

‘All About Skin’

Looking Harder:Thinking Differently

Centre for Dermatology Research
Academic Health Science Centre, University of Manchester

Derm

A thick layer of skin under the epidermis

Skin

Covers the whole body and is an indicator of other illness

next slide: the Dermatology team at Salford Royal



Helena Tomlin

Artist with interest in women's health

My work is concerned with women's lives and I often focus on the sense of touch (see www.helenatomlin.com)

next slide: Her Tree, video still

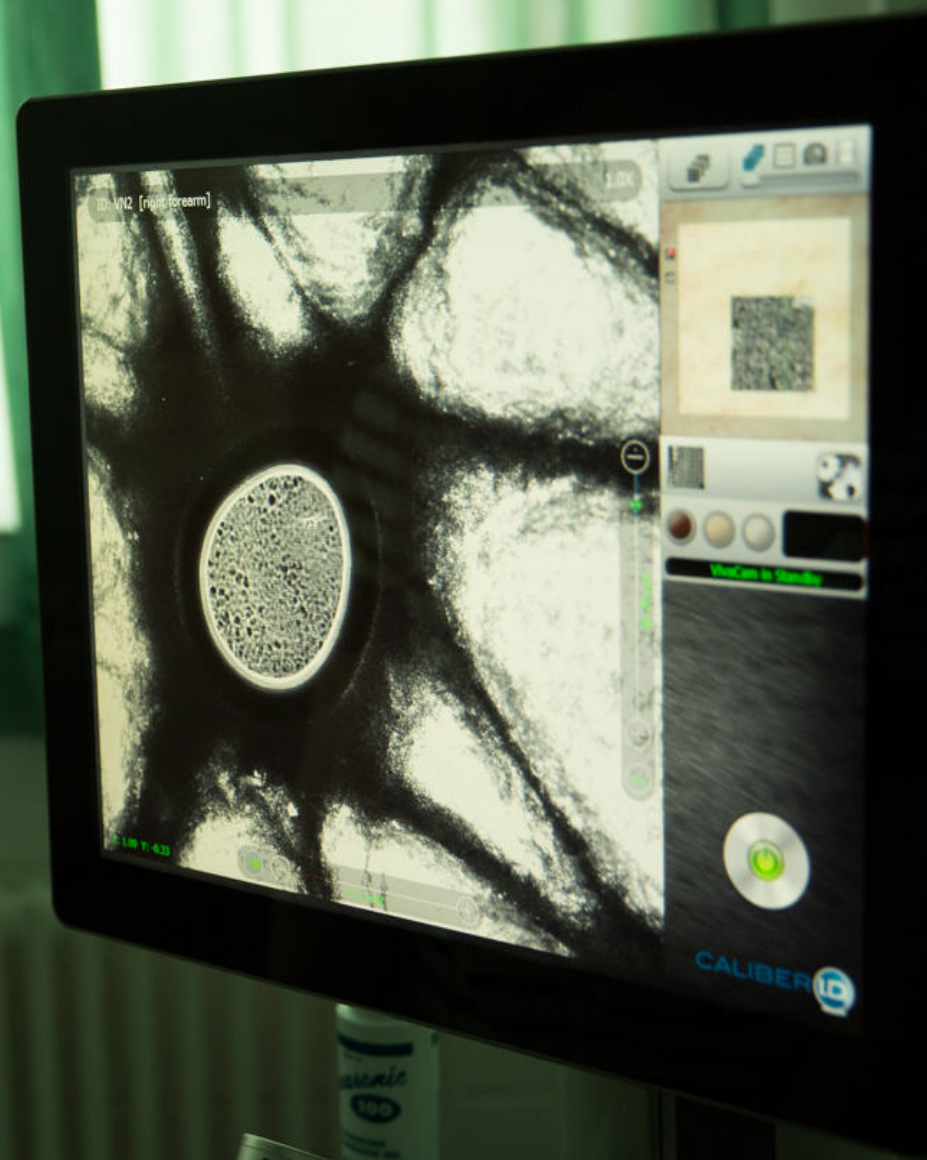


Visual understanding is key for both dermatologists and artists

Looking harder and reading the visual we call Visual Literacy

We wanted to train dermatologists to look harder through exploring artwork and ran a pilot programme in 2016 and 2017 for dermatologists

next two slides: dermatologist working in the clinic and dermatologists during their close encounter with a Prunella Clough painting





Practical sessions enabled trainee dermatologists to look harder and increase observational skills

next slide: working together, sharing discussion in one of the gallery workshops



Partners included Salford Art Gallery, The Whitworth Art Gallery
and Manchester Art Gallery

next slide: working in a Salford Art Gallery space



I developed a new series of workshops to follow on from the pilot programme involving dermatologists, a histologist, artists and patients called 'Looking Harder, Thinking Differently' (LHTD). It was led by Daksha Patel www.dakshapatel.co.uk

