SEX AND GENDER

Curricular Assessment and Revision (SG-CAR)

— Faculty Development Toolkit —

Five Steps for Faculty Educational Content Review

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— Faculty Development Toolkit —

Welcome to the Sex and Gender Curricular Assessment and Revision (SG-CAR) validated Faculty Development Toolkit. We are glad you would like to integrate the newest sex and gender content into your curricular materials and teaching. For those new to the field, we hope this toolkit will provide you with an easy way to get started. For those who are more experienced, we hope this toolkit will provide you with a new tool for updating your curricular content.

School of Medicine Greenville
UNIVERSITY OF SOUTH CAROLINA

Funded by: **National Institutes of Health: R25 Grant NIH/ORWH, 1 R25 LM014335-01**

Galvanizing Health Equity Through Novel and Diverse Educational Resources (GENDER) Research Education Grant

Project: Sex and Gender Curricular Assessment and Revision (SG-CAR)

The 5 Steps for Faculty Content Review

Step 1

Use the Assessment Scale

Review your materials for sex and gender content by using the assessment scale.

Step 2

Use the Checklists

Use the two checklists to identify what is inaccurate, what is missing, and what could be improved.

Step 3

Use the Resources

Use the available resources to learn more about sex and/or gender as it relates to your topic. Website: SexandGenderHealth.org, PubMed® Search Tool, Textbook: *How Sex and Gender Impact Clinical Practice*

Step 4

Edit the Content

Make any image or text changes needed to bring your materials up-to-date.

Step 5

Reassess with the Assessment Scale and Checklists

Use the assessment scale and appropriate checklist to reassess your materials.

Step 1

Use this Scale to Assess Sex and/or Gender Content in Your Current Educational Materials

Review your materials for sex and gender content by using the assessment scale. Consider if your content is:

1. BIASED

Stigmatizing, reinforcing stereotypes, wrong use of language

2. BLIND

Ignores sex and/or gender differences, similarities, or lack of evidence.

3. AWARE

Acknowledges the differences, similarities, or lack of evidence without mentioning the mechanism or contributing factors related to sex and/or gender.

4. EXPLANATORY

Acknowledges the differences, similarities, or lack of evidence related to sex and/or gender, discusses the reasons, contributing factors, or mechanisms, (If available evidence doesn't exist, then addresses the knowledge gaps). Doesn't discuss how this information could be applied to a clinical setting.

5. TRANSLATIONAL

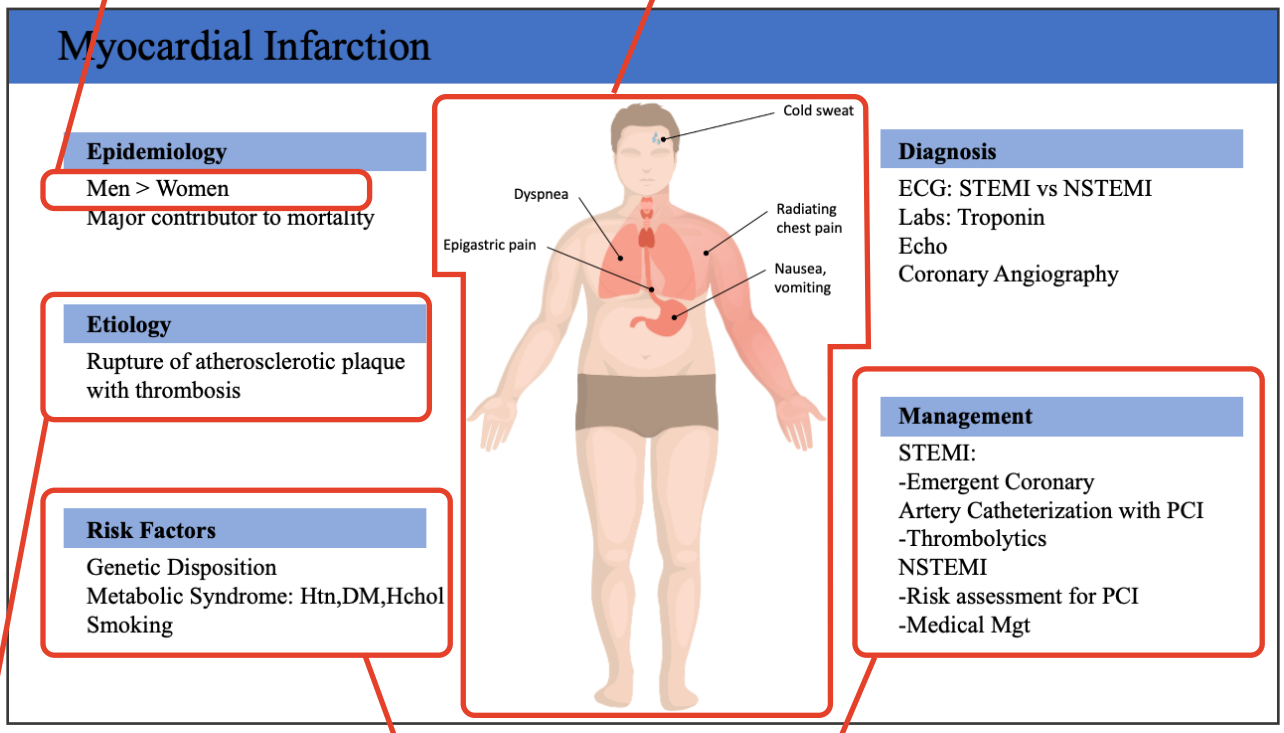
Includes knowledge translation strategies to improve care for patients with regard to their sex and gender. Integrates sex and gender specific content as noted above. Considers gender norms, roles, behaviors, expectations, and relations for people of all genders.

Adapted from : Canadian Institutes of Health Research (CIHR). Sex/Gender-responsive assessment scale for health research. Government of Canada. Accessed February 24, 2025. https://cihr-irsc.gc.ca/e/49335.html and World Health Organization (WHO). Gender mainstreaming for health managers: a practical approach. Geneva: World Health Organization; 2011.

Assess: Slide Example from a Possible Teaching Deck

Aware: Acknowledges there are differences in Epidemiology without providing further information.

Biased: Reinforces the stereotype presentation as male with chest pain radiating to left arm.



Blind: Ignores varying etiologies more common in women.

Blind: No acknowledgment of alternative options to manage causes of MI more common in women. No discussion of the variability in outcome based on sex of the patient.

Blind: Ignores sex-specific risk factors for women.

Step 2

Use the Checklists

Use this checklist to identify what is inaccurate, what is missing, and what could be improved in your educational content (e.g., lectures, simulation cases, or other teaching materials).

