

2.5.3

Dermatology department Reforms



DR. VASANTRAO PAWAR MEDICAL COLLEGE, HOSPITAL AND RESEARCH CENTRE,

VASANTDADA NAGAR, ADGAON, NASHIK 422003

Department of Dermatology

Blue Printing of PG question papers

Skeleton of the assessment tool

Question pattern/type	No. of items	Marks	Marks including options
LAQs	2 (25 marks each)	50	50
SAQs	5 out of 6 (10 marks each)	50	60
Total	8	100	110





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Department of Dermatology

MD DERMATOLOGY	TOPICS INCLUDED
PAPER 1	Basic science in relation to dermatology, leprosy and HIV/ AIDS
PAPER 2	Skin diseases, Dermatotherapeutics, Cosmetology, Dermatosurgery and laser
PAPER 3	HIV/ AIDS, VENEREOLOGY AND LEPROSY
PAPER 4	RECENT ADVANCES





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DIPLOMA DERMATOLOGY	TOPICS INCLUDED
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Self-assessment for postgraduate students:

Self-assessment is practiced in clinical batch postings. One student is asked to demonstrate the correct technique of the following tests:

1. KOH mounting of fungal scraping
2. Slit skin smear examination

The peer students will comment on the discrepancies in the technique of the performing student. Finally the teacher summarizes the correct method of the technique. Thus self-assessment enhances self-directed student learning.


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Station 1: KOH mounting of fungal scraping

Checklist:

Steps	Yes/No
Greet the patient	
Is the procedure explained to the patient?	
Is proper position given to the patient?	
Is privacy of patient maintained?	
Use of proper sterile gloves, glass slide, blade	
Is there natural source of light?	
Is the fan switched off or window shut?	
Are the collected scrapings fine enough?	
Is there any air bubble on placing the cover slip?	
Is the time given for lysis of fungal elements enough?	
Identifying fungal elements under a microscope	


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Station 2: slit skin smear examination.

Checklist:

Steps	Yes/No
Greet the patient	
Is the procedure explained to the patient?	
Is proper position given to the patient?	
Is privacy of patient maintained?	
Use of proper sterile gloves, glass slides, face mask, blade	
Use of proper light focus	
Is there enough ventilation in the room?	
Are the sites chosen for taking smear correct?	
Is the technique for taking the smear correct?	
Is the technique for staining the slide correct?	
Observing the acid fast bacilli under a microscope.	



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Station 3: Demonstration of Copper T Insertion.

Checklist:

Steps	Yes/No
Greet the patient, Take proper consent	
Is the procedure explained to the patient?	
Is proper position given to the patient?	
Is privacy of patient maintained?	
Use of proper sterile gloves.	
Use of proper light focus	
Introduction of speculum	
Carry out CuT insertion under all aseptic precautions	
Give side effects of CuT	

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Station 4: Demonstration of PAP Smear.

Checklist:

Steps	Yes/No
Greet the patient	
Is the procedure explained to the patient?	
Is proper position given to the patient?	
Is privacy of patient maintained?	
Use of proper sterile gloves.	
Use of proper light focus	
Introduction of speculum	
PAP Smear taken from transformation zone with Ayer's spatula	
PAP Smear fixing	
Making a smear on slide	
Fixing smear	
Labelling the slide	

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Station 5: Demonstration Of Colposcopy.

Checklist:

Steps	Yes/No
Greet the patient	
Is the procedure explained to the patient?	
Is proper position given to the patient?	
Is privacy of patient maintained?	
Use of proper sterile gloves.	
Introduction of cuscus speculum	
Is colposcope positioned properly	
Is application of acetic acid to cervix done correctly?	
Is Application of lugol's iodine done correctly?	
Is Examination reported correctly?	

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Case based Discussion (CbD)

Assessor's Registration Number

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Assessor's Name

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Trainee's Number

--	--	--	--	--	--	--	--

Date of Assessment (DD/MM/YY)

		/			/		
--	--	---	--	--	---	--	--

Year of specialty training: 1 (ST3) 2 (ST4) 3 (ST5) 4 (ST6) 5 (ST7)

Case complexity: Low Moderate High

Basis for discussion: Outpatient record / letter Discharge Summary Inpatient record Other

Brief description of case including curricula areas covered:

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	<i>Well below expectation for stage of training</i>	<i>Below expectation for stage of training</i>	<i>Borderline for stage of training</i>	<i>Meets expectation for stage of training</i>	<i>Above expectation for stage of training</i>	<i>Well above expectation for stage of training</i>	<i>Unable to comment*</i>
1. Medical Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clinical Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Investigations and referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Management plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follow-up and future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall clinical judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Unable to comment – Please mark this if you have not observed the behaviour and feel unable to comment.