Drawing was used to explore the relationships between touch and sight

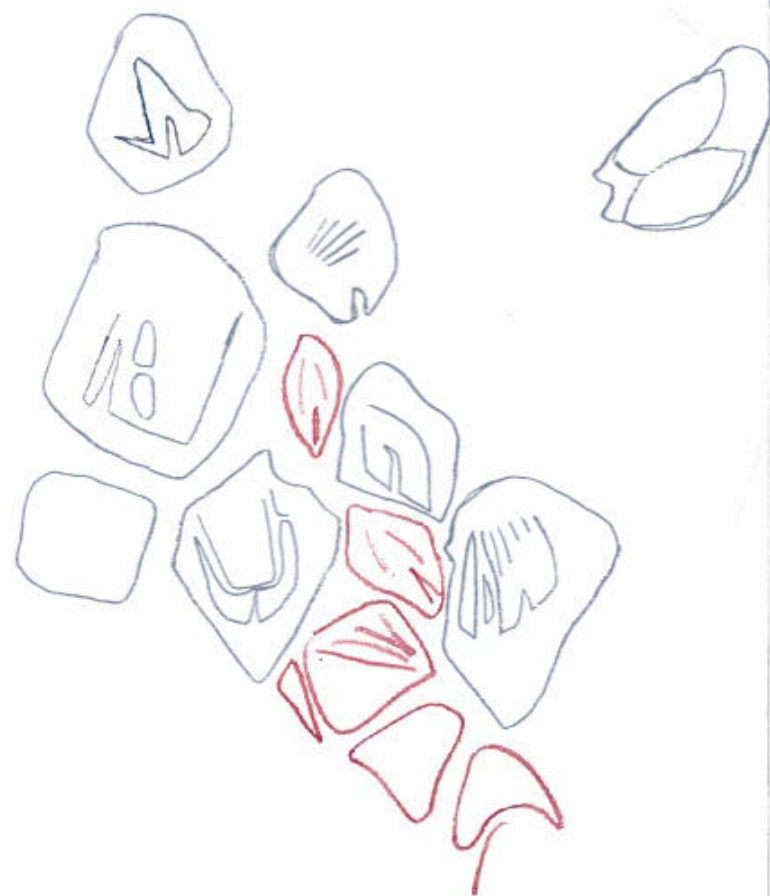
next slide: workshop 1 *surface*

Getting to know objects through 'seeing'



'Seeing comes before words'
JOHN BERGER

next slide: collaborative drawing
one person draws on top of another's drawing



Transcribed recordings from *surface* workshop

At the end of it, I realized. Why am I not seeing what everyone else is seeing?

I felt I could see what approach you were taking (with the drawing) and I tried to add to it. I made a conscious decision of trying hard to add to it

