

Content Guide for Skin Color Representation

Goal: To increase Brown and Black skin color representation in the pre-clinical curriculum at the University of Utah School of Medicine (UUSOM). This guide focuses specifically on assessing and improving skin color representation in visual teaching photographs within the learning material,^{1,2} but its principles can be applied to all visual images.³

Section 1. Assessing your learning material

Answer yes or no for the following statements.

- When the image is used to teach a diagnosis with a cutaneous presentation, I provide a gradient of images, presenting the diagnosis on at least 3 different skin pigmentation types, for 100% of the diagnoses covered in my learning material.^{4,5}
- In at least 50% of diagnoses presented within the learning material, I have used an image presenting the diagnosis on brown or black skin as the first photograph to introduce the diagnosis.⁶
- For images teaching a diagnosis without a cutaneous presentation (e.g., Klinefelter syndrome) and for images used to teach concepts or diagnostic techniques, at minimum 50% of the images include brown and black skin color.
 - At least 50% of the time, I have used brown and black skin color images as the first one to illustrate the learning material.
 - For images teaching a diagnosis without a cutaneous presentation, I have provided a gradient of skin color when possible.
- I do not disproportionately utilize skin color, particularly dark brown and black skin types, to introduce a stigmatized illness (e.g., STIs, *Mycobacterium leprae* infection).

Section 2. Suggested edits to learning material

- Please refer to the following resource guide for websites, textbooks and journals that provide images for diagnoses and cutaneous conditions on different skin pigmentation types.
 - <https://campusguides.lib.utah.edu/skinofcolor>
- Consider providing links to specific diagnoses in VisualDx embedded into your learning material.
- Consider linking VisualDx and/or other skin of color materials (e.g. guides, textbooks) as additional resources in your Canvas module.

Section 3. Clarifications

1. "Learning material" includes pre-work, lecture slides, TBL group application exercises, CBLs, practice questions, readiness quizzes, iRATs/gRATs, and exam materials. It does not include textbooks or outside resources, though we recommend that you try to assess if recommended resources are inclusive when possible.
2. Photographic teaching images have been defined as photographs provided with the purpose of teaching a student about a disease, diagnostic technique, and/or concept. We recognize the categorization of teaching images can be subjective.

3. While our current primary concern is photographic teaching images, similar consideration should be given to photographic non-teaching images, drawings, and diagrams within learning material. Representation should extend beyond material with the intent to teach.
4. The term skin color identifies individuals of racial and ethnic groups with skin darker than that of Caucasians. There currently exists multiple scales for representing the variability of skin hues. They include (1) the Fitzpatrick skin phototype, (2) the Martin and Massey NIS Skin Color Scale and (3) the categorization of skin types as “light/white,” “medium/brown,” and “dark/black.” For gradients of 3 images, we recommend using (3) as a guide for creating the gradient.
5. Diagnoses that have cutaneous presentations extend beyond dermatologic conditions and can include diseases in other organ systems. For instance, infective endocarditis would be considered a diagnosis with cutaneous features of acral purpura, Osler’s nodes and Janeway lesions.
6. By introducing diagnoses on images of brown and black skin color, we prevent the delineation of white skin vs. “other” skin.

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