

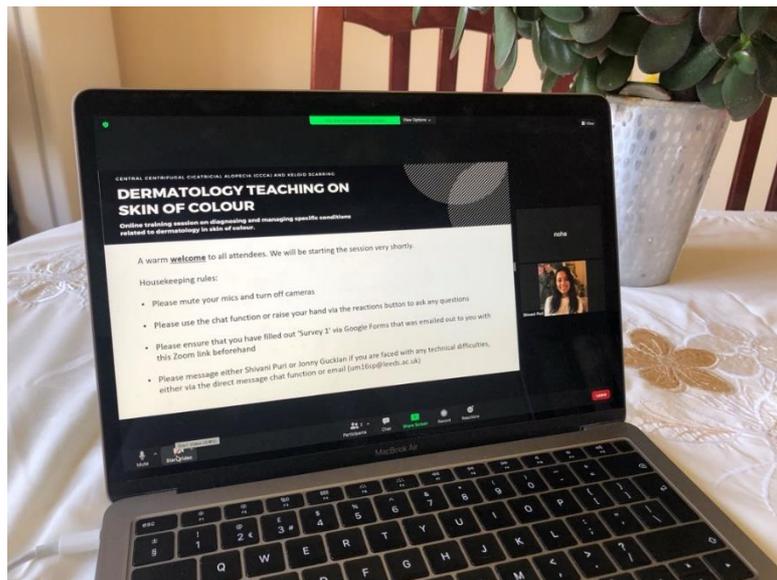


## Elective Prize / Project Grant – Summer 2021 *Shivani Puri*

### Acknowledgments

*Before beginning this report of my elective experience, I would like to thank the British Association of Dermatologists, in recognising my efforts and awarding me with their Elective Prize.*

*A special thanks to my elective and research supervisors, Dr Jonathon Guckian and Dr Noha Elshimy, for providing me with continuous guidance and support during my elective period.*



*Part of my elective project, working from home to help to deliver an online teaching session to dermatology trainees in Leeds and Sheffield.*

## **Introduction**

In July 2021, I spent four weeks of my elective collaborating with two dermatologists from the Leeds Teaching Hospitals Trust, to begin a research project. I first caught an interest in dermatology after a week-long placement in my third year, and have recently developed interests in both diversity in medicine and medical education, leading me to project combining all three. I wanted to use my elective period to gain some first-hand experience of conducting research, and I knew my supervisors would be very supportive in helping me to do this.

## **Project Overview**

### *Project Title*

Investigating the sustainability and impact of educational interventions on skin of colour dermatology for dermatology trainees and fellows.

### *Background and Justification for project*

Needless to say, the COVID-19 pandemic has forced us all to change the way we work and how we deliver teaching, including that of medical training and education. Most of us are now all too familiar with using technology enhanced learning methods – whether for better or for worse.

As well as this, recent political and mainstream events during the pandemic, particularly the Black Lives Matter (BLM) movement, has pushed the medical field to have a marked increase in awareness of diversity in healthcare and inequalities in health outcomes between ethnic groups. Traditionally, dermatology teaching has taught the diagnosis and management of conditions with lighter skin tones being the default presentation. All specialties, including dermatology, must continuously evaluate their practice and training programmes to ensure that we work towards narrowing the gap in clinical outcomes between communities with darker skin tones and lighter skin tones.

We hope that this project can help the BAD by determining whether new educational methodologies that have become increasingly popular, i.e. online learning, could be sustainable in providing stronger training of ethnic dermatology, this in turn helping to improve dermatology outcomes in skin of colour patients.

### *Aims*

The primary aims of this research project were to understand the existing competence and confidence of a cohort of dermatology trainees towards managing dermatology conditions affecting skin of colour, specifically central centrifugal cicatricial alopecia (CCCA) and keloid scarring; and to explore the short and long-term impact of educational interventions upon the above trainees' confidence and competence of managing dermatology conditions affecting skin of colour.

### *Methodology*

This project used survey methodology to collect data. Two teaching sessions, one focusing on CCCA and one focusing on keloid scarring, were provided to a group of trainees via the video-calling platform, Zoom, supported by flip classroom resources (e.g., pre-reading materials) that were circulated to our participants beforehand. As

well as this, a pre-session knowledge test (Survey 1) which comprised of 10 multiple-choice questions (MCQs) about CCCA and keloid scarring, was distributed.

After delivering this teaching, a post-session knowledge test (Survey 2), again containing 10 MCQs, was distributed to our participants. This would evaluate whether our teaching was adequately retained short-term.

Finally, a second post-session knowledge test (Survey 3), was circulated six weeks after the teaching session date, containing 10 MCQs, to assess long-term knowledge retention of our participants.

## **Research experience**

Prior to my elective dates, I became involved in discussions in May 2021 with my research supervisors, to discuss the methodology of the above research question. I began with aiding in recruitment of participants (dermatology trainees and fellows, from both Leeds and Sheffield), by creating a recruitment poster to distribute out via email. I then helped to develop some slides for the online teaching sessions delivered via Zoom and became the co-host for this alongside Dr Elshimy, helping to make the session interactive, for example, through use of poll questions.

I lead the data collection phase as the chosen researcher to distribute out information and surveys to our participants via email, since I had no prior working relationship to the participants unlike my supervisors. I learnt a great deal about the process of data collection, include the design of surveys and some of the problems that survey methodology can lead to, such as un-engagement and drop-out of participants. Some of the Elective Grant awarded to me was thus used to purchase gift vouchers that were used as an incentive for participants to complete all three of our surveys, which has been a great help.

I also gained some valuable experience in also helping to fill out research governance forms, something I had never done before. It was interesting to read and understand the requirements of Health Education England, in order to conduct research involving their trainees.

The majority of my elective period was spent during the data collection phase to its completion, due to the nature of the project's design. This project has been a fantastic learning opportunity for me to get a taste of practical research skills, and gain a deeper insight into all of the steps needed within a research project. I have enjoyed being under the supervision of my team, who have a lot of valuable experience and have provided me with a great deal of mentoring throughout. I will be continuing my involvement with the team until the project's completion, starting with data analysis which will begin promptly. I look forward to writing up our findings in a report that can be submitted for consideration of publication within a dermatology educational journal, as well as seeking opportunities to presents our findings to the BAD or other audiences at national conferences.