

A Framework for Teaching Sex and Gender Health: 4 Core Tenets

Rebecca Sleeper, Pharm.D. FCCP, FASCP, BCPS, Connie B. Newman, M.D. MACP, Eliza Lo Chin, M.D., M.P.H., Juliana M. Kling, M.D. M.P.H.



INTRODUCTION

- Sex as a biological variable and gender as a sociocultural variable influence health, disease pathophysiology, treatment, and outcomes as well as personal attitudes towards medicines and health care.
- However, these concepts have not been systematically incorporated into education across health professions.
- Since 2015, four Sex and Gender Health Education Summits have built upon the effort to grow awareness and promote the integration of this content into all health professions' curricula.
- A significant outcome of these Summits was the development of a framework for education about sex and gender specific health through a set of core educational tenets. These four tenets represent the collaborative effort of an interprofessional writing team.

METHODS

- Following the 2018 summit, a draft of 10 proposed learning outcomes for Sex and Gender Education was developed, including 6 knowledge-based outcomes and 4 skill-based outcomes.
- This draft was presented at the 2020 Summit. Members of the Sex and Gender Health Collaborative (SGHC) of AMWA and other content experts summarized areas of knowledge and abilities that apply to sex and gender education across health professions.
- This was followed by a facilitated workshop of multiple interprofessional groups. These groups each reviewed and proposed revisions to the draft tenets.
- Outcomes of each group's review were compiled into a final list of 4 core concepts common to all health professions' curricula.
- An interprofessional writing group representing a diverse group of health professions reviewed and refined the 4 core tenets which were published in 2022 (QR code).

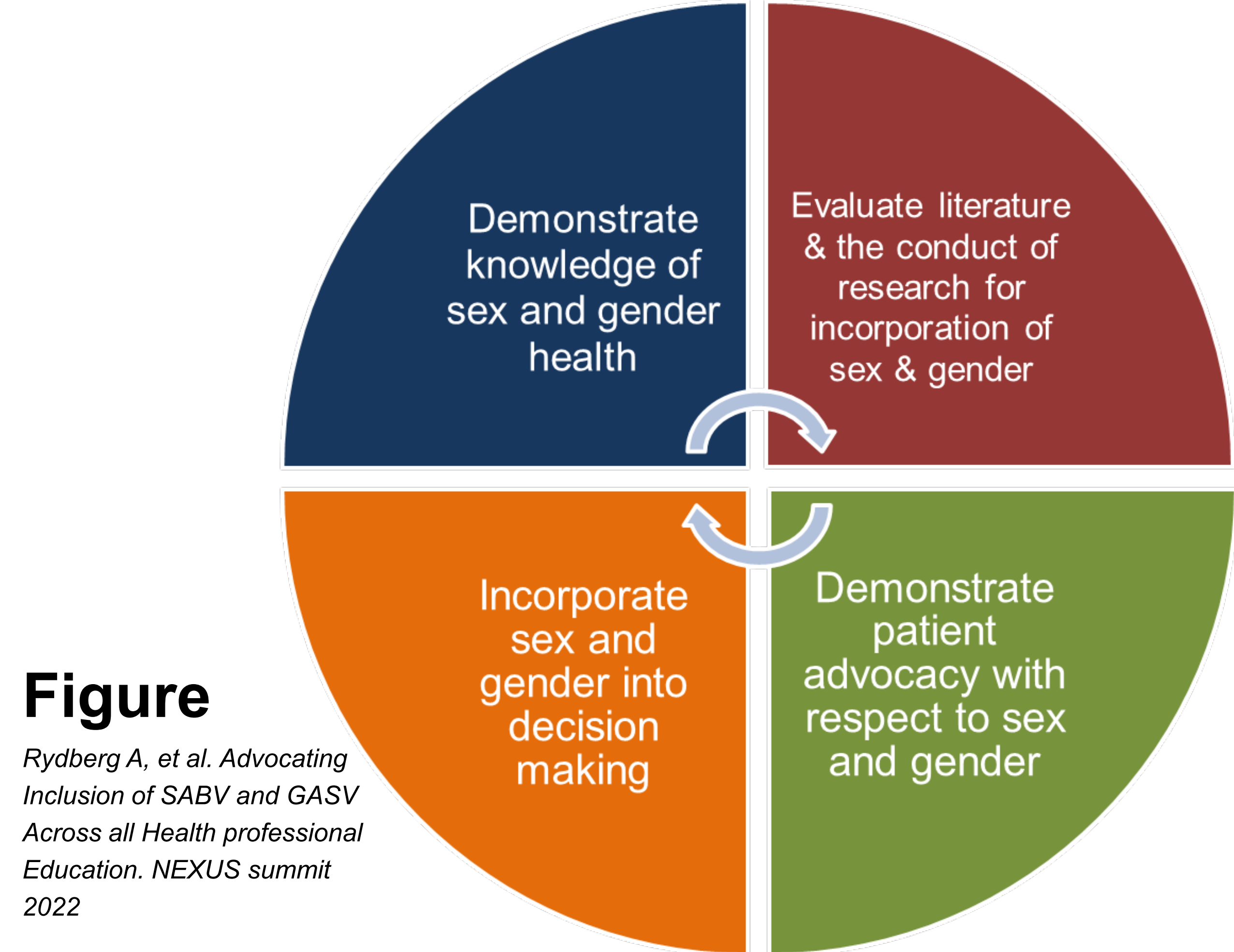
CONCLUSION

The 4 core tenets represent abilities related to Sex and Gender Health that all health professionals should know or do. As a framework for teaching sex and gender specific health, they are intended to be used as an aid in curricular design. The tenets may be used within all professions to develop practice guidelines, competency statements, and/or assessment benchmarks, within the structures of their respective accrediting bodies. Through this process, we can advance the health of women, men, and other genders. We hope to raise a generation of healthcare practitioners who will approach clinical care with a sex/gender lens, ultimately resulting in a more empathetic and patient-centered model of care for all our patients. The intent is to enhance patient safety and improve outcomes as well as reduce health disparities and the economic burden of care.



Sex and Gender Health Education Tenets: A report from the 2020 Sex and Gender Health Education Summit. Journal of Women's Health. 2022;31(7) DOI:1089/jwh.2022.0222

Results: 4 Core Tenets	
1. Demonstrate knowledge of sex and gender health:	Understand and be able to describe terminology, definitions, concepts, and sex and gender differences in anatomy, physiology and pathophysiology, as well as psycho-socio-cultural factors, behaviors, health systems, and social determinants of health.
2. Evaluate literature and the conduct of research for incorporation of sex and gender:	Critically evaluate literature, including guidelines, to identify sex and/or gender disaggregation and analysis of data, appropriateness of conclusions, and identification of gaps in knowledge. When conducting research, include both males/men and females/women and disaggregate, analyze and report data by sex and/or gender as appropriate.
3. Incorporate sex and gender considerations into decision making:	Apply sex and gender health specific epidemiology, pathophysiology, clinical presentation, therapeutic responses, and health care seeking behavior to clinical decision making, and care.
4. Demonstrate patient advocacy with respect to sex and gender:	Promote respect for all persons by ensuring that individual sex and gender variables are incorporated into interpersonal interactions and the approach to care, recognizing the intersectionality of these variables with race, sexual orientation, socioeconomic demographics, employment and other social determinants of health. Working collaboratively with all health professions to deliver individualized sex and gender specific care through a shared interprofessional model is ideal.



Figure

Rydberg A, et al. Advocating Inclusion of SABV and GASV Across all Health professional Education. NEXUS summit 2022