Summaries with Coded Segments – Focus Group Study 2023/2024 .mx24

Conducted by Miss Saujanya Kesavan

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| **Code** | **Coded segments** | **Theme** |
| Description | name of the rash  Main Quotes from FOCUS GROUP STUDY: 11 - 11 (0)  if someone says slate grey  Main Quotes from FOCUS GROUP STUDY: 29 - 29 (0) | **Signs and symptoms of conditions** |
| Worried | I'd really thought back and seen it in a patient, kind of worrying.  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0) | **Concerns & lack of confidence in diagnosing conditions** |
| Needing more information | if there are other clinical manifestations of conditions, it is important to highlight that you need to know them and how to check for them on other skin tones.  Main Quotes from FOCUS GROUP STUDY: 28 - 28 (0) | **Signs and symptoms of conditions** |
| Visuals | think there's a lot of expectation rather than explanation....I don't know how like with the signs manifests on someone who looks like different.  Main Quotes from FOCUS GROUP STUDY: 7 - 7 (0)  we did use some images of people of colour with rashes and different infections I did see some of that but not enough of it  Main Quotes from FOCUS GROUP STUDY: 19 - 19 (0)  we looked at meningitis in teaching, and particularly spotting that rash quickly is important and I don’t know how to spot it on someone of colour  Main Quotes from FOCUS GROUP STUDY: 20 - 20 (0)  a lot of things are expected rather than explained... my personal opinion for medical schools is that they should teach us more.  Main Quotes from FOCUS GROUP STUDY: 23 - 23 (0)  visually the eczema didnt look like what we'd assciate with a massive flare up  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0)  skin conditions including jaundice, cyanosis jaundice, palor, they have different colour. Usually you associate that colour with the condition but those colours look different in people of colour so i have no clue and we dont have much exposure.  Main Quotes from FOCUS GROUP STUDY: 27 - 27 (0)  we were on patient ward rounds and his eyes were half closed and we couldn't tell he was extremely jaundiced.  Main Quotes from FOCUS GROUP STUDY: 28 - 28 (0)  f someone says slate grey - I'm not going to think of someone whose of a darker skin tone because of how it's going to look but t's just a correlation that some of lighter colour  Main Quotes from FOCUS GROUP STUDY: 29 - 29 (0) | **Signs and symptoms of conditions** |
| Urging for changes in Clinical Practice | but the representation in teaching was lacking  Main Quotes from FOCUS GROUP STUDY: 18 - 18 (0)  In the GP workshop...we did use some images of people of colour with rashes and different infections I did see some of that but not enough of it and definitely there could be way more representation there ...they could do way more of including more skin types and picture  Main Quotes from FOCUS GROUP STUDY: 19 - 19 (0)  we looked at meningitis in teaching, and particularly spotting that rash quickly is important and I don’t know how to spot it on someone of colour ...need to save the life of that patient so ensuring at least those of emergency signs is covered in skin tones is quite important  Main Quotes from FOCUS GROUP STUDY: 20 - 20 (0)  but I think if it's such a high stakes situation like that with children it's just incredibly important that that you'll taught to to pick that up on various skin tones.  Main Quotes from FOCUS GROUP STUDY: 21 - 21 (0)  changing the examples used in learning materials so its more EDI based and more equity.  Main Quotes from FOCUS GROUP STUDY: 36 - 36 (0) | **Recommendations for improvement and implementation** |
| Recommendations involving exams | hope you see it in real life or in an exam.  Main Quotes from FOCUS GROUP STUDY: 13 - 13 (0)  another way to increase confidence is to put it in the exams since if you put it in the exam and you make it examinable most of us will make it effort start to learn it and again it reinforces that that notion as an important thing to know as a medical student.  Main Quotes from FOCUS GROUP STUDY: 34 - 34 (0)  add a picture in the written akt paper or osci station and this will influence the way we study ourselves.  Main Quotes from FOCUS GROUP STUDY: 35 - 35 (0)  changing the examples used in learning materials so its more EDI based and more equity  Main Quotes from FOCUS GROUP STUDY: 36 - 36 (0)  it will be interesting to see the data from UKMLA exam, if students from certain uni's are performing higher on questions on skin tones if there uni's are offering more representational teaching since that could encourage other medical school to follow similar foot steps to ensure there is diversity in teaching.  Main Quotes from FOCUS GROUP STUDY: 47 - 47 (0) | **Recommendations for improvement and implementation** |
