Second Year
Sex, Gender and Medicine
Seminar
Lecture 3: Resistance

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To tell or not to tell....
I SAY TELL!
Mainstreaming a Gender Perspective into Medicine

- ‘Mainstreaming’ simply means that a concept (or process) be fully integrated into all institutional processes so that it becomes a ‘mainstream’, common or everyday concept.

- Making gender concepts more ‘mainstream’, common or everyday within medical education and practice

- Practically it means acknowledging where difference is important throughout the entire curriculum and teaching process, in clinical practice and in policy development, and providing balance where needed.
Mainstreaming Gender

- the process must be evidence based and balanced
- men have gender issues too
- the process slow to come to medicine but common in government, NGO and transnational institutions worldwide
- parts of the process have been undertaken at other universities medical schools
Evidence-based
Gender Mainstreaming

- We are doing it all!
- Year 1 & 2
- **Year 3**
- **Year 4 & 5**
- **ASSESSMENT!!!**
- Post Graduate
- Guides, International Conferences and Publications coming up
- Monash leads mainstreaming in med ed
- Working on Clinical Practice
Students can get involved

- Year 5 Selectives and BMedSci being developed so that students can graduate with publications that are international best practice in gender-specific medicine.

- You can help define the field.
What about Monash staff?

- We are starting training (tutor guide)

- Haven’t got to all of the clinical schools yet (literally 1,000 of people)

- We started at the top
These are the people we did get to!

- The VC
- Prof Edward Byrne, the Dean
- Prof Leon Piterman, Deputy Dean
- Profs Richard Doherty and Chris Browne, co-chairs of the curriculum committee
- Prof Brian Jolly, Head of Medical Education
- Prof Julian Smith, Head of Surgery @ MMC
Dr Jane Fox, Surgeon @ MMC
Dr Jan Coles, Dept GP
Assoc. Prof Rob McLachlan, Andrology
Prof Jayashri Kulkarni, Head of Psychiatry @ Alfred
Dr Chris Wright, Head of ICU @ MMC
PCL tutors
Anatomy Demonstrators
Because this is an emerging field...

- The evidence is new and emerging

- You will come across people who won’t have a clue what you’re asking

- You will come across people who will try to tell you that your question is irrelevant

- People may know the answer or actually practice in a gender specific way, but don’t understand the question because they have never been asked to think about it in that way
A simple question for the tutor

Is there any evidence that this is different in men and women?
A simple question about gender to be rigorous when you are studying

- How would this scenario be different if the players were male/female?
Some questions about gender and clinical practice for 3rd Year

- How would this **presentation** be different if the patient were male/female?

- How would the **treatment** be different if the patient were male/female?

- How would the **outcomes** be different if the patient were male/female?

- How would the **consultation** be different if the doctor were male/female?
Along with regular critical literature review skills in EBM think about gender

- Does the disease affect both men and women?

- Were both men and women included in the study? If not, why not?

- Is the data presented in a sex disaggregated way?

- Understand that if both men and women are not reported on that the evidence may only tell part of the story and further evidence should be sought.
...and when it comes to your medical education

- Be critical, don’t just accept
- Be inquiring, if you don’t get it, ask
- Don’t let ‘the blokes in suits’ make you feel bad
- There are plenty of the Good Guys (and Women!) to help you out
If you don’t get the answers you need…

Places to find info about difference:

**Monash University’s Gendermed website**


[www.andrologyaustralia.org](http://www.andrologyaustralia.org)

http://www.gendermedjournal.com/

A MEDLINE search will always show you where to find info about difference