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CASE AND RESEARCH LETTER

[Translated article] How Dermatology Residents' Clinical Supervisors See Themselves

Los tutores de los MIR de Dermatología vistos por ellos mismos

To the Editor,

The functions of supervisors of resident physicians (MIR) have been described in a recent article.¹

The results of a survey of the opinion of dermatology residents regarding their supervisors have also been analyzed.² The view of the supervisors themselves regarding their supervisory activity now remains to be determined. To this end, we performed a study with the objectives of determining the characteristics of MIR supervisors in dermatology, evaluation of their work, and knowledge of their needs in order to improve their supervisory activity.

We performed an observational prospective study, which included Spanish dermatology MIR supervisors registered by the Spanish Academy of Dermatology and Venereology (AEDV), using a questionnaire designed and distributed in February 2019 by AEDV (Table 1).

A descriptive statistical analysis of the qualitative variables was performed using the software program Excel (Microsoft Office 365), and a linear regression was performed to determine the representativity of the sample.

Limitations of the study include the fact that the study was not able to include all the dermatology supervisors in Spain and the fact that the questions in the questionnaire have not been validated.

Of a total of 94 supervisors on the AEDV list, 65 responded to the questionnaire (response rate, 69%). Of these, 93.8% had been dermatologists for at least 5 years, and 40.6% had been supervisors for at least 5 years and 32.5% for at least 2 years.

Regarding the reasons why these dermatologists were supervisors, 64.1% responded that it was their own deci-



sions, whereas 26.6% undertook this role at the request of their department head.

A total of 56.3% stated that they did not have time free from patient-care duties to dedicate to teaching work. Where this allocated time was available, it was adhered to in 77.8% of cases.

Interviews with MIR residents were performed by 90.3% of supervisors, and 48.2% of supervisors considered the interview as an assessment tool. The resident's logbook was rated positively as an assessment tool by 83.6%.

A total of 52.5% attended courses or conferences on teaching, but 86.9% considered them necessary for their work as supervisors. Difficulty in attending courses or conferences was experienced by 51.6%, as only 21.3% had days assigned for these courses. Organization of training courses for supervisors by AEDV was considered useful by 95.1%.

A total of 88.5% stated that they felt valued by the residents, 85.3% had the support of their department heads, and 78.7% had the support of the rest of their team, although only 75.4% of these understood the functions of the supervisor. When asked, 88.5% of supervisors said they would like to continue being supervisors.

And 80.3% said that what they needed for their teaching work was time off patient-care duties (Appendix B, Table 2).

The role of the supervisor in the training of MIR residents is essential.^{3,4} We can deduce from the results of the survey that supervisors have a strong teaching vocation that does not wane over time, despite the difficulties involved. Supervisors require time off from their patient-care work and specific teaching training.

Time and training would help supervisors to develop in their MIR residents some of the tools required to allow them to meet the challenges they will face in their professional careers, in terms of technology^{5,6} and in scientific and humanist terms, all of it relating to the training of Spain's future dermatologists.⁷⁻⁹

In conclusion, it is necessary to continue to commit to training and allocating dedicated time for the supervisors of dermatology residents.

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Table 1 Survey Conducted by AEDV Among Supervisors of Dermatology MIR Residents.

1. How long have you been a dermatologist? Answers: less than 1 year/1–2 years/2–4 years/5 years or more
2. How long have you been a supervisor? Answers: less than 1 year/1–2 years/2–4 years/5 years or more
3. Why did you become a supervisor? Answers: own decision/asked by boss/ordered by boss/nobody else wanted to/other
4. Do you get time off to teach? Answers: Yes/No
5. Is that time adhered to? Answers: Yes/No
6. Do you conduct supervisor/resident interviews? Answers: Yes/No
7. What assessment tools do you use? Answers: supervisor-resident interview/annual report/resident's logbook/other
8. Do you think the resident's logbook is useful? Answers: Yes/No
9. Do you attend courses or conferences on teaching? Answers: Yes/No
10. Do you find it hard to attend? Answers: Yes/No
11. Do you think it is necessary for your work as a supervisor? Answers: Yes/No
12. Do you have days allocated for these courses? Answers: Yes/No
13. Do you think that it is helpful for AEDV to organize courses on training? Answers: Yes/No
14. Does your boss consult with you when assigning teaching activity to residents? Answers: Yes/No
15. Does your department recognize your functions as supervisor? Answers: Yes/No
16. Do you inform the other members of your department of the progress of the residents' training? Answers: Yes/No
17. Do you feel valued by your department? Answers: Yes/No
18. Do you feel valued by your residents? Answers: Yes/No
19. Would you like to continue to be a supervisor? Answers: Yes/No
20. What are your needs as a supervisor? Answers: none/time/recognition/financial remuneration

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Conflicts of Interest

The authors declare that they have no conflicts of interest.

Appendix A. Supplementary Data

Supplementary data associated with this article can be found, in the online version, at [doi:10.1016/j.ad.2020.10.011](https://doi.org/10.1016/j.ad.2020.10.011).

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