Which aspects of the encounter were done well? (mandatory field)

--

Any suggested areas for development (mandatory field)

--

Agreed action (mandatory field)

--

Trainee's Signature

--

Assessor's Signature

--



AV

Mini-CEX Assessment Form

Dermatology

Date		Patient age	
Gender	M/F	Complexity	Low/Med/High
Patient problem			
Candidate			
Setting	ED/Ward/Outpatient clinic/Other		
Assessor			
Competency	Counselling/Patient education		

1. Medical interviewing skills (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

2. Physical examination skills (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

3. Professionalism/humanistic skills (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

4. Counselling skills (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

5. Clinical judgement (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

6. Organisation/efficiency (not observed)

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

7. Overall clinical competence

1 2 3 4 5 6 7 8 9
 unsatisfactory satisfactory above expected

Mini-CEX time: Observing:.....minutes Providing feedback:minutes

Please provide comments on the doctor's performance. (Describe what was effective, what could be improved and your overall impression. If required, suggest actions for improvement and timeline).

To what degree was this case an adequate test of the doctor's abilities?

1 2 3 4 5 6 7 8 9
 inadequate test adequate test superior test

How did the candidate perform?

-Did not meet expectations -Borderline -Met expectations -Above expectations



Assessor's signature _____

Doctor's signature _____

Handwritten signature

JOURNAL CLUB PRESENTATION ASSESSMENT

Date of Assessment

Name

ST level of trainee: Diag: F F F Complexity: low mod high

	Below standard for end of ST level			Meets standard for ST level completion	Above expected ST level standard		
	1	2	3		4	5	6
1. Introducing the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Setting material in context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analysis and critique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Presentation and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Quality of educational content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Global rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Based on this assessment, how would you rate the Trainee's performance at this stage of training?	Below expectations			satisfactory	better than expected		u/c
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Assessor's position: Consultant SASG Dermatologist Nurse (Band 8 or above)
 Other (Profession: _____ t _____)
 Assessor's signature..... Seniority:

Please print Assessor's name.....

Assessor's Registration number

Date:

[Handwritten signature]



Mini-Assessed Clinical Encounter

Date of Assessment 20
 Surname: Forename:

Setting: Gen.Hosp OPD In-patient Crisis/Emergency CMHT Diag 1: F

Prev Contact: 0 1-4 5-9 >9 Complexity: low mod high Diag 2: F

	Below standard for end of ST1			Meets standard for ST1 completion	Above ST1 standard		u/c
	1	2	3	4	5	6	
1. History taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clinical judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organization/ efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall clinical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Based on this assessment, how would you rate the Trainee's performance at this stage of training?							
	Below expectations			satisfactory	better than expected		u/c
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anything especially good?	Suggestions for development
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Agreed action:

Assessor's position: Consultant ST4-6 SASG Nurse (Band 7 or above)
 Dermatologist Other (Profession: Seniority:)
 Assessor's signature.....

Please print Assessor's name.....

Assessor's Registration number

Date: *HL*





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OSCE

For PG students 5 stations will be set; students will rotate through each Station. There will be examiners who will assess the students. At each Station task will be given to the students to judge communication, clinical Practical skills. Examiner will be appointed for each station. At each station there will be interaction between examiner and students. The marking Scheme for each station is structured. Check list is prepared for each station Based on skills to be tested. Student instructions are prepared.

Stations:

Students Instruction:

Station I– History taking

A 35 years male presents in the OPD with complaints of itching and multiple violaceous lesions over body.

You are attending resident doctor. Take history mentioning course, duration of symptoms, precipitating and relieving factors.

Time -30 minutes

Station II– Drug history

Take history regarding skin treatment, regular medications, over the counter drugs

Time-15 minutes

Station III– Clinical examination

Observe and interpret the morphology of the lesion colour, shape, regularity and give a differential diagnosis

Time-10 minutes

Station IV – Investigation and Interpretation of the biopsy



Refer all investigations for clinical scenario and interpret the histopathological findings of the biopsy provided. Provide a possible diagnosis

Time: 10 minutes

Station V– Treatment

Interpret all the therapies for the clinical case including systemic, topical, biologics if any, education, counselling and follow up

Time: 5 minutes

Examiner instructions:

Station I : History taking Skills

Ability to establish rapport with patient – 5 marks

Able to elicit pertinent positive and negative history during history of presenting illness to help to formulate a differential diagnosis 10 marks

Able to elicit relevant Family and personal history – 5 marks

Station II: Drug history

Ability to establish current treatment if any – 5 marks

Able to elicit intermittent use of over the counter drug – 15 marks

Station III: Clinical examination

Ability to identify the primary lesion– 5 marks

Able to mention the morphology, shape, size, colour, regularity and other related clinical and specific nature – 5 marks

Provide a differential diagnosis – 10 marks



Station IV: Investigation and interpretation of biopsy

Able to enlist the specific, appropriate and needful lab investigation and bedside clinical investigation - 10 mark.

Able to interpret the histopathological changes seen in biopsy – 10 marks


Able provide a differential diagnosis -5 marks

Station V: Treatment

Ability to establish rapport-5 marks

Able to explain the role, mechanism of the drug, procedure for the same, risks and benefits, potential side-effects -10 marks

Able to clarify any doubts, answer any questions put forth – 5 marks


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