Does your educational content address differences, similarities, or lack of evidence related to sex and/or gender for the following?

Checklist for Educational Materials	Yes	No	NA
Terminology (correct use of sex and gender)			
Epidemiology (Incidence, prevalence, burden, mortality)			
Clinical presentation and history			
Physical exam			
Laboratory/imaging			
Etiology			
Risk factors			
Screening/Prevention/Diagnosis			
Treatment (pharmacological, nonpharmacologic, surgical)			
Management (lifestyle changes, risk factor modification, pharmacological management)			
Pregnancy			
Prognosis, sequelae, comorbidities			
Influence of sex hormones/genetics			
Socio-cultural influence (gender roles, norms, identities)			
Access to healthcare			
Example clinical case			
Knowledge gap in the literature			

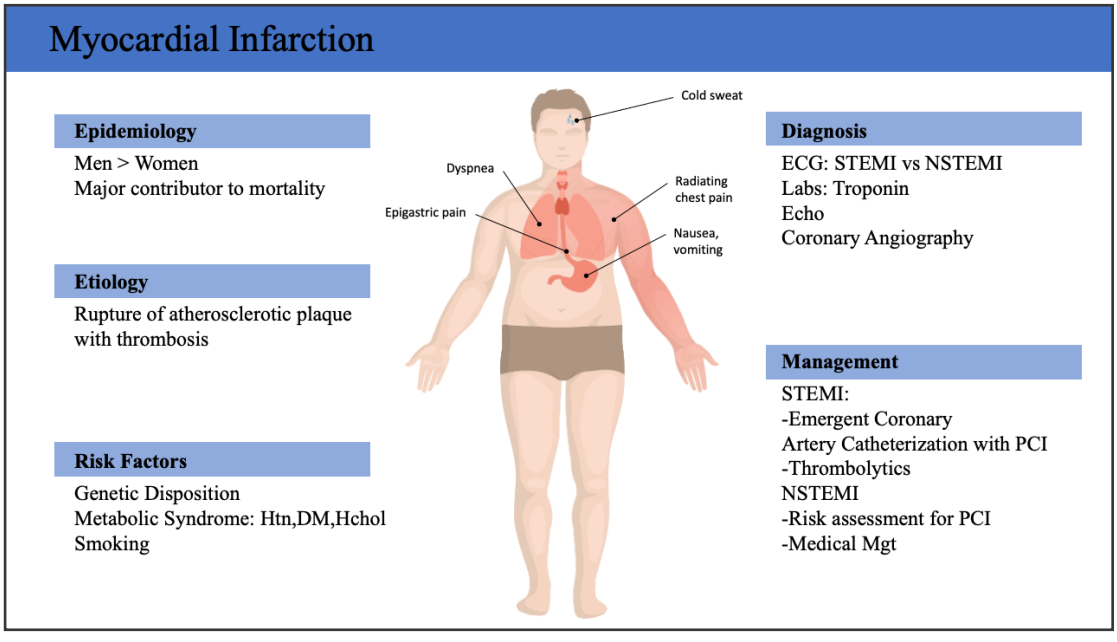
Adapted from : Jenkins MR, Newman CB, eds. *How Sex and Gender Impact Clinical Practice : An Evidence-Based Guide to Patient Care.* Academic Press, an imprint of Elsevier; 2021.

Checklist for Educational Materials	Yes	No	NA
Terminology (correct use of sex and gender)		✓	
Epidemiology (Incidence, prevalence, burden, mortality)	✓		
Clinical presentation and history		✓	
Physical exam		✓	
Laboratory/imaging		✓	
Etiology		✓	
Risk factors		✓	
Screening/Prevention/Diagnosis		✓	
Treatment (pharmacological, nonpharmacologic, surgical)		✓	
Management (lifestyle changes, risk factor modification, pharmacological management)		✓	
Pregnancy		✓	
Prognosis, sequelae, comorbidities		✓	
Influence of sex hormones/genetics		✓	
Socio-cultural influence (gender roles, norms, identities)		✓	
Access to healthcare		✓	
Example clinical case		✓	
Knowledge gap in the literature		✓	

TIP:

Only Yes or No for the first round on the checklist should be checked, as you haven't utilized the resources yet to know if something is NA.

Corresponding initial slide



Use this checklist for bedside clinical teaching discussions.

Does your educational content address differences, similarities, or lack of evidence related to sex and/or gender for the following?

Checklist for Clinical Settings	Yes	No	NA
Communication			
Communication of patient's preferred pronouns			
Recognizing patient and provider communication styles and incorporating a gendered approach to patient–provider communication			
Patient history			
Sex and gender focused questions when applicable to the chief complaint			
Organ inventory check			
Use of sex hormones			
Asking about LMP for chief complaints other than OB/Gyn			
Physical examination			
Approaching a patient based on gendered assumptions			
Attention to the differences in normal findings for men and women			
Diagnostics			
Sex differences in interpretation and/or limitations of the diagnostic tests			
Treatment plan / management plan			
Prognosis and outcome			
Knowledge gaps			

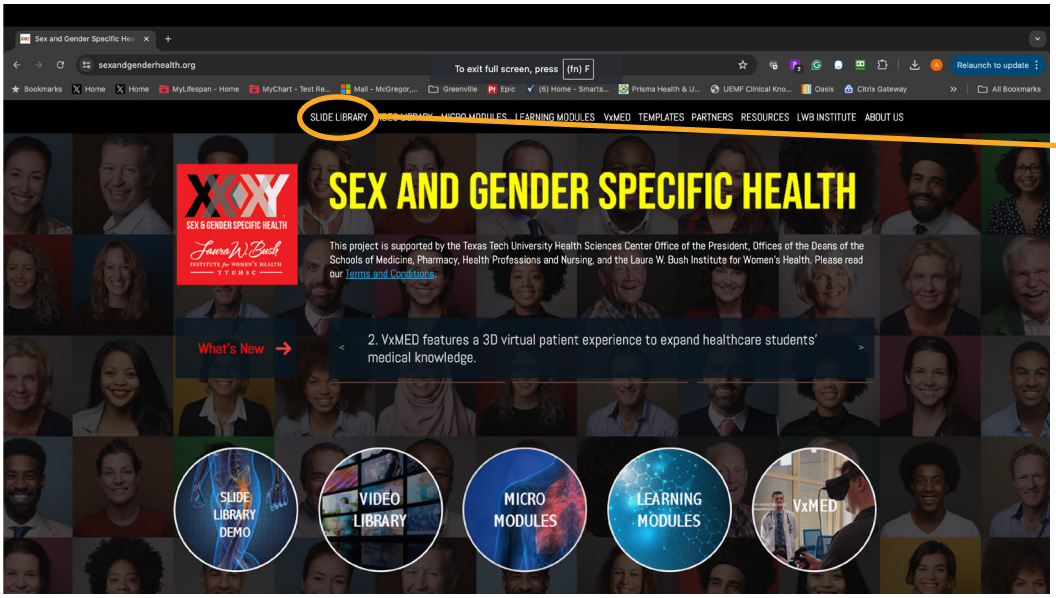
Adapted from : Jenkins MR, Newman CB, eds. *How Sex and Gender Impact Clinical Practice : An Evidence-Based Guide to Patient Care.* Academic Press, an imprint of Elsevier; 2021.