| Educational Reform + Content Update | updates but it would be good to make it even interactive resources not just like a document but maybe something we could use like flash cards and you could try and identify the signs.  Main Quotes from FOCUS GROUP STUDY: 2 - 2 (0)  there’s not really necessarily explanation for a lot of the things that you're seeing... think there's a lot of expectation rather than explanation  Main Quotes from FOCUS GROUP STUDY: 7 - 7 (0)  if you had a document which I don't know which people encourage you to refer to it and it had conditions with various skin tones and stuff like that then we might have a uniform understanding and it will be standardised  Main Quotes from FOCUS GROUP STUDY: 9 - 9 (0)  at my placement, we had pictures of like rashes and we had to like match it to what the name of the rash was and on the back of each card there was the patient with like a different skin tone ....good to actually you could match the rash with the with the name of the rash but also like what it looked like on a different skin tone .... would that have been something that other teaching fellows would have thought to have done at different sites so I think it looks back to standardising  Main Quotes from FOCUS GROUP STUDY: 11 - 11 (0)  theres always going to be a certain level of variability inherent to medical education... realistically that you have to accept some level of variability but I think when it comes to the resource ....whatever I think the like potential for standardisation mostly lies there ...make it more equal  Main Quotes from FOCUS GROUP STUDY: 14 - 14 (0)  I think it's important we have like resource is where it's a comprehensive bank..and there's every single like as many different complexions that you can cover from a different conditions that people can refer  Main Quotes from FOCUS GROUP STUDY: 16 - 16 (0)  this has to be integrated into the stuff that that that we were most likely to use and like lecture slides to to make the biggest impact I think in an ideal world  Main Quotes from FOCUS GROUP STUDY: 17 - 17 (0)  maybe a push should be given the lecturers or professors or a little agenda on roughly what to include to help standardise things a little better and ensure many skin tones are covered...they were given a rough brief as to maybe including a certain number of skin tones that could trickle into teaching  Main Quotes from FOCUS GROUP STUDY: 21 - 21 (0)  my personal opinion for medical schools is that they should teach us more.  Main Quotes from FOCUS GROUP STUDY: 23 - 23 (0)  there needs to be a much larger curriculum shift, i do think they do many things well but they could do more.  Main Quotes from FOCUS GROUP STUDY: 24 - 24 (0)  f there are other clinical manifestations of conditions, it is important to highlight that you need to know them and how to check for them on other skin tones  Main Quotes from FOCUS GROUP STUDY: 28 - 28 (0)  ensure there is some form of signposting that way  Main Quotes from FOCUS GROUP STUDY: 30 - 30 (0)  we need to have a day where we look at the skin manifestations of a disease so that you know how to spot it.  Main Quotes from FOCUS GROUP STUDY: 31 - 31 (0)  here should also be like an element of spiral learning throughout the year and making sure we keep coming back to spotting the signs on different skin tones  Main Quotes from FOCUS GROUP STUDY: 40 - 40 (0)  it's important to have something to refer to that is standardised that you know everyone can contribute  Main Quotes from FOCUS GROUP STUDY: 46 - 46 (0)  having like a rough guide for the clinicians teaching us about what to include in their presentation so that we can cover these like dermatological manifestations is like really important  Main Quotes from FOCUS GROUP STUDY: 53 - 53 (0)  putting those resources into the slides that we see and making sure we know where to find things and add those resources to recommended reading would helpful for diverse teaching  Main Quotes from FOCUS GROUP STUDY: 55 - 55 (0) | **Recommendations for improvement and implementation** |