next slide: collaborative drawing
one person draws on top of another's drawing

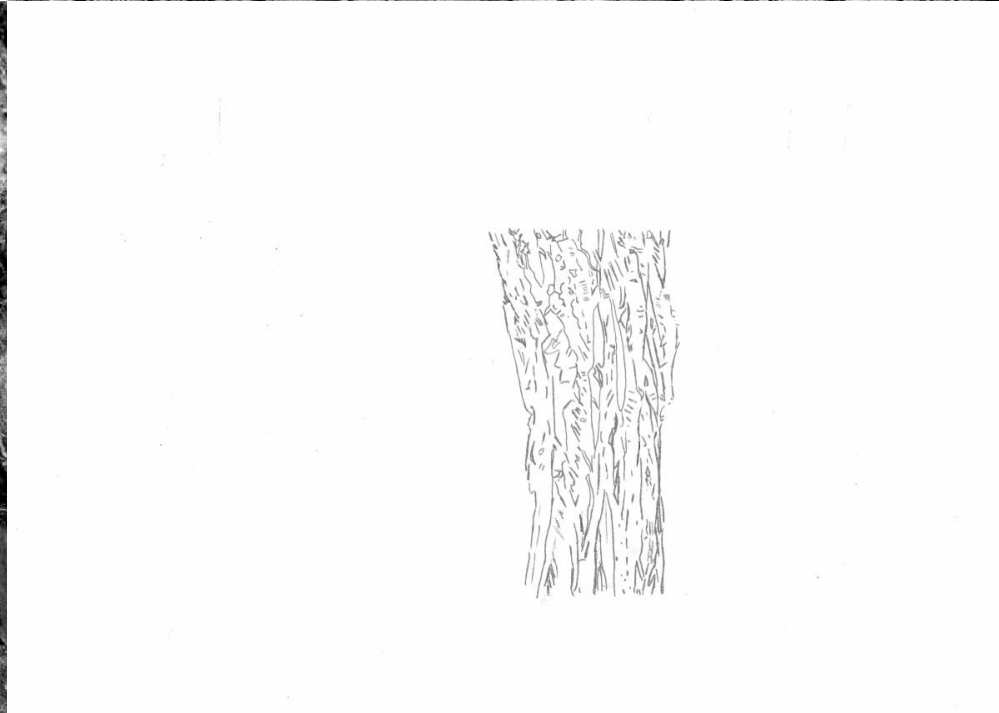
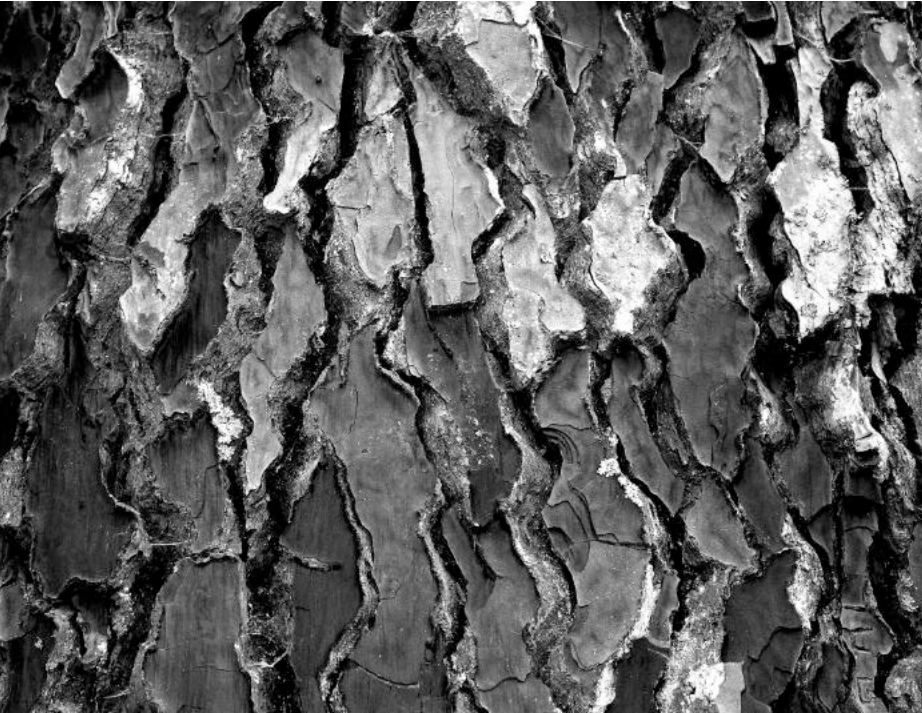
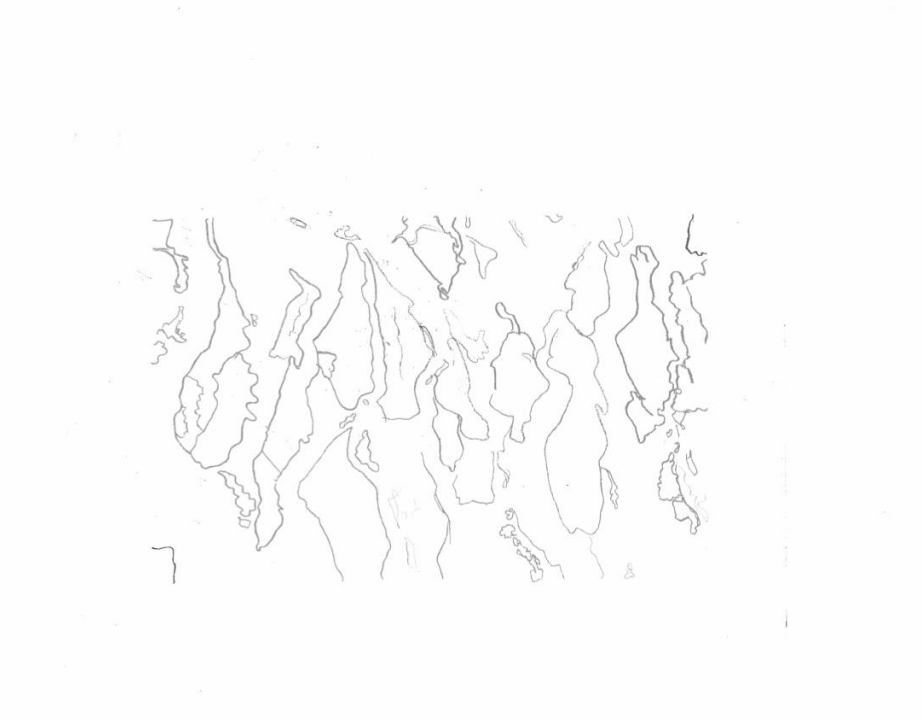


Transcribed recordings from *surface* workshop

When we were tracing together it was kind of like a real conversation, where you get control and then give control

I think we developed our relationship through drawing

next slide: collaborative drawing tracing bark



Transcribed recordings from *surface* workshop

They were all soft structures and it was very comforting, I like the shapes and the feeling it brought out in me

I looked at the dermis and it looked like an eruption

next slide: making a large scale drawing from a 'section'
using a card frame placed over an enlarged photocopy of a
dermatology slide



Other artists' work was used to instigate discussion in workshop 2
sight and touch

Tamsin Van Essen's 'Medical Heirlooms' sparked discussion on
psoriasis, what it feels like to live with the disease

Transcribed recordings from *sight and touch* workshop

I'm looking at it straight away as being flaking skin and scaling, but
maybe that wasn't the artist's intention

So immediately it was an emotional response, not a negative
emotional response

next slide: Tamsin Van Essen's 'Medical Heirlooms'



Transcribed recordings from *sight and touch* workshop
commenting on Margi Gerlinkz' 'Mirror'

Almost erasing wrinkles, to kind of revert back to her youthful
self...It's all about a dystopian future, what we are heading for, if
we have the technology to reverse history

In erasing the lines, do you also take away memories?

next slide: looking at 'Mirror' with artist Daksha Patel



Transcribed recording from *sight and touch* workshop
Daksha Patel artist

Touch is a primary sense that is connected to skin
All the exercises explore how we translate skin sensations into
visual or into words

next slide: drawing from touch after feeling an object in a
bag



Transcribed recordings from *sight and touch* workshop

Your skin is sometimes your prison

When I lost my sense of touch I lost my sense of power

next slide: an object hidden in a bag



Transcribed recording from *sight and touch* workshop

The nature of the object, or the essence of it, was captured by drawing it 'blind'

next slide: examining a piece of bone after drawing it



Transcribed recordings from *sight and touch* workshop

What is lost in translation when we use words to describe things we see?

Patients say a blister is a yellow thing with a head...but it's not a blister...

