BROWN EMERGENCY MEDICINE BROWN PHYSICIANS, INC.

Integration of Sex and Gender into Medical Education Curricula

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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

Toolkit Steps for Faculty Content Review

Watch the video instruction and use

Use the check list identify In your

• Visit Sexandgenderhealth.org for Sample

Review relevant chapters "How sex and

Use the Sex and Gender PubMed search

Reach out to SGBM faculty in case of

Gender impact Clinical Practice"

tool for the most recent data

Edit the content

questions.

the assessment scale

own content:

• What's missing?

Utilize Resources:

slides and videos

• What's not accurate?

• What could be improved?

- Perceived barriers
- Knowledge

Students Survey

- Demographics
- Curriculum review
- Knowledge

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

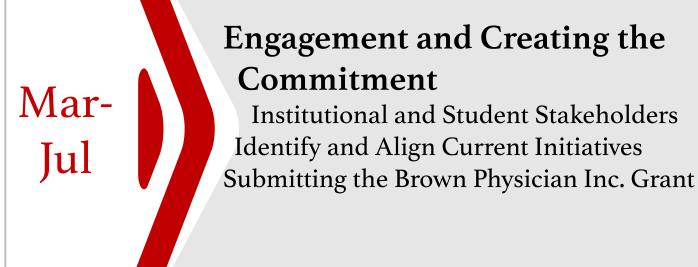
4. Sex/Gender-Specific

5. Sex/Gender-Transformative

- ✓ 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

- ✓ 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



Identifying Current Practice and Points of Interventions Distribution of Student and

Faculty Survey Faculty Focus Group Discussion

Oct-May

Faculty Education

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

Post test survey



Aug-

Sep

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.

