

Supporting learning for students from diverse backgrounds

Dr Asha Venkatesh
Year 2 MBChB Lead





- Learning points
 1. Appreciating the differences of clinical signs in brown and black skin
 2. Language and its use

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Aberdeen University students detail racism experience in letter

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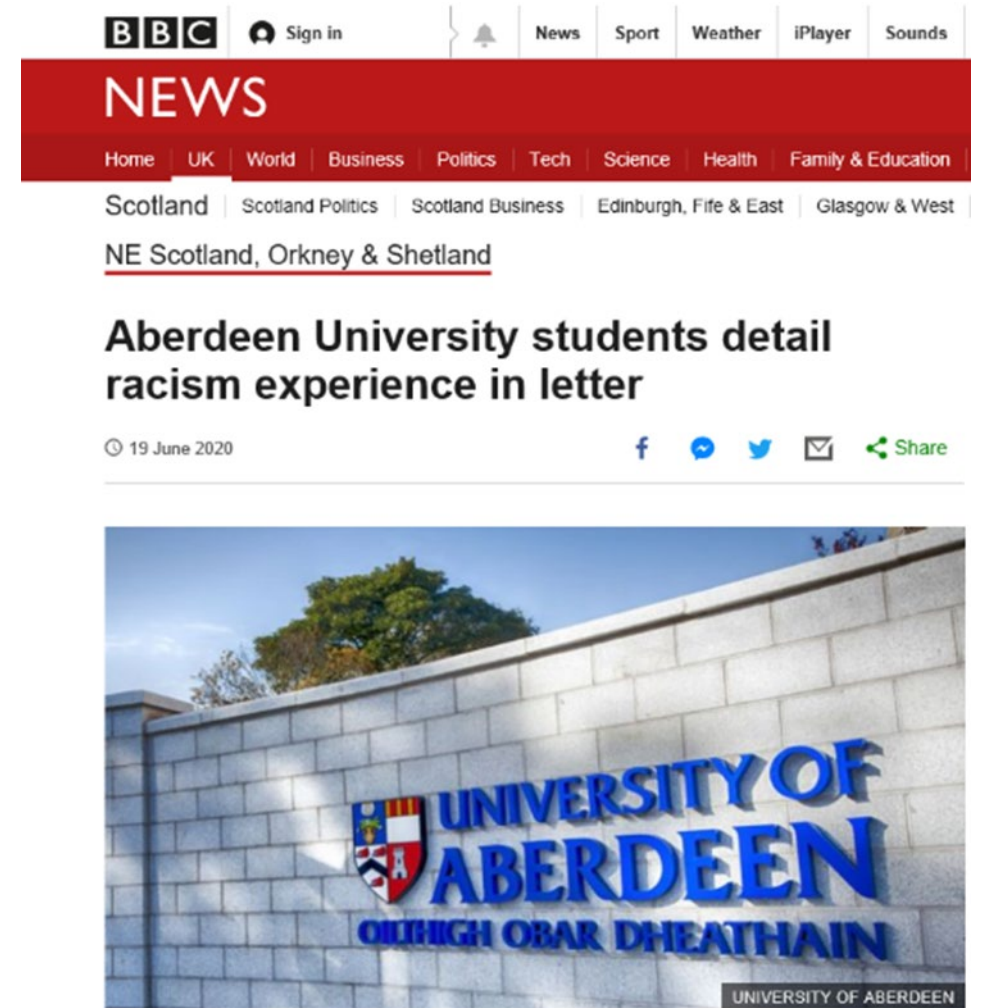


The head of Aberdeen University's school of medicine has said he is "taking steps to address underlying issues" after complaints about racism.

- 2020 – BLM – open letter - racial prejudice by patients, stereotypes in lectures, lack of teaching of clinical signs on different skin tones.



- 2017 – SCEF “very few female surgeons”
- 2018 – Y2 Dermatology SCEF – “Identifying dermatological signs in non-white patient”
- 2020 – BLM – open letter - racial prejudice by patients, stereotypes in lectures, lack of teaching of signs and symptoms on different skin colours.
- **RIGHT NOW – THE TIME IS RIGHT AND THERE IS MOMENTUM FOR CHANGE!!**



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- Multipronged approach adopted
- Discussed and brought up in meetings with senior colleagues in NHS Grampian
- BMA Race equality charter
- Training day on inclusivity

- Student project – Diversity in our curriculum

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1. Audit of the curriculum looking at Diversity in its broadest sense

- All protected characteristics (otherwise we might miss the impact of intersectionality!)
- Where did we have EDI teaching?
- Opportunities to add EDI content?
- Joining up the dots to have a vertical thread of EDI through the MBChB curriculum.

Protected Characteristics



Age



Sex



Disability



Ethnicity



Gender
Reassignment



Religion /
Belief



Sexual
Orientation



Marriage / Civil
Partnership



Pregnancy /
Maternity

2. Unconscious bias

- Develop a lesson plan for students in Y2 to start thinking about unconscious bias
- “Unpack the knapsack”¹
- Link in to existing resources such as the ‘speaking up’ session that already exists – empower students to sensitively and professionally ‘speak up’ against the bias of others in the workplace (including patients)

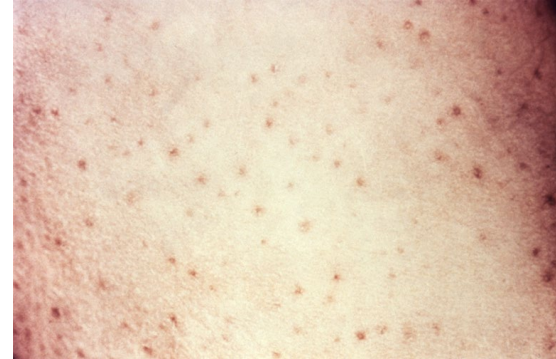
1. McIntosh, P., 2015. Extending the knapsack: Using the white privilege analysis to examine conferred advantage and disadvantage. *Women & Therapy*, 38(3-4), pp.232-245.

3. Clinical signs in dark and brown skin

- Presented as a quiz at the end of each system
- But the hope is that with time this is integrated into each systems' teaching.

E.g. Petechiae: Small pin-point haemorrhages

- **Caucasian skin**- tiny purple, red or brown spots on skin. Usually appear on arms, legs, stomach, and buttocks. (do not blanch under pressure)
- **Asian skin**- the same tiny purple/red spots but best viewed in areas of lighter melaninization (abdomen, buttocks, volar surface of forearm)
- **Black skin**- petechiae can't be seen well if skin is black or very dark brown. Must check mucous membranes (buccal mucosa & conjunctiva of eye)



(4) Future work: Looking at our curriculum content

- “Decolonising the curriculum”
- <http://www.dtmh.ucl.ac.uk/videos/curriculum-white/>
- Reading lists – Do they reflect the diverse population of students on your course?
- Words and terms we use

Going Beyond Taking the Knee



Acknowledgements:

- Prof Rona Patey and Dr Christine Kay for securing funding for the student project
- Mr Harry Quinn (Y5 medical student) and Ms Deborah Adepoju (Y3 medical student)