Step 3

Use the Resources

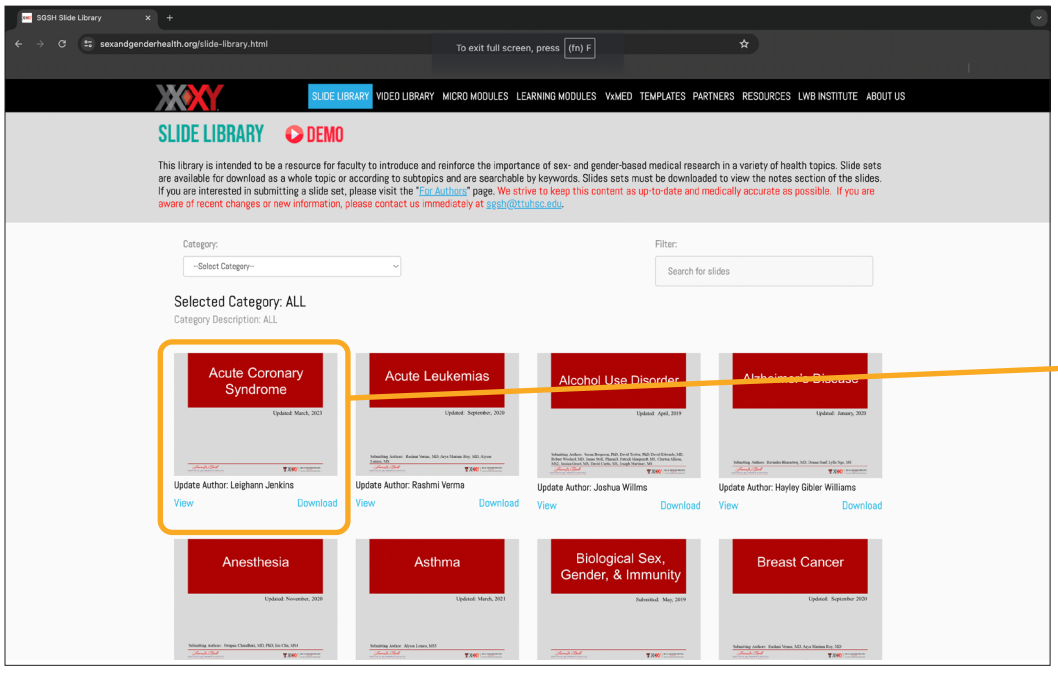
Use **SexandGenderHealth.org** to access the latest in *free* sex and gender medical curricular materials (slide library, PubMed® search tool, recommended textbooks).

TIP: Choose the resource you want to use based on the time you have available to edit your content, the level of your learners, and your own knowledge and experience.



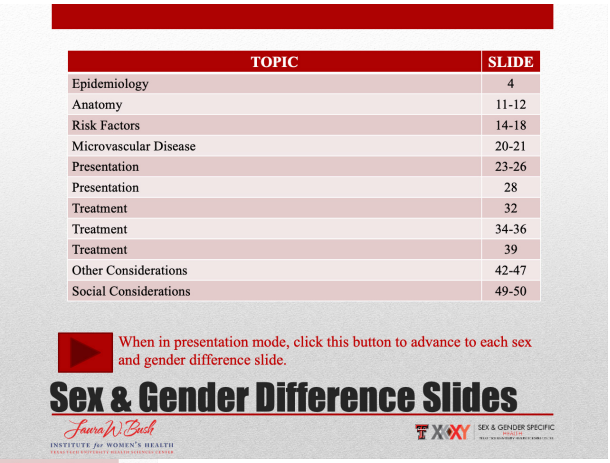
To access slide decks focused on sex and gender specific health:

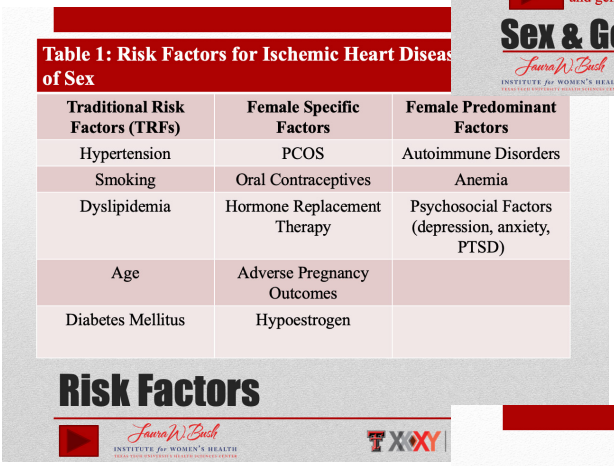
Select **Slide Library**

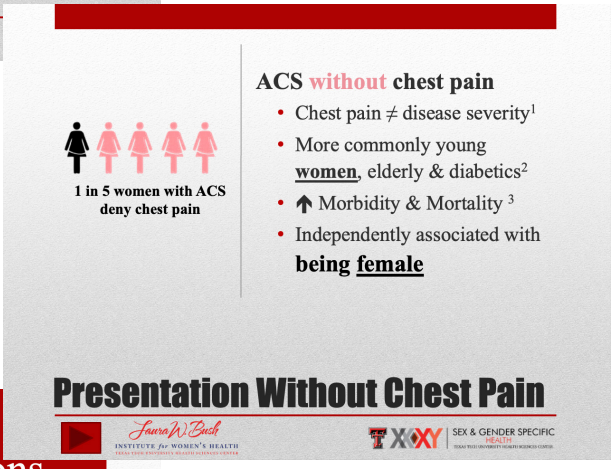


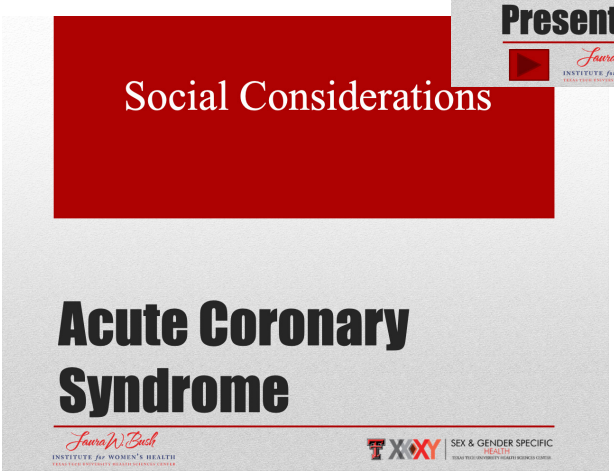
Free slide decks for downloading and use