| Reflections | I think it's a bit more difficult because teaching isnt necessarily standardised across the medical school.  Main Quotes from FOCUS GROUP STUDY: 4 - 4 (0)  think there's a lot of expectation rather than explanation....I don't know how like with the signs manifests on someone who looks like different.  Main Quotes from FOCUS GROUP STUDY: 7 - 7 (0)  some people make it really good teaching for some people get literally nothing and then it's very difficult.  Main Quotes from FOCUS GROUP STUDY: 8 - 8 (0)  it's so unique to every single individual it's very difficult to classify it  Main Quotes from FOCUS GROUP STUDY: 15 - 15 (0)  I did see some of that but not enough of it and definitely there could be way more representation  Main Quotes from FOCUS GROUP STUDY: 19 - 19 (0)  I think if it's such a high stakes situation like that with children it's just incredibly important that that you'll taught to to pick that up on various skin tones  Main Quotes from FOCUS GROUP STUDY: 21 - 21 (0)  a lot of things are expected rather than explained... my personal opinion for medical schools is that they should teach us more.  Main Quotes from FOCUS GROUP STUDY: 23 - 23 (0)  Usually you associate that colour with the condition but those colours look different in people of colour so i have no clue and we dont have much exposure  Main Quotes from FOCUS GROUP STUDY: 27 - 27 (0)  if someone says slate grey - I'm not going to think of someone whose of a darker skin tone because of how it's going to look but t's just a correlation that some of lighter colour will have these apparently slate grey signs but wont be in darker skin tones.  Main Quotes from FOCUS GROUP STUDY: 29 - 29 (0)  I think really it's just making sure that we are care for everyone as much as we can.  Main Quotes from FOCUS GROUP STUDY: 48 - 48 (0)  care should be equitable. they care we provide shouldn't dictated by necessarily if someone's of a particular skin tone  Main Quotes from FOCUS GROUP STUDY: 49 - 49 (0)  I think it's important that we do make sure that we actually do make effort to notice the symptoms on skin tones because the responsibility will be on us  Main Quotes from FOCUS GROUP STUDY: 51 - 51 (0) | **Personal Experience & reflections about gaps in teaching** |
| Personal Efforts and Iniatives | I think one part of it is self study and in some way I think there's a bit of a onus on us but not necessarily saying that's correct  Main Quotes from FOCUS GROUP STUDY: 4 - 4 (0)  we use a lot of big platforms like passmed for our core learning. with specialties, there's barely any representation there and for us, I think those are the sort of pictures you will identify with a condition.  Main Quotes from FOCUS GROUP STUDY: 10 - 10 (0)  You dont see it alot in placement so maybe use google  Main Quotes from FOCUS GROUP STUDY: 13 - 13 (0)  I think it's important that we do make sure that we actually do make effort to notice the symptoms on skin tones because the responsibility will be on us  Main Quotes from FOCUS GROUP STUDY: 51 - 51 (0)  we need to kind of leave some things and prioritise more pressing things like learning emergency signs for various skin tones.  Main Quotes from FOCUS GROUP STUDY: 54 - 54 (0) | **Personal Experience & reflections about gaps in teaching** |
| First-hand Encounters with Diversity Gaps | in paeds, we had teaching on a caucasian child people of no Caucasian background, but the problem is not every child is of Caucasian background and these are quite important skin manifestations  Main Quotes from FOCUS GROUP STUDY: 18 - 18 (0)  In the GP workshop...we did use some images of people of colour with rashes and different infections I did see some of that but not enough of it  Main Quotes from FOCUS GROUP STUDY: 19 - 19 (0)  this patient that came in and he had a darker skin colour and he was showing us how he had a big flare up of eczema on his legs, weve never seen something like this, we have seen eczema before in derm but visually the eczema didnt look like what we'd assciate with a massive flare up so it surprising that this was the first time I'd really thought back and seen it in a patient, kind of worrying.  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0)  we were on patient ward rounds and his eyes were half closed and we couldn't tell he was extremely jaundiced. whereas there were other patient walking around and you just know they have some form of liver disease...it obvious that we need to look for jaundice but if there are other clinical manifestations of conditions, it is important to highlight that you need to know them and how to check for them on other skin tones.  Main Quotes from FOCUS GROUP STUDY: 28 - 28 (0) | **Personal Experience & reflections about gaps in teaching** |
