

## **Curriculum Review Process**

The College implemented a review of its curriculum in 2006.

The aim of the review was to ensure that dermatology training in Australia remained comprehensive, relevant and embraced new technology and education standards.

The new curriculum documents the skills, knowledge and behaviours required to practice as a specialist dermatologist. Two types of standards were developed:

1. Clinical standards: the front section of each clinical standard describes, in outcome terms, the required competencies and associated performance criteria that are required for safe practice in the clinical area. The back section of each document describes the foundation knowledge, skills and behaviours that underpin safe, competent and skilled practice.
2. Clinical Science standards: these documents describe in detail the essential clinical science knowledge that is required to underpin and enable further learning of basic and advanced clinical dermatology.

## **Consultation**

The College advised Fellows that the curriculum would be reviewed and sought their participation in the process through:

- A Letter to each Fellow (Attachment 4a);
- Articles in the College newsletter *The Mole*.

The College wrote to organizations with an interest in dermatology training to advise them that the curriculum was being reviewed and offering, should the organization express an interest, to keep the organization informed about the curriculum review process (Attachment 4b). The organizations contacted included:

- Hospitals where accredited training posts are located;
- Universities with medical training programs;
- Patient support groups;
- Government departments;
- The medical Colleges;
- The AMA;
- Other organizations with an interest in dermatology training.

## **Process Used to Determine Discipline Specific Component of Training**

A series of curriculum workshops were run in Sydney, Melbourne, Brisbane, the Gold Coast, Adelaide and Perth during 2006. Fellows of the College were

invited to participate in these workshops. Each workshop focused on a clinical or clinical science area.

In workshops to develop clinical standards facilitators guided workshop participants through a process to identify the skills, knowledge and behaviours required for safe, skilled and competent practice in the clinical area.

In workshops to develop standards for the clinical sciences the facilitators guided participants through a process to identify the knowledge required to underpin safe clinical practice.

The facilitators recorded information on a curriculum template on a laptop computer. This information was displayed to workshop participants using a data projector.

The workshop facilitators finalised the draft of the standards document and sent it to workshop participants for review and comment.

Curriculum standards were developed for:

- Acne
- Folliculitis
- Rosacea
- Sweating Disorders
- Atrophies and Disorders of Dermal Connective Tissue
- Cutaneous Manifestations of Systemic Disease
- Dermatoses of Infancy
- Dermatoses of Pregnancy
- Dermatoses of Old Age
- Disorders due to Physical Agents
- Photomedicine
- Keratinization
- Histiocytoses
- Pigmentary Disorders
- Disorders of Subcutaneous Fat
- Drug Induced Skin Disease
- General Clinical Standard
- Genodermatoses
- Disorders of Hair
- Disorders of Nails
- Infections, Infestations and Bites
- Neoplasms of the Skin
- Non Infectious Granuloma
- Papulosquamous and Eczematous Disorders
- Procedural Dermatology
- Psoriasis
- Urticarias
- Erythemas

- Purpuras
- Vasculitis
- Vascular Disorders
- Vesiculobullous
- Xanthomas
- Anatomy
- Pathology
- Epidemiology
- Genetics
- Immunology
- Biochemistry
- Pharmacology
- Microbiology
- EMR/Radiation Physics

Standards are still to be developed for:

- Disorders of Mucous Membranes
- Non-infectious Granulomas

### **Peer Review**

Each standard will be peer reviewed by three reviewers who were not part of the working group that developed the standard.

The peer reviewers' comments will be collated by the curriculum task force and incorporated in to the standards.