Resource: SexandGenderHealth.org









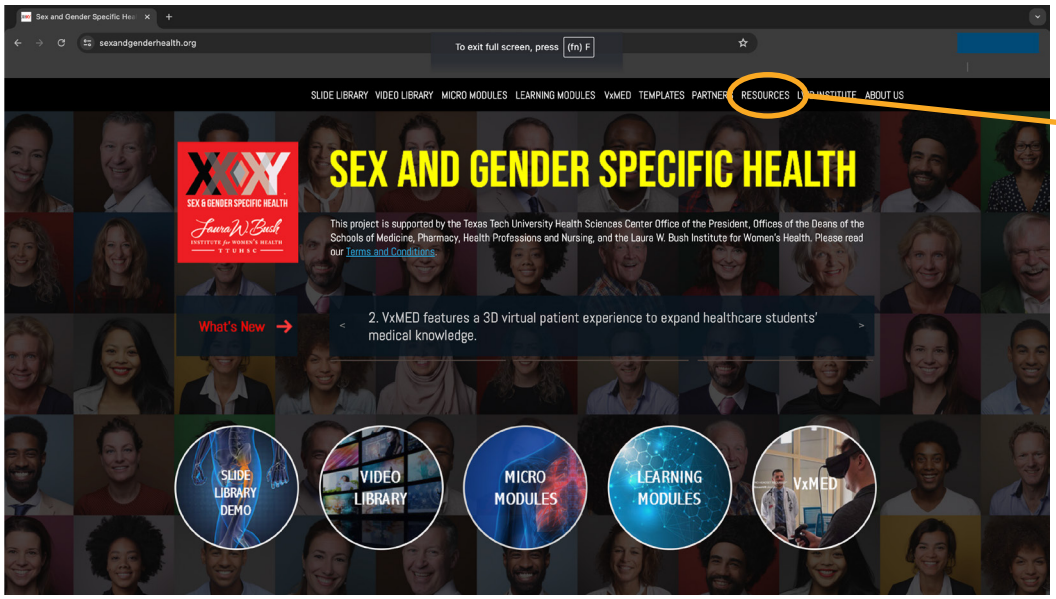
TIP:

Select the appropriate slides, and either copy them directly into your deck, or incorporate the slide contents.

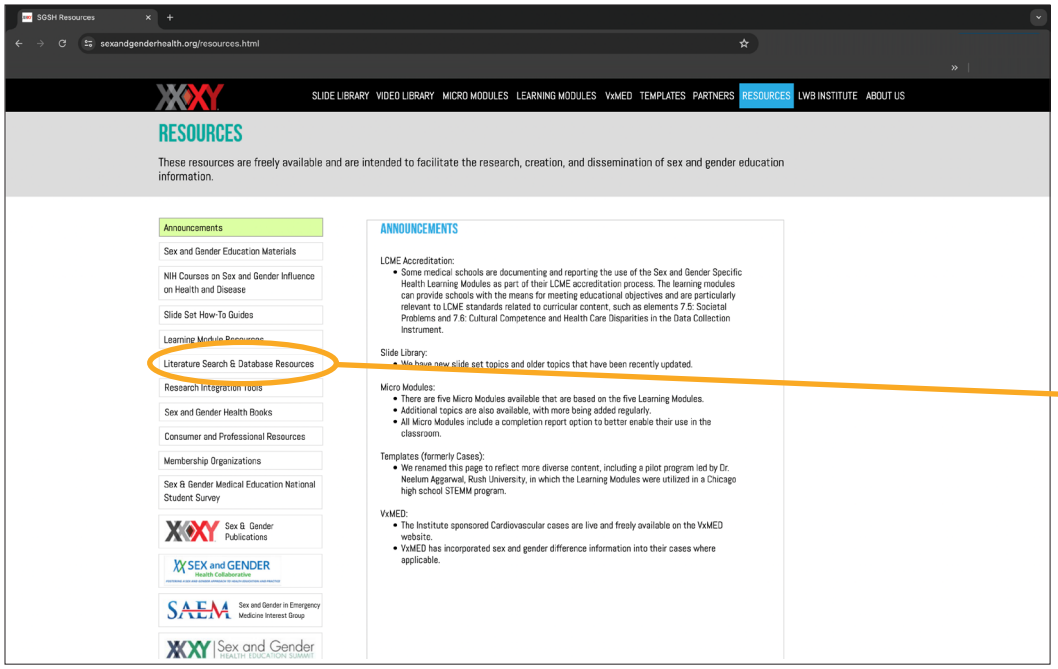
Step 3

Use the Resources

Use **SexandGenderHealth.org** to access the latest in sex and gender information in PubMed®.

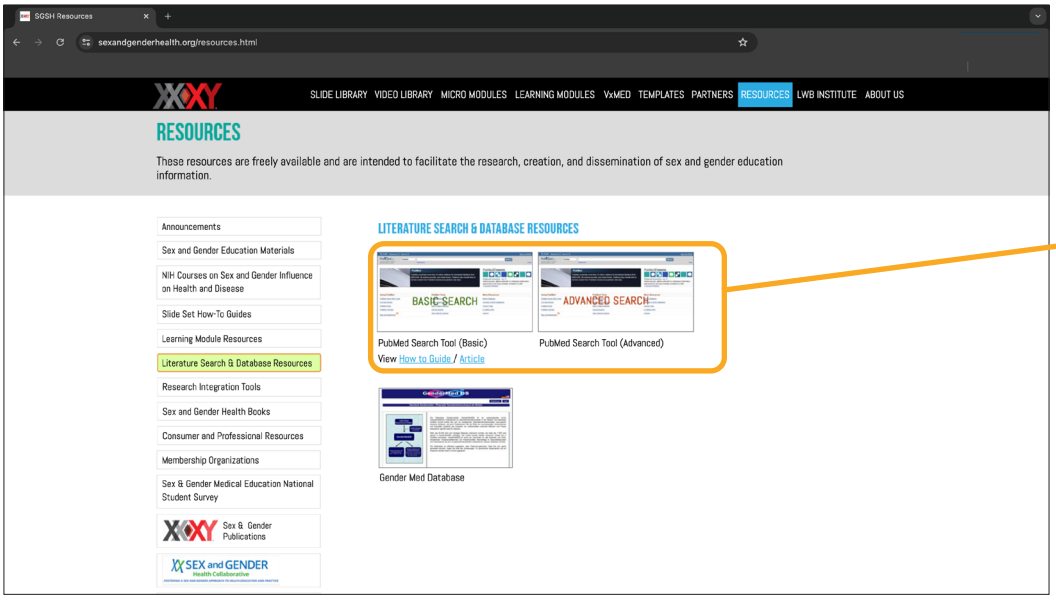


Select **Resources**.



Select **Literature Search & Database Resources**.

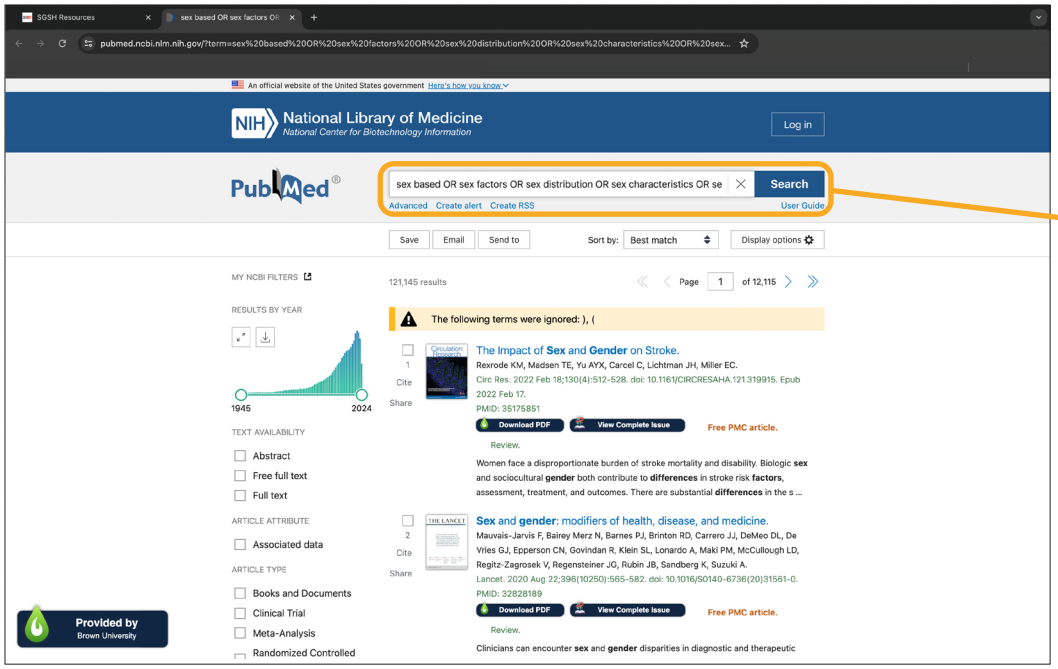
Resource: SexandGenderHealth.org - PubMed® Search Tool



Choose either:

Basic Search for all sex and gender specific terms.

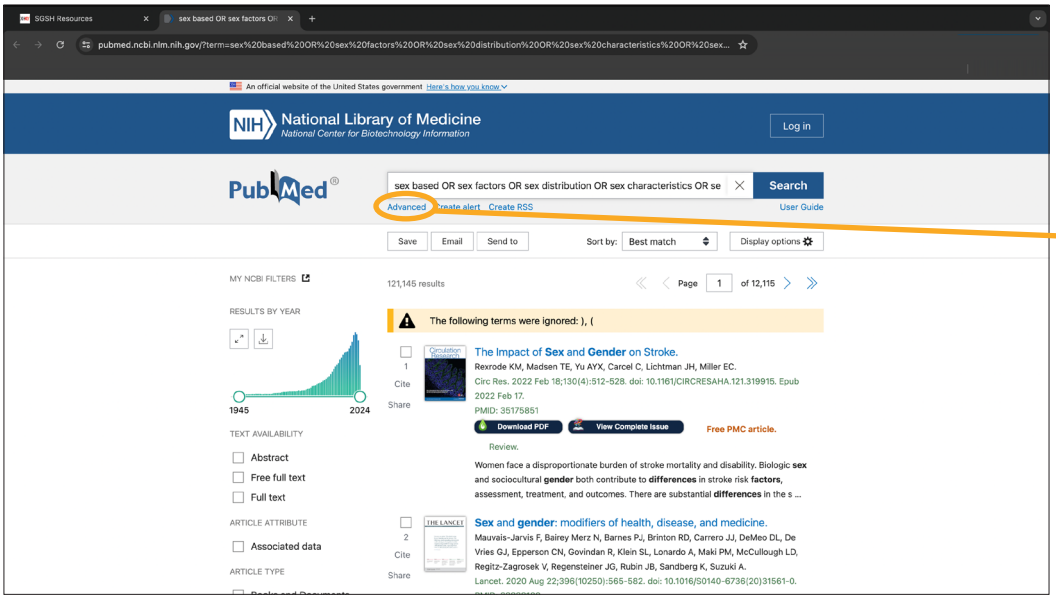
Advanced Search for all sex and gender specific terms plus women's health.



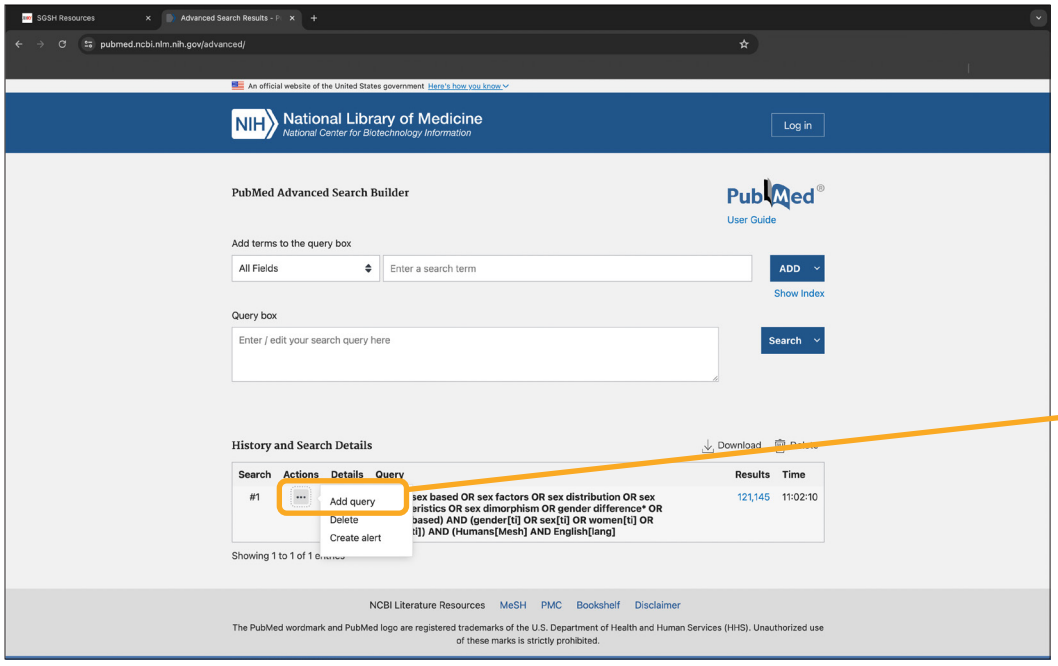
From either **Basic** or **Advanced** search, the search terms are automatically populated into the search bar of PubMed®.

This will search the entire PubMed® database for sex and gender terms.

Resource: SexandGenderHealth.org - PubMed® Search Tool

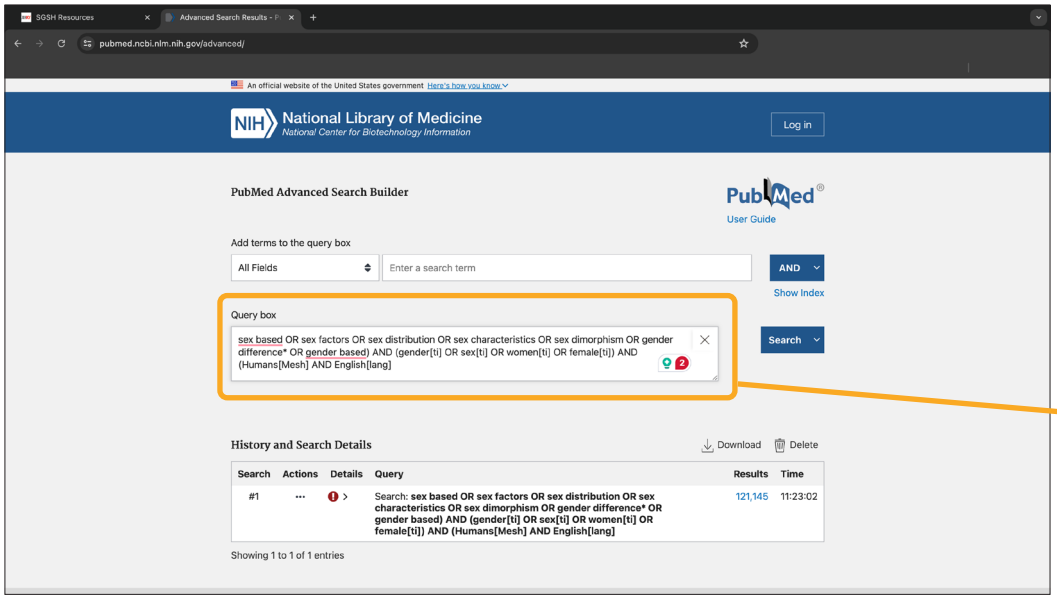


Select **Advanced** to add a specific qualifier, (the term/topic you are interested in searching).

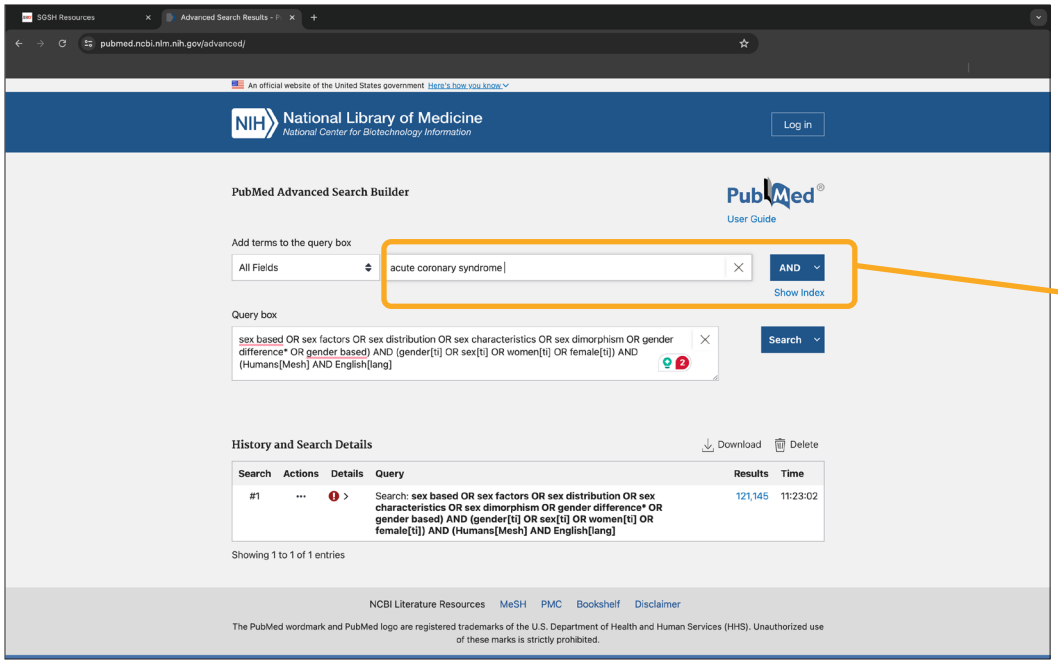


Below **Actions** select ... then **Add query.**

Resource: SexandGenderHealth.org - PubMed® Search Tool

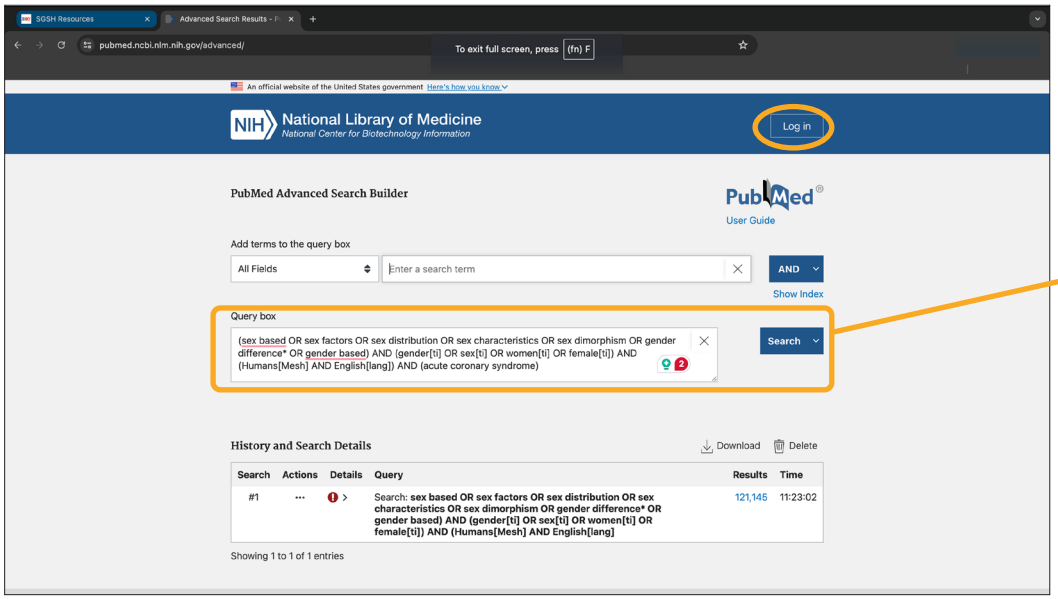


The sex and gender search terms are added to the **Query box**.



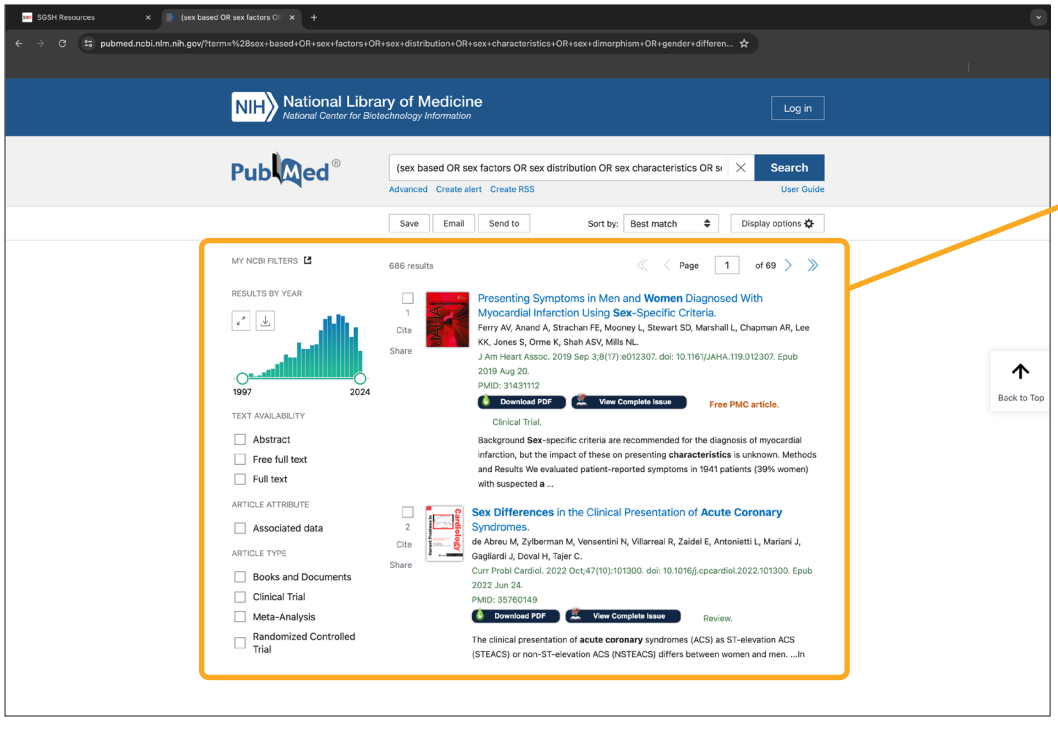
Add your topic of interest into the search box and select **AND**.

Resource: SexandGenderHealth.org - PubMed® Search Tool



The topic will be added to the **Query box.**

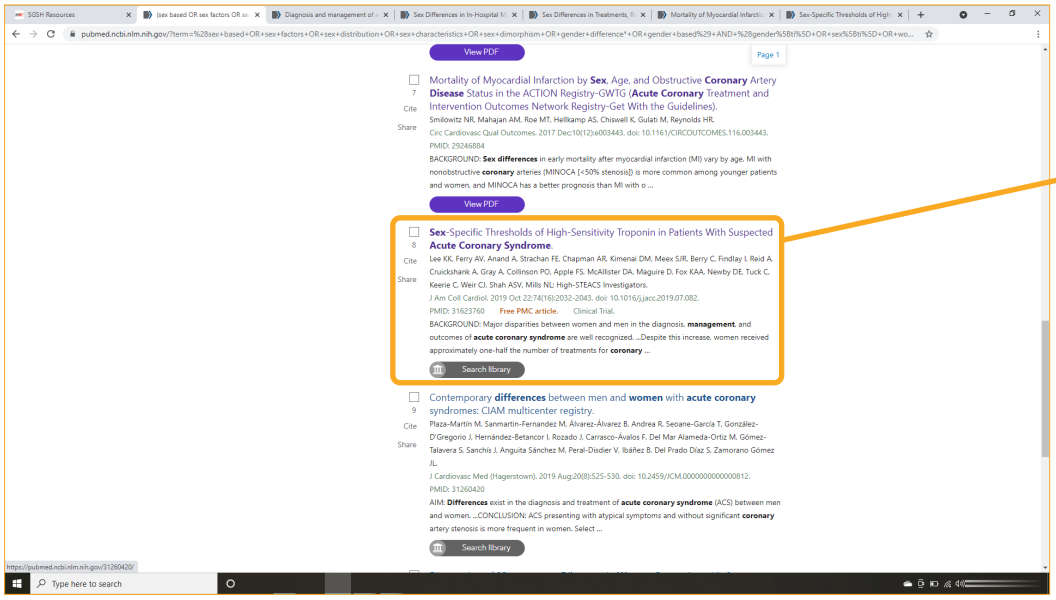
Select **Search**.



The search results for the query of **sex and gender-based terms** and **acute coronary syndrome** are displayed.

These steps are critical to mastering and repeating the process to access the most up-to-date information.

Resource: SexandgenderHealth.org - PubMed® Search Tool

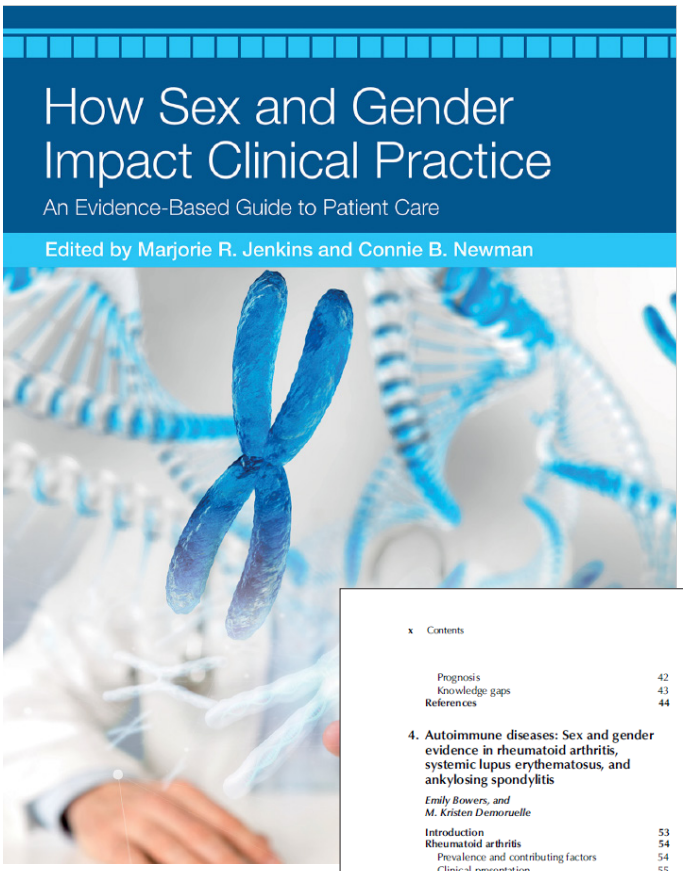


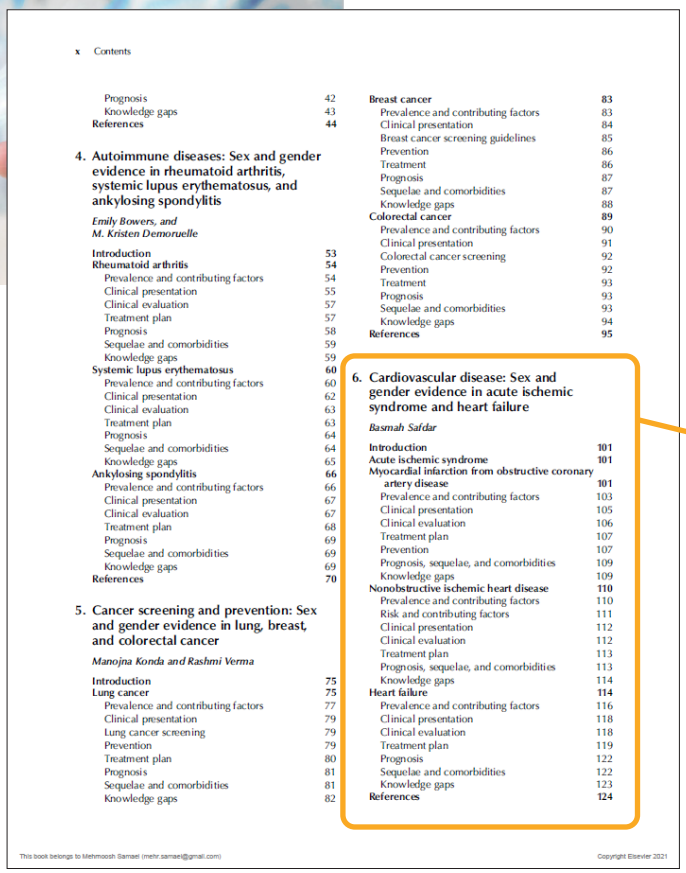
Scroll down to see the latest sex and gender based evidence related to your topic.

Step 3

Use the Resources

Use ***How Sex and Gender Impact Clinical Practice*** to access sex and gender evidence-based information.





x Contents

TIP:

Some digital copies are available online and at institutional libraries.

For this example, review the Cardiovasular disease chapter.

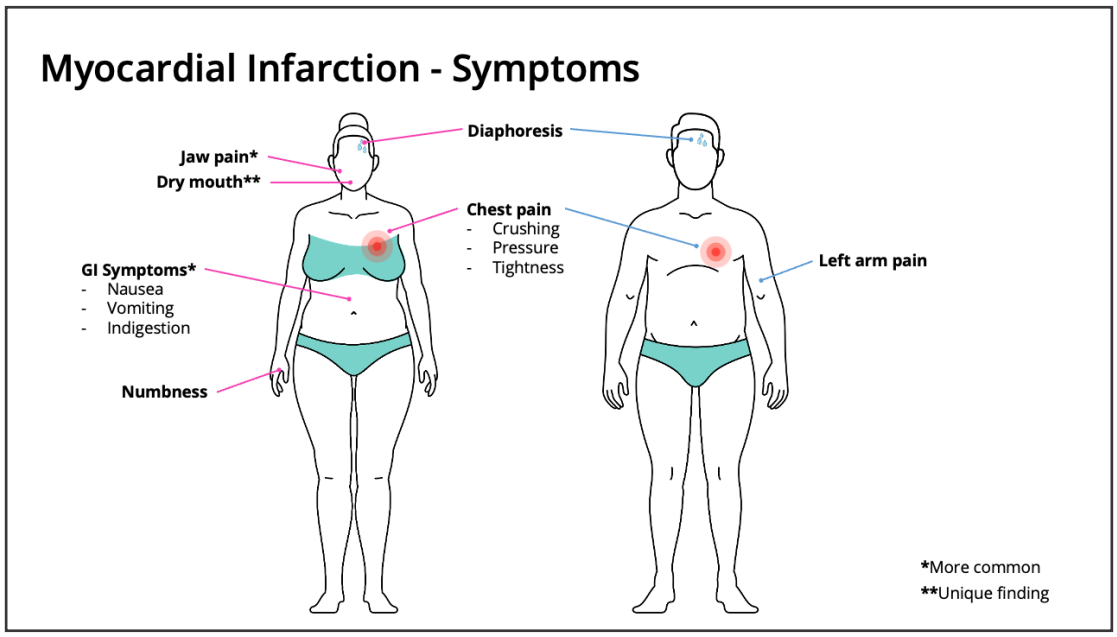
Step 4

