

Gender and Diversity Training

Graduate Certificate in
Health Professional Education Workshop

Ann-Maree Nobelius
CMHSE and Project Officer, Gender
Working Party of MCMC
Monash University Australia

Today's Programme

Time	Topic	Presenter
1.30	Gender Concepts	Ann-Maree Nobelius
1.50	Social Analysis Framework	Ann-Maree Nobelius
2.00	Framework with cultural focus	AM for Sheila Vance
2.10	Small Groups Work	Ann-Maree
2.50	Group discussion	Ann-Maree
3.25	Summation	Ann-Maree

Conceptual Session Objectives

- To develop skills in identifying needs and issues related to gender and cultural diversity for the teacher and the student in the clinical teaching context
- To develop strategies to help students to engage appropriately in the clinical teaching environment which are mindful of gender and cultural differences

Meeting the session objectives

- To understand the difference between sex and gender
- To understand the concept of a gender perspective in clinical teaching
- To acquire social analysis skills
- To have greater insight into and more empathy for the value of difference

Gender Concepts

Definitions

What is the difference between sex and gender?

- Sex = male and female
- Gender = masculine and feminine

SEX

- refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs.

GENDER

- describes the qualities that a society or culture delineates as masculine or feminine.

It's culturally defined

'man' = male + masculine social role

a real 'man', 'masculine' or 'manly'

'woman' = female + feminine social role

a real 'woman', 'feminine' or 'womanly'

When reading medical evidence

Sex difference between

'males and females'

or

gender difference between

'men and women'?

Sex or gender difference?

- on average female brains exhibit greater 'plasticity', male brains are larger and have more neurons
- high blood pressure in males increases the size of the left ventricle, in females the chamber does not enlarge, but the muscle of the chamber wall thickens

Sex or gender difference?

- in Australia men develop melanoma more commonly on the back and shoulders, women more commonly on the lower leg
- globally women use 2/3 of health services, men use health services at a much lower rate

Sex or gender difference?

- in Australia rates of cancer are higher in males than in female
- women live approximately 5 years longer than men

Sex or Gender difference

100% biological = *Sex Difference*

**Everything else must be considered a
*Gender Difference***

(...because you can't separate people
from their environment)

'Gender Issues' in literature not limited to biological evidence

- Initially medical evidence of difference in patients
- Literature about difference in clinical skills and practice styles grew
- Social sciences assists medicine in thinking about social variables like gender and culture in a systematic way

A gender perspective

- A lens on all aspects of research, practice, education and policy making
- Gender perspective is multidimensional because all players in the healthcare and educational process have a gender

A Gender Perspective

So from the patient's perspective...

- ... a gender perspective in medicine acknowledges the role that masculinity and femininity plays in men's and women's health

From the providers perspective...

- ... a gender perspective acknowledges the ways in which the gender of the provider impacts on the health care event

A Gender Perspective

From an educational perspective...

- ... identifies the gendered nature of medical education/texts/teaching styles

From an evidence based perspective...

- ... acknowledges the clinical consequences of gender blind medical research and the resulting medical evidence

Gender blindness

- failure to identify difference on the basis of gender
- often perpetuated by usage of gender neutral language (patient or doctor)
- So pervasive most people are not aware of it
- much the same as systematic or institutionalised racism; you don't notice it unless it affects you

Gender Competence

- Gender competence reflects the capacity to identify where difference on the basis of gender is significant, and act in ways that produce more equitable outcomes for men and women

Examples of Gender-blindness in medical research

- 2/3 of all pharmaceuticals used to treat both men and women and 2/3 of all diseases that affect men and women have only been researched in men
- 1 in 3 women will die of heart disease and yet women have only made up less than 10% of all cardiac research subjects globally
- 50% of Couples infertility is male factor and yet most IVF programmes are run out of O & G and most research money is spent on female procedures

Outcomes of Gender-blindness

Women < 50 years old
have 24% higher mortality rate
from myocardial infarct
than men of the same age

(Vaccarino V et al. Sex-Based Differences in Early Mortality after Myocardial Infarction. N Engl J Med 1999; 341(4):217-25.)

Social Analysis Framework

GCHPE

...a gender perspective acknowledges the role that gender plays in clinical education

But how can we analyse this role in a way that is useful and suggestive of ways to change?

Social Analysis

This is the sociological bit...

Gender Competent Policy Response

- US National Institutes of Health fund only research that includes female study participants where the condition under investigation affects both men and women
- resulted in the publication of sex disaggregated data and therefore evidence of difference where it is significant
- This gender competent policy has resulted in gender competent medical evidence

Society

- Groups of people acting in organised ways
- Health service provision is an institutionalised form of social behaviour with deep historical roots
- Social institutions are reproduced and changed over time
- Opportunity exists to change social behaviour

Gender Analysis using the Social Analysis Framework

Purpose:

- To deconstruct issues in a way that suggests multilevel strategies for dealing with them

Process:

- Identify barriers and enablers at all levels
- Suggest ways of dealing with barriers and promoting enablers

Levels of social analysis

1. Individual

2. Environmental

- cultural
- communities
- economics

3. Structural

- institutional
- legislative

4. Superstructural

- international laws, policy and institutions

Cultural Competence

- Cultural competence reflects the capacity to identify where difference on the basis of culture or ethnicity is significant, and act in ways that produce more equitable outcomes for students and patients

Individual: Student

- What might be the student's perception of the tutorial as a 'learning tool'?
- Experience - level of experience with similar teaching & learning contexts; understanding and expectations re their own role and tutor's role in the tutorial.
- How might the student feel about participating in tutorial discussions and activities?
- Personality – shyness; level of confidence. Fear of embarrassment; ridicule in front of peers.
- In particular, how might their feelings be influenced by the fact that they are an international student in a group comprised predominantly of local students?
- Depending on language level and experience, might be self-conscious about language ability. Perhaps cannot follow all of what is being said. Particularly in early years, have difficulty following rapid-fire talk of locals. Understand colloquial language?

Individual: Tutor

- What are your own expectations of tutor/student roles?
- What personality factors may be influencing your approach to managing the tutorial? Discomfort with silence, for example.
- Are there any aspects of your behaviour that may be influencing the student's response?
- Do you allow the student sufficient time to answer a question before supplying a response, a second question, or moving on to another student?
- What can you do to increase the level of students' participation in the tutorial group?
- Eg. Get students to work in pairs first before coming back to the main group.
- Ask the group to write ideas down first, before reporting back.
- Increase confidence by getting students to do something simple first, or something that you know they can do.
- Give a student notice that you will come to them next.

Cultural Competence in Practice

- Challenge your own assumptions (lack of participation may or may not be cultural)
- be careful not to make generalisations
- Support is available

Levels of social analysis

1. Individual

2. Environmental

- cultural
- communities
- economics

3. Structural

- institutional
- legislative

4. Superstructural

- international laws, policy and institutions

Summation

Gender Analysis allows you to see things that have previously not been obvious...

- Overt/covert curriculum
- Insight into what the students have learned about the culture of our work place from our curriculum, teaching styles and teaching environment and interactions

Remember

- Everyone will have a different perspective
- Because everyone's experience is different
- Value and respect each others opinion
- Acknowledge how these opinions are socially situated
- A different perspective can afford invaluable insights

Resources

The journal "Gender Medicine"

<http://www.gendermedjournal.com>

Contacts

Gender

www.med.monash.edu.au/gendermed

annmaree.nobelius@med.monash.edu.au

Jo.wainer@med.monash.edu.au

Diversity

www.monash.edu.au/lls/sif/sif.htm

sheila.vance@celts.monash.edu.au