

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 difference 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



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.



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 these 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

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

Identifying Current Practice and Points of Interventions

Distribution of Student and Faculty Survey
Faculty Focus Group Discussion

Aug-Sep

Oct-May

Faculty Education

Launch of Tool kit
Faculty Development Sessions
SGHE summit
Longitudinal Engagement via Subcommittees
Student Facing Faculty Outreach

Post test survey

Jun-Jul

References

¹Jenkins, Marjorie R., et al. "Sex and gender in medical education: a national student survey." *Biology of sex differences* 7.1 (2016): 25-35.