| Recognising the importance | but the problem is not every child is of Caucasian background and these are quite important skin manifestations  Main Quotes from FOCUS GROUP STUDY: 18 - 18 (0)  we looked at meningitis in teaching, and particularly spotting that rash quickly is important and I don’t know how to spot it on someone of colour ...need to save the life of that patient so ensuring at least those of emergency signs is covered in skin tones is quite important  Main Quotes from FOCUS GROUP STUDY: 20 - 20 (0)  we have seen eczema before in derm but visually the eczema didnt look like what we'd assciate with a massive flare up so it surprising that this was the first time I'd really thought back and seen it in a patient, kind of worrying.  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0)  his eyes were half closed and we couldn't tell he was extremely jaundiced. whereas there were other patient walking around and you just know they have some form of liver disease...it obvious that we need to look for jaundice but if there are other clinical manifestations of conditions, it is important to highlight that you need to know them and how to check for them on other skin tones.  Main Quotes from FOCUS GROUP STUDY: 28 - 28 (0)  she was given steroids for a skin condition which was misidentified and she passed away  Main Quotes from FOCUS GROUP STUDY: 33 - 33 (0)  you could see when a patient feels ignored or you can see the consequences of misdiagnosis and so I think really it's just making sure that we are care for everyone  Main Quotes from FOCUS GROUP STUDY: 48 - 48 (0)  dermatology is such an important speciality and the herald of something thats worse to come so its important to hammer it down  Main Quotes from FOCUS GROUP STUDY: 52 - 52 (0)  prioritise more pressing things like learning emergency signs for various skin tones.  Main Quotes from FOCUS GROUP STUDY: 54 - 54 (0) | **Concerns & lack of confidence in diagnosing conditions** |
| Lack of Standardisation | .so I think the main thing is is no standardised to some people make it really good teaching for some people get literally nothing and then it's very difficult.  Main Quotes from FOCUS GROUP STUDY: 8 - 8 (0)  I think yeah that's where the main issue lies, no standardisation.  Main Quotes from FOCUS GROUP STUDY: 9 - 9 (0)  maybe a push should be given the lecturers or professors or a little agenda on roughly what to include to help standardise things a little better  Main Quotes from FOCUS GROUP STUDY: 21 - 21 (0) | **Call for greater curriculum inclusivity & standardisation** |
| Confidence in diagnosing in POC | I don't even feel confident diagnosing on someone who's always lighter skin complexion let alone someone with darker skin...- I will struggle even more if its on darker skin.  Main Quotes from FOCUS GROUP STUDY: 5 - 5 (0)  you don't feel part of the team already as it is so it's a bit difficult at times.  Main Quotes from FOCUS GROUP STUDY: 7 - 7 (0)  it's it's not that easy to spot as they may look different on darker skin tone.  Main Quotes from FOCUS GROUP STUDY: 12 - 12 (0)  seen it in a patient, kind of worrying.  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0)  colours look different in people of colour so i have no clue  Main Quotes from FOCUS GROUP STUDY: 27 - 27 (0) | **Concerns & lack of confidence in diagnosing conditions** |
| Lack of diverse representation in teaching materials | You dont see it alot in placement so maybe use google and hope you see it in real life or in an exam.  Main Quotes from FOCUS GROUP STUDY: 13 - 13 (0)  the fact that matters our population is diverse so our teaching has to reflect that  Main Quotes from FOCUS GROUP STUDY: 15 - 15 (0)  in paeds, we had teaching on a caucasian child people of no Caucasian background, but the problem is not every child is of Caucasian background  Main Quotes from FOCUS GROUP STUDY: 18 - 18 (0)  but the representation in teaching was lacking  Main Quotes from FOCUS GROUP STUDY: 18 - 18 (0)  people of colour with rashes and different infections I did see some of that but not enough of it and definitely there could be way more representation there  Main Quotes from FOCUS GROUP STUDY: 19 - 19 (0)  so it surprising that this was the first time I'd really thought back and seen it in a patient  Main Quotes from FOCUS GROUP STUDY: 26 - 26 (0)  so i have no clue and we dont have much exposure.  Main Quotes from FOCUS GROUP STUDY: 27 - 27 (0)  but the medical schools should do their part and give the exposure on various skin tones.  Main Quotes from FOCUS GROUP STUDY: 37 - 37 (0)  yeah there is a lack of teaching on diverse skin tones  Main Quotes from FOCUS GROUP STUDY: 38 - 38 (0)  theres probably an element of bias.  Main Quotes from FOCUS GROUP STUDY: 42 - 42 (0) | **Call for greater curriculum inclusivity & standardisation** |
| Early Integration | it should be pushed more to us even now like need to recognise certain things  Main Quotes from FOCUS GROUP STUDY: 2 - 2 (0)  not necessarily having even to wait till 5th year  Main Quotes from FOCUS GROUP STUDY: 2 - 2 (0)  ideally the bare minimum would be that these different skin tones are represented  Main Quotes from FOCUS GROUP STUDY: 6 - 6 (0) | **Call for greater curriculum inclusivity & standardisation** |