Other people's words are different

In medicine you have got 'terminology', patients have terminology based on life!

next two slides: describing an object in the bag while the other person makes a drawing of it

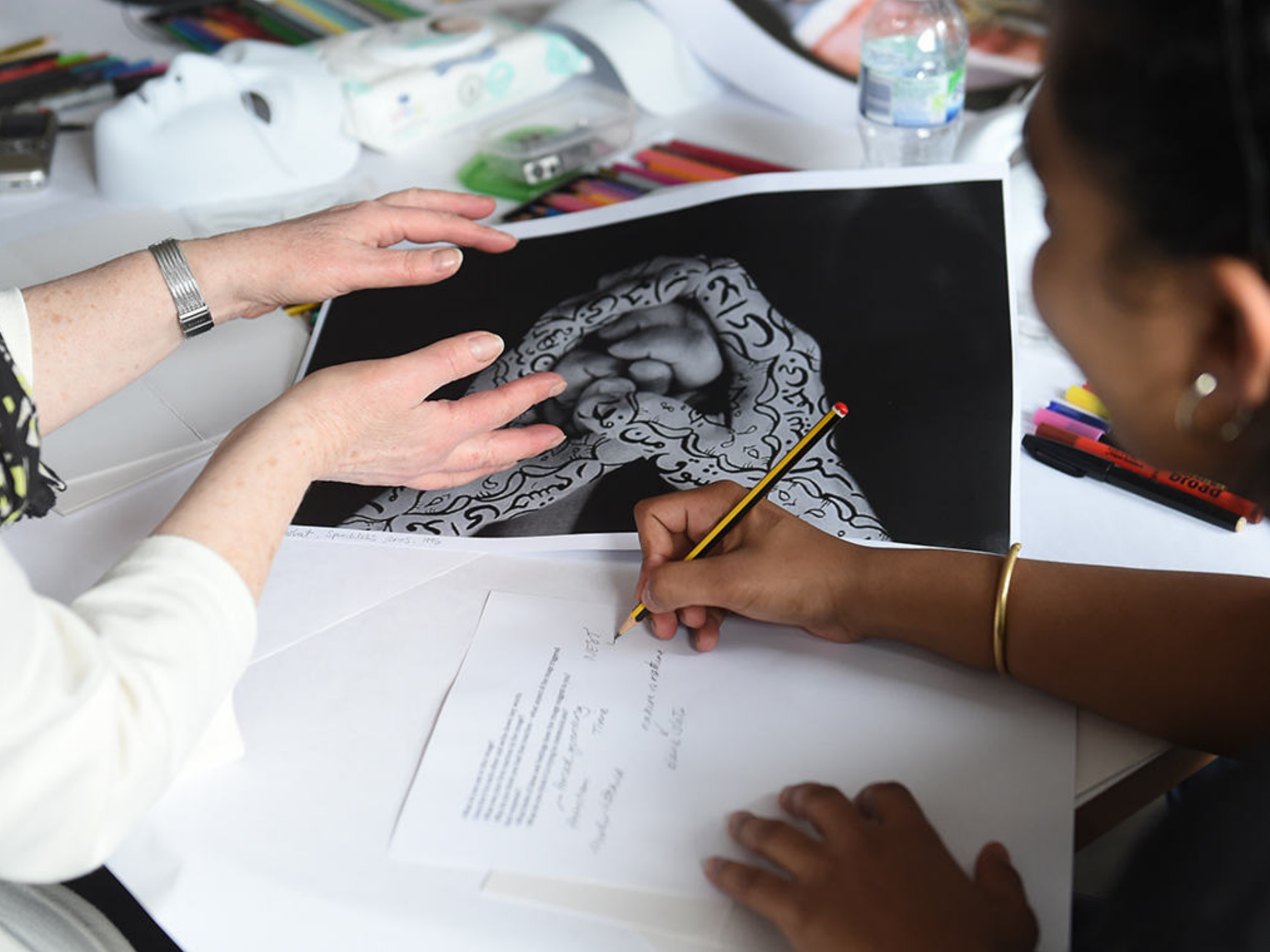




Workshop 3 investigated *skin and identity*

Other artists images were used to spark debate before making a mask

next slide: discussing images with a partner and making notes for sharing with the group



Group cohesion and trust were essential to the workshops and dermatologists, patients and artists worked collaboratively

next slide: engaging in deep discussion during workshop 3



Transcribed recordings from *skin and identity* workshop

I'm exploring an Eastern 'lost' identity

See this is skin, this is me

I wanted to be that, but I am this (describing two halves of mask)

next slide: wearing a mask decorated with lace pattern



Transcribed recording from *skin and identity* workshop

I wanted to emphasise the eyelid thing. It sounds crackers but when you've got psoriasis that cracks and bleeds, the thing that bugs you most tends to be your eyelids, because you move them all the time

next slide: masks in process of completion



The last of the four workshops: *classifying skin*, was held at Manchester Museum and explored how we organize our knowledge

The different way that scientists and medical professionals talk about skin means we may sometimes lose something in translation

next slide: exploring the textures and patterns in fossils and assigning them to groups



Transcribed recording from *classifying skin* workshop

Classifications are found in different systems of knowledge. If you are a doctor then you understand how the system works, but to outsiders they don't know what they mean!

