Study Aim
To determine the impact of Precision Teaching on dermatology diagnostic skills compared to traditional teaching alone.

Method
- 135 students recruited throughout academic year 2015/16.
- Random allocation to control group or intervention group.
- Pre & post training exam score compared between groups.

Results
- Analysis of covariance demonstrated a statistically significant improvement in the post test score of the intervention group compared to the control of 8.8% (95% CIs 4.9-12.7) p<0.001

Secondary analysis
- the “Dose effect”
Score increases by an average of 1.61% per additional ‘try’ of the flashcards (95% CIs 0.97 - 2.25)

Introduction
- Dermatology is often underrepresented in undergraduate medical curricula. Students can lack confidence on graduation in diagnosing skin conditions.¹
- As such there is an unmet need for more effective teaching and training.
- Precision Teaching is a technique that we applied to dermatology teaching.

Background
- Precision teaching (PT) involves having students time, count and chart their own responses, while the teacher monitors the educational procedures. The aim is to improve speed and accuracy.²
- PT has shown to be highly effective in achieving significantly positive changes in a number of educational fields³ but has only recently been applied in medical education.
- 50 Dermatology image cards were designed with a focus on diagnosis & description of skin lesions & rashes.

References:

Fig 1. Examples of flashcard images
- Students used flash cards daily using SAFMEDS method (Say All Fast a Minute Every Day Shuffle).⁴

Fig 2. Supervised students using flashcards

Fig 3. Scatter plot demonstrating “dose effect”

Fig 4. Precision Teaching in action

Conclusions
This study showed that Precision Teaching has a significant effect on enhancing dermatology recognition skills in medical students.

It is a quick and effective adjunctive teaching method that could be used by educators in their blended approach to teaching dermatology.