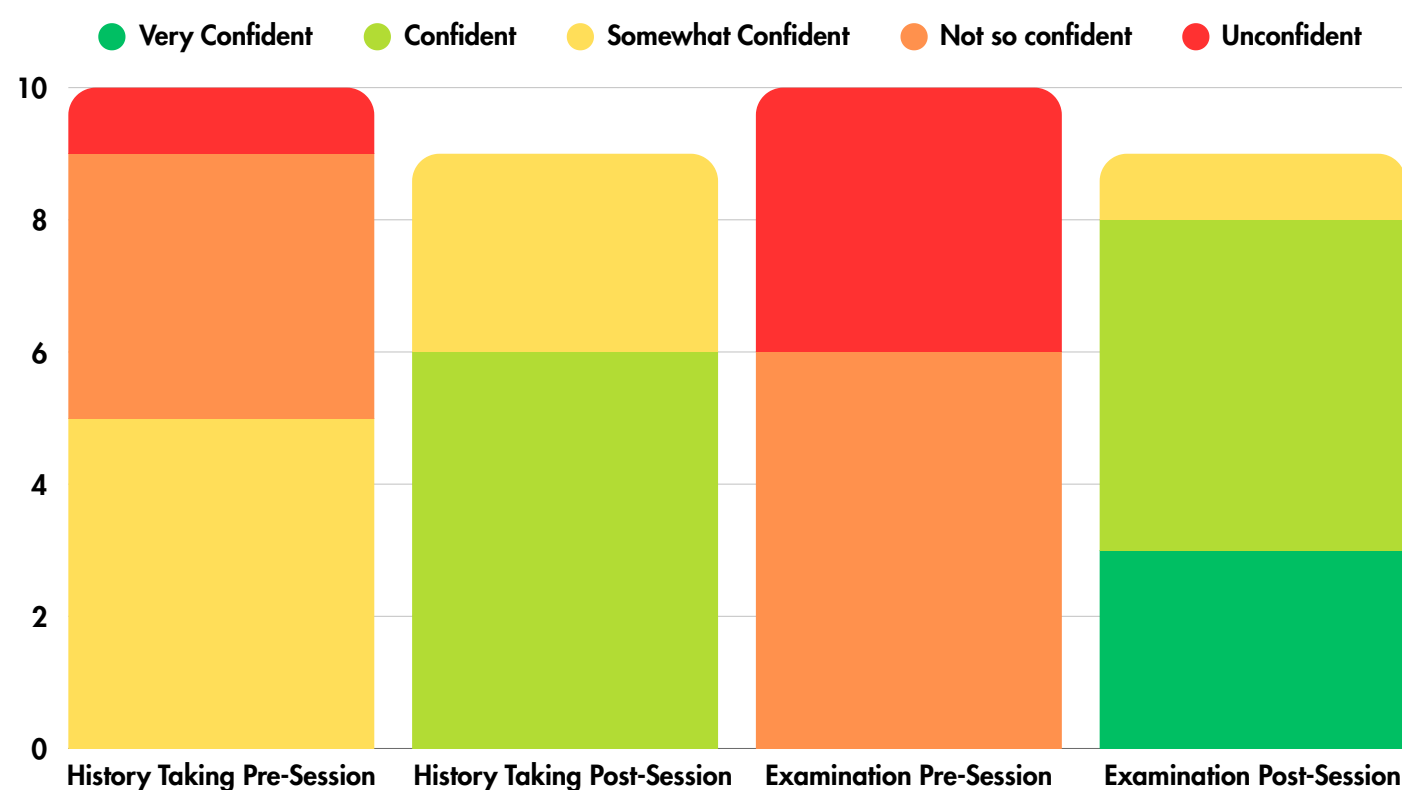
### SCAN FOR RESOURCES



Students then completed pre- and post-session surveys assessing confidence in dermatological history and examination.

## SUMMARY OF RESULTS

Confidence levels before and after dermatology teaching session.



Following the teaching session, there was a marked improvement in students' perceived confidence for both history taking and clinical examination.

### STUDENT FEEDBACK

- Case overviews seen as beneficial
- Card game enhanced engagement and retention
- Patient contact valued for consolidating knowledge

## CONCLUSION

- Mixed modality teaching significantly improved student confidence in core dermatological skills.
- This model is beneficial when there is limited clinical exposure
- Future work could explore scaling this approach to other specialties with limited clinical exposure.