Background

National Student Survey
2015 across 154 US medical schools:
- 94% of students agreed that knowing sex and gender medicine improves one's ability to manage patients
- 96% of students said that medical education should include teaching about sex and gender differences.
- less than one-third of students felt prepared to manage sex and gender differences in healthcare.1

Sex and Gender Health Education Summit
- 2015: A Roadmap for Curricular Innovation
- 2018: Advancing Curricula Through a Multidisciplinary Lens
- 2020: A Framework for Multidisciplinary Teaching and Training in Healthcare: Core Tenants
- 2021: Curricular Integration

Project Objectives
- To increase faculty's competency in modifying educational content to include sex and gender differences.
- To increase knowledge and competency of medical students to appropriately and adequately consider the role of sex and gender in each element of health and disease, including basic science, clinical care, population health.

Methods

Faculty Survey
- Demographics
- Comfort level
- Intersectional discussion
- Perceived barriers
- Knowledge

Students Survey
- Demographics
- Curriculum review
- Knowledge

Framework and Timeline

Mar-Jul
- Engagement and Creating the Commitment
  - Institutional and Student Stakeholders
  - Identify and Align Current Initiatives
  - Submitting the Brown Physician Inc. Grant

Aug-Sep
- Identifying Current Practice and Points of Interventions
  - Distribution of Student and Faculty Survey
  - Faculty Focus Group Discussion

Oct-May
- Faculty Education
  - Launch of Toolkit
  - Faculty Development Sessions
  - SGHE summit
  - Longitudinal Engagement via Subcommittees
  - Student Facing Faculty Outreach

Jun-Jul
- Post test survey

Assessment scale
1. Sex/Gender-Biased
   - Stigmatizing, reinforcing stereotypes, wrong use of language

2. Sex/Gender-Blind
   - Ignores sex and gender differences

3. Sex/Gender-Sensitive
   - Acknowledges the differences in sex and gender without mentioning the mechanisms or contributing factors

4. Sex/Gender-Specific
   - Acknowledges the differences in sex and gender, discusses the reasons or contributing factors, (if available evidence doesn't exist talk about knowledge gaps).
   - Doesn't discuss how this information could be applied to clinical setting

5. Sex/Gender-Transformative
   - Acknowledges the differences in sex and gender
   - Considers gender norms, roles and relations for people of all genders
   - Discusses contributing factors or mechanisms of the differences or the knowledge gap
   - Includes knowledge translation strategies to improve care for patients with regard to their sex and gender

Toolkit Steps for Faculty Content Review

Step 1
- Watch the video instruction and use the assessment scale

Step 2
- Use the check list identify In your own content:
  - What's not accurate?
  - What's missing?
  - What could be improved?

Step 3
- Utilize Resources:
  - Visit Sexandgenderhealth.org for Sample slides and videos
  - Review relevant chapters "How sex and Gender impact Clinical Practice"
  - Use the Sex and Gender PubMed search tool for the most recent data

Step 4
- Edit the content
  - Reach out to SGBM faculty in case of questions.

References