<table>
<thead>
<tr>
<th>Title of teaching resource</th>
<th>How Assumptions about Skin Colour Can Reproduce Racism in Physical Therapy Education in Canada</th>
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</table>
| Author(s) and their positions | Julie Fayez, position: Egyptian, immigrant, woman  
Michael Porreca, position: White, male  
Roshni Ravi, position: South Asian, first generation immigrant, woman |
| Coin Model (Nixon, 2019): The coins at play are structural racism and colourism, and how they play out in PT education/curriculum | • Our position as PT students at the University of Toronto has also positioned us to speak on this topic and create a relevant teaching resource. Many of our fellow colleagues have also found this topic as a common gap in our PT education. |
| Learning objective(s) | To raise awareness of how white skin can be taken as the default norm in PT education, and how this is a form of structural racism that needs to be interrupted |
| Audience | Physical Therapy (PT) educators, PT students, PT professionals and clinicians, other HCPs and relevant educators |
| How specifically the teaching resource is to be used | Whiteness has been positioned as the ideal norm; the default. One of the ways this is playing out is that we notice that in the PT curriculum, white skin is viewed as the reference/norm. Colourism and racism are coins that go hand in hand. At the bottom of the racism/colourism coins are those in racialized communities. The bottom of the coin is anyone who is not white; the gradient of Blackness falls at the bottom of the coin, this includes brown, asian and black individuals. Structural racism plays out in PT education with the concrete example of assumptions about skin tone in the context of white being the default. We are coming to see how whiteness can be positioned as the ideal norm or default, including in our PT education. |
We welcome educators in PT programs to use these slides to help bring to light the importance of education about conditions across the full spectrum of skin tones.

We hope this resource can create the following:
- Foundation for future teaching resources and research relevant to addressing the lack of representation in healthcare curricula
- Resource is to be used to inform future practice i.e. with the use of pulse oximetry
- Resource is to be used to help inform similar teaching resources
- Can be used in any healthcare setting, especially in hospitals i.e. in acute care

**Attribution/Acknowledgements**


Hinde, N. (2021, January 05). What You Need To Know About Using Pulse Oximeters To Monitor COVID-19. Retrieved from [https://www.huffingtonpost.ca/entry/what-to-know-pulse-oximeter_l_5ff49022c5b65a922911edd1](https://www.huffingtonpost.ca/entry/what-to-know-pulse-oximeter_l_5ff49022c5b65a922911edd1)

Joel Bervell - Creator of informative Instagram videos - [https://www.instagram.com/reel/CJY7g4Ugx67/?igshid=1eoii8p5y18677&fbclid=IwAR13oMkc7SMhYJYhLvoB5ap3Zo0yX_8tejlf5_92WfBG](https://www.instagram.com/reel/CJY7g4Ugx67/?igshid=1eoii8p5y18677&fbclid=IwAR13oMkc7SMhYJYhLvoB5ap3Zo0yX_8tejlf5_92WfBG)


Malone Mukwende, Peter Tamony, Margot Turner - Authors of ‘Mind the Gap: A handbook of clinical signs in Black and Brown skin’ - [https://www.blackandbrownskin.co.uk/mindthegap](https://www.blackandbrownskin.co.uk/mindthegap)


Stephanie Nixon - conversation regarding topic, teaching resource and teaching guide. References from Resource