next two slides: a piece of marble and a dermatology image of an apocrine gland



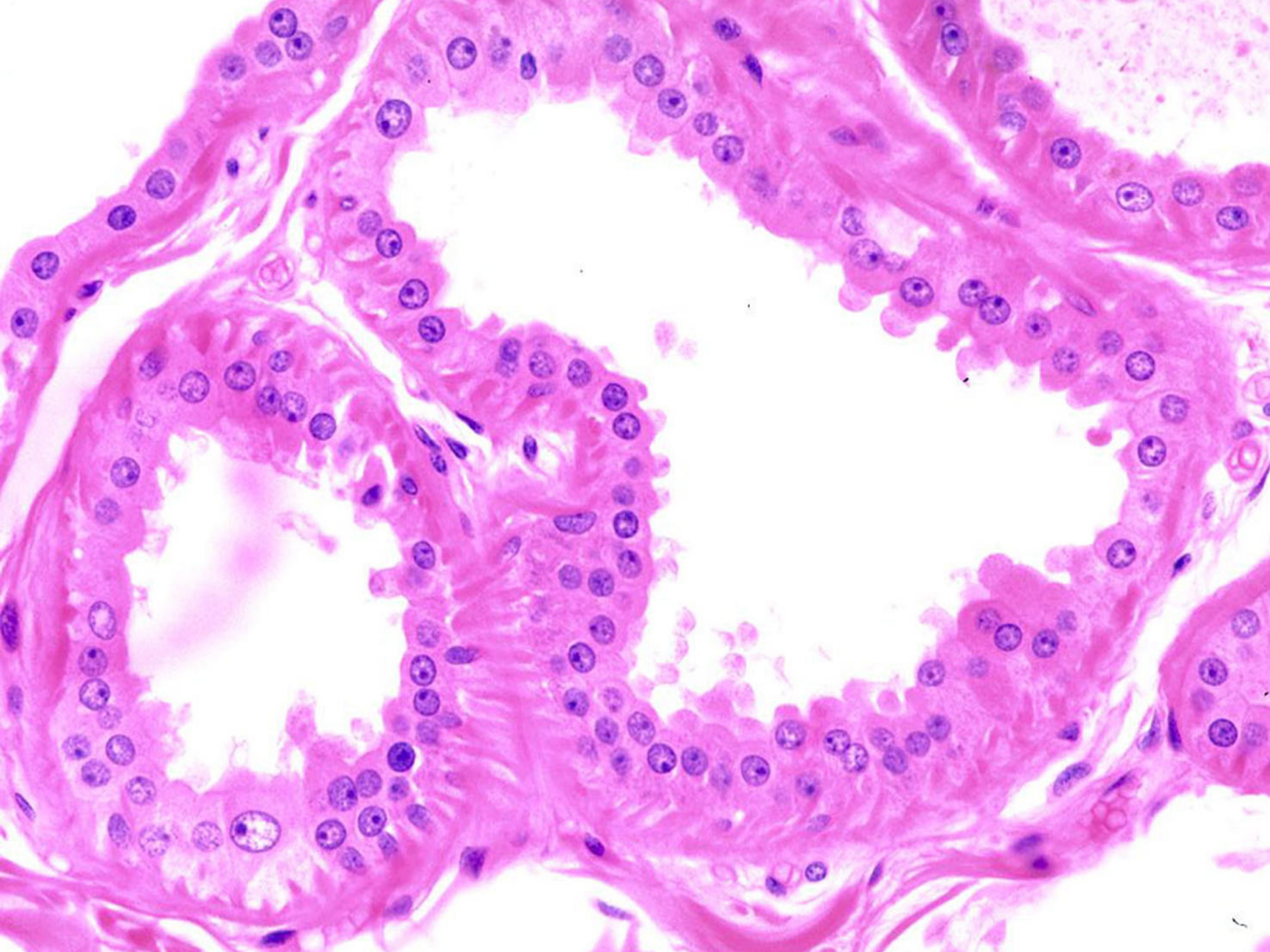
Information for the Dermatology training session

Cotham Marble

What is it?

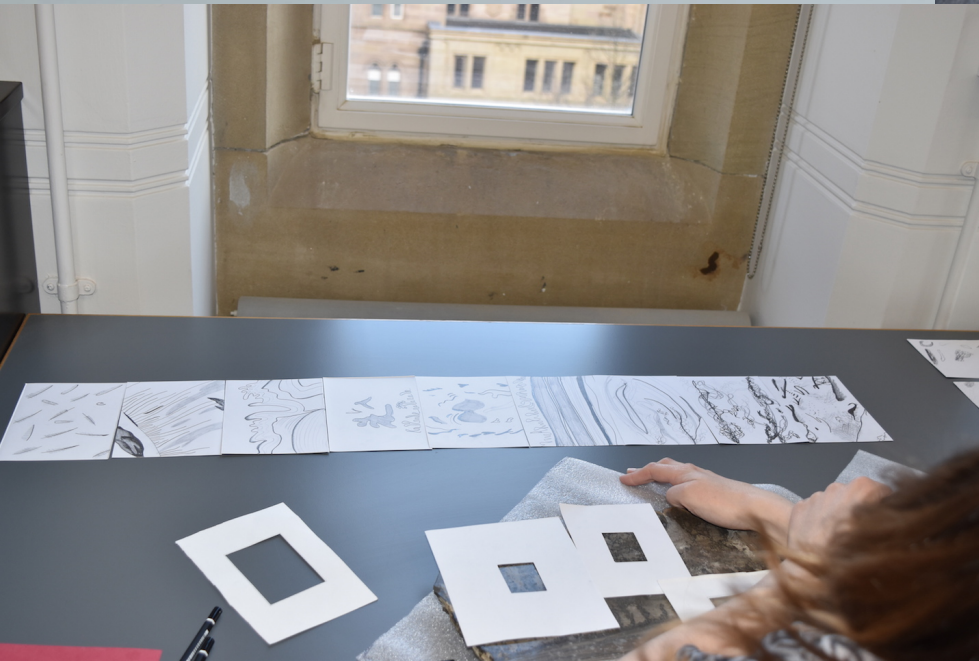
This is a type of limestone which formed when layers of algae on the seafloor trapped mud as they grew.

How old is it?



Drawing the fossils everyone could use a simple cardboard frame to select a detail they found interesting and a selection of pencils

next slide: fossil drawing



We talked at length about different ways of classifying objects,
including some unusual ones!

next slide: The Periodic Table of Muppets

THE PERIODIC TABLE OF THE MUPPETS

| | | | |
|---|---|---|---|
| Kr Kermit the Frog Kermit the Frog 1969 | Hh Hh Harvey the Hamster Harvey the Hamster 1969 | Sm Sam the Eagle Sam the Eagle 1969 | Yr Yoram the Elephant Yoram the Elephant 1969 |
| Ck Cousin Muppet Cousin Muppet 1969 | Gr Grover Grover 1969 | Lt Lionel the Lion Lionel the Lion 1969 | Bg Big Bird Big Bird 1969 |
| Bi Bert Bert 1969 | Bt Bert Bert 1969 | Er Ernie Ernie 1969 | Gv Guy Smiley Guy Smiley 1969 |
| Lf Luffy the Seal Luffy the Seal 1969 | Os Oscar the Grouch Oscar the Grouch 1969 | Rv Rabbit the Rabbit Rabbit the Rabbit 1969 | Fa Fay Fay 1969 |
| Hb Hootie the Owl Hootie the Owl 1969 | Hr Harry the Horse Harry the Horse 1969 | Mr Mr. Johnson Mr. Johnson 1969 | Sh Sheldon the Shark Sheldon the Shark 1969 |
| Si Simon the Spider Simon the Spider 1969 | Hv Harvey the Hamster Harvey the Hamster 1969 | Mf The Amazing Mumford The Amazing Mumford 1969 | Sf Mr. Snuffleupagus Mr. Snuffleupagus 1969 |
| Si Simon the Spider Simon the Spider 1969 | Pr Frank the Pug Frank the Pug 1969 | Yi Yoram the Elephant Yoram the Elephant 1969 | Yp Yoram the Elephant Yoram the Elephant 1969 |
| Ch Chad the Chameleon Chad the Chameleon 1969 | Ct Courtney the Cow Courtney the Cow 1969 | Sr Sally the Snake Sally the Snake 1969 | Bf Bert Bert 1969 |
| Gl Gordon the Gorilla Gordon the Gorilla 1969 | Su Sully Sully 1969 | Tw Twiddle the Toad Twiddle the Toad 1969 | |
| Dn Don the Duck Don the Duck 1969 | Rr Rabbit the Rabbit Rabbit the Rabbit 1969 | Bn Bert Bert 1969 | Br Bert Bert 1969 |
| To Two-headed Monster Two-headed Monster 1969 | Cl Clementine Clementine 1969 | El Elmo Elmo 1969 | Fg Floyd the Frog Floyd the Frog 1969 |
| Nb Nobel the Nobel Nobel the Nobel 1969 | Tl Telly the Mole Telly the Mole 1969 | Bh Buster the Horse Buster the Horse 1969 | Hn Henson Henson 1969 |
| Ar Archie Archie 1969 | Gn Gonzo Gonzo 1969 | Ve Captain Vegetable Captain Vegetable 1969 | Ht Hootie the Owl Hootie the Owl 1969 |
| PI Piggy the Pig Piggy the Pig 1969 | So Sunny the Squirrel Sunny the Squirrel 1969 | Al Alice the Ant Alice the Ant 1969 | Na Nanny the Nanny Nanny the Nanny 1969 |
| Wf Wolfgang the Wolf Wolfgang the Wolf 1969 | Ba Bert Bert 1969 | Bv Bert Bert 1969 | Mn Murray the Mole Murray the Mole 1969 |
| Rs Rocky the Rock Rocky the Rock 1969 | Rx Rocky the Rock Rocky the Rock 1969 | Sk Sally the Snake Sally the Snake 1969 | Zo Zoe Zoe 1969 |
| Cu Cousin Muppet Cousin Muppet 1969 | Mm Murray the Mole Murray the Mole 1969 | Ab Abe the Ant Abe the Ant 1969 | Ov Oscar the Grouch Oscar the Grouch 1969 |
| Bv Bert Bert 1969 | Rf Rabbit the Rabbit Rabbit the Rabbit 1969 | Ed Eldorado the Elephant Eldorado the Elephant 1969 | Mh Mama Marmalade Mama Marmalade 1969 |
| Sn Simon the Spider Simon the Spider 1969 | Dr Dr. Doolittle Dr. Doolittle 1969 | Fk Frank the Pug Frank the Pug 1969 | Gz Gordon the Gorilla Gordon the Gorilla 1969 |
| Th Thag the Toad Thag the Toad 1969 | Rb Rabbit the Rabbit Rabbit the Rabbit 1969 | Sw Swampy the Frog Swampy the Frog 1969 | Fr Frank the Pug Frank the Pug 1969 |
| Jm Jim the Horse Jim the Horse 1969 | Jr Jerry the Elephant Jerry the Elephant 1969 | Pg Piggy the Pig Piggy the Pig 1969 | Cr Craig the Camel Craig the Camel 1969 |
| Gi Gonzo the Frog Gonzo the Frog 1969 | Kb Kermit the Frog Kermit the Frog 1969 | Kz Kermit the Frog Kermit the Frog 1969 | Mi Miss Marmalade Miss Marmalade 1969 |
| An Annie the Ant Annie the Ant 1969 | Fi Floyd the Frog Floyd the Frog 1969 | Ja Janet the Jellyfish Janet the Jellyfish 1969 | Te Telly the Mole Telly the Mole 1969 |
| Zt Zoe the Zebra Zoe the Zebra 1969 | Ni Nigel the Noddy Nigel the Noddy 1969 | Sd Sally the Snake Sally the Snake 1969 | Se Sally the Snake Sally the Snake 1969 |
| St Sally the Snake Sally the Snake 1969 | Wd Wolfgang the Wolf Wolfgang the Wolf 1969 | Bm Bert Bert 1969 | Bu Bert Bert 1969 |
| Fo Floyd the Frog Floyd the Frog 1969 | Hi Hilda the Horse Hilda the Horse 1969 | Mv Mama Marmalade Mama Marmalade 1969 | Nw Nanny the Nanny Nanny the Nanny 1969 |
| Sc Sally the Snake Sally the Snake 1969 | Ss Sally the Snake Sally the Snake 1969 | Un Uncle Dudley Uncle Dudley 1969 | Wa Wayne the Whale Wayne the Whale 1969 |
| Wn Wolfgang the Wolf Wolfgang the Wolf 1969 | As Anna the Ant Anna the Ant 1969 | Bb Bert Bert 1969 | Bk Bert Bert 1969 |
| Di Dino the Dinosaur Dino the Dinosaur 1969 | Li Lionel the Lion Lionel the Lion 1969 | Po Piggy the Pig Piggy the Pig 1969 | Rz Rabbit the Rabbit Rabbit the Rabbit 1969 |
| Yl Yoram the Elephant Yoram the Elephant 1969 | Lu Lionel the Lion Lionel the Lion 1969 | Me Mama Marmalade Mama Marmalade 1969 | Em Ernie the Elephant Ernie the Elephant 1969 |
| Bd Bert Bert 1969 | Cm Cousin Muppet Cousin Muppet 1969 | Ls Lionel the Lion Lionel the Lion 1969 | Lw Lionel the Lion Lionel the Lion 1969 |
| Mu Murray the Mole Murray the Mole 1969 | Pn Piggy the Pig Piggy the Pig 1969 | Ff Fay Fay 1969 | Aq Angus the Ant Angus the Ant 1969 |
| Li Lionel the Lion Lionel the Lion 1969 | Po Piggy the Pig Piggy the Pig 1969 | Rz Rabbit the Rabbit Rabbit the Rabbit 1969 | Yl Yoram the Elephant Yoram the Elephant 1969 |
| Be Bert Bert 1969 | Di Dino the Dinosaur Dino the Dinosaur 1969 | Cf Cousin Muppet Cousin Muppet 1969 | Wo Wolfgang the Wolf Wolfgang the Wolf 1969 |
| Ca Cousin Muppet Cousin Muppet 1969 | Ad Andy the Ant Andy the Ant 1969 | Ra Rabbit the Rabbit Rabbit the Rabbit 1969 | Bo Bert Bert 1969 |
| Jh Janet the Jellyfish Janet the Jellyfish 1969 | Pe Piggy the Pig Piggy the Pig 1969 | Sa Sally the Snake Sally the Snake 1969 | Vn Vladimir the Vulture Vladimir the Vulture 1969 |
| Am Angel the Ant Angel the Ant 1969 | Oi Oscar the Grouch Oscar the Grouch 1969 | Ro Rocky the Rock Rocky the Rock 1969 | Wt Wolfgang the Wolf Wolfgang the Wolf 1969 |
| Gb Gonzo the Frog Gonzo the Frog 1969 | Mk Mama Marmalade Mama Marmalade 1969 | Mt Mama Marmalade Mama Marmalade 1969 | Rd Rocky the Rock Rocky the Rock 1969 |
| We Wayne the Whale Wayne the Whale 1969 | Dz Dino the Dinosaur Dino the Dinosaur 1969 | Jn Janet the Jellyfish Janet the Jellyfish 1969 | Ma Mama Marmalade Mama Marmalade 1969 |
| Pa Piggy the Pig Piggy the Pig 1969 | Sp Sally the Snake Sally the Snake 1969 | Gu Gordon the Gorilla Gordon the Gorilla 1969 | Ph Piggy the Pig Piggy the Pig 1969 |
| Cs Craig the Camel Craig the Camel 1969 | Cj Craig the Camel Craig the Camel 1969 | | |

After collecting a large group of fossil drawings we sorted them into groups according to their 'message', including 'Beach' and 'Linear'

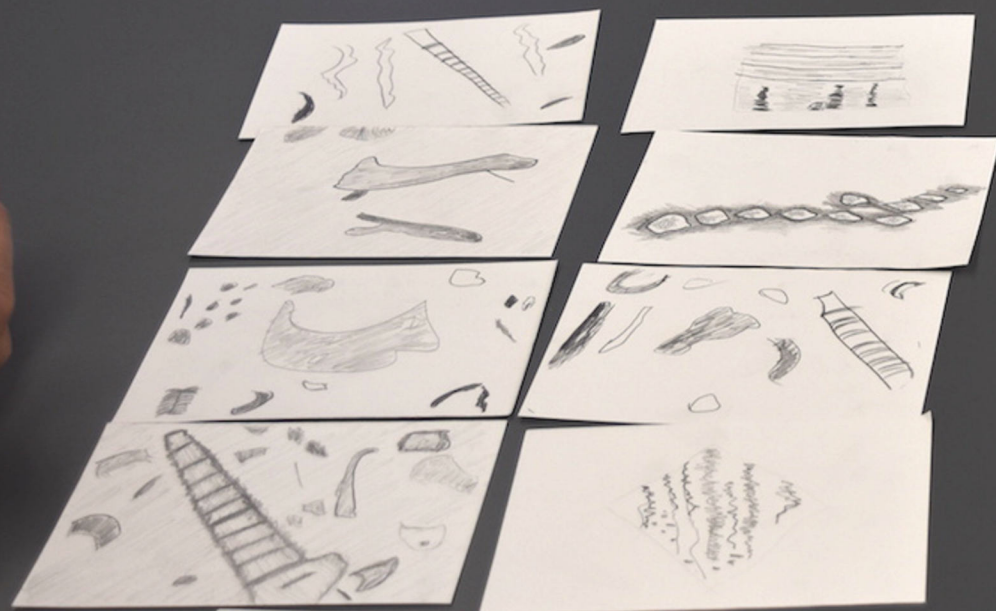
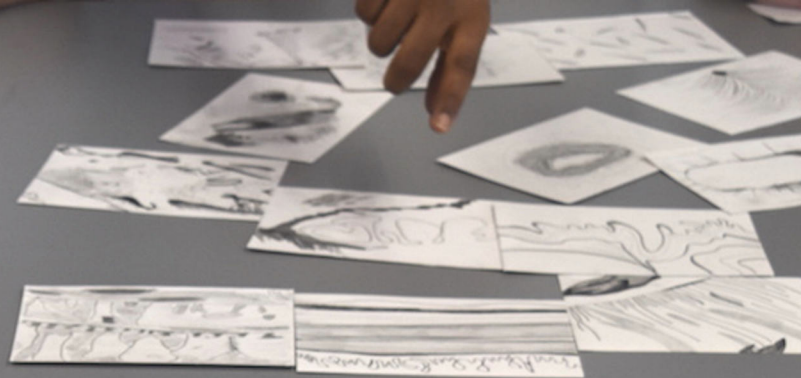
Next two slides: grouped fossil drawings at the Museum



RINGO

BLAYER

pHEATHER



LINEAR



BEACH

The project shed light on important issues concerning arts and health projects and the way that clinicians, artists and other professionals can work together to improve communication.

1 Understanding Barriers to Communication

Transcriptions taken from workshops

You learn from being uncomfortable, and especially doctors

It's one of the hardest things, I think, if someone describes something to you, because the picture I've built up in my head is probably not the picture they've got

next two slides: word map of issues raised and sharing on a 'level playing field': doctors and patients working together

respect
perspective share
ambiguity thoughtful
creative clarity
reflection
balance empathy identity
tolerant resilience
difference
confidence



2 Drawing can be a tool for developing conversations

Becoming lost in the process of drawing allowed discussions to flow easily and was an important shared experience. The drawing session without 'seeing' allowed the group to understand the importance of the sense of touch

Details about hospital visits were discussed openly in the workshops and responses from both a doctor and a patient viewpoint shared

next slide: the importance of drawing together to benefit communication



3 Questioning

Digging deeper occurred as discussions developed and allowed for the examination of difficult issues. Thinking 'outside the box' through the drawing activities enabled the participants to talk openly about their appearance and identity

Transcription taken from workshops

I see patients differently now. I have a renewed sense of empathy

next slide: sharing an idea



4 Collaboration

Teamwork was key to this project

Transcription taken from workshops

The patient was part of the team

next slide: patient and doctor enjoying a shared moment



5 Respect

The science/medical classifications seen in the last workshop can only tell some of the story. Touch and emotion are as valid in telling a different narrative. Most importantly respect for other viewpoints was seen as critical

Transcription taken from workshops

When you put the slide of psoriasis up and it was purple and pink, and it was beautiful, and I was talking to people who said 'how could that be beautiful?', and I said 'how can it NOT be beautiful, it's part of me...'

next slide: working slowly together with Daksha Patel artist



6 Difference

Looking at art and making drawings together enabled participants to find different stories to share.

Differences of opinion were aired openly, and reinforced the findings of the gallery pilot training project. Doctors, patients and artists were delighted to share their experiences in order to look harder and to think differently

Transcriptions taken from workshops

Doctor

We both reacted quite differently to this and it might reflect the different views and experiences we have of skin disease, patient versus doctor...

Patient

Baring skin, inviting them in; it represented a journey

next slide: patient and doctor - a shared moment



Thanks

- To all the patients who contributed to this project
- To the Dermatology Research Centre nurses, doctors and histologists
- Artist Daksha Patel
- Daniel Ridsdale from Salford Royal and the team in the membership GROUP
- Ashmita Prabhakaran, medical student

Keep in touch!

helena@helenatomlin.com

Programme Leader, Visual Literacy for Dermatologists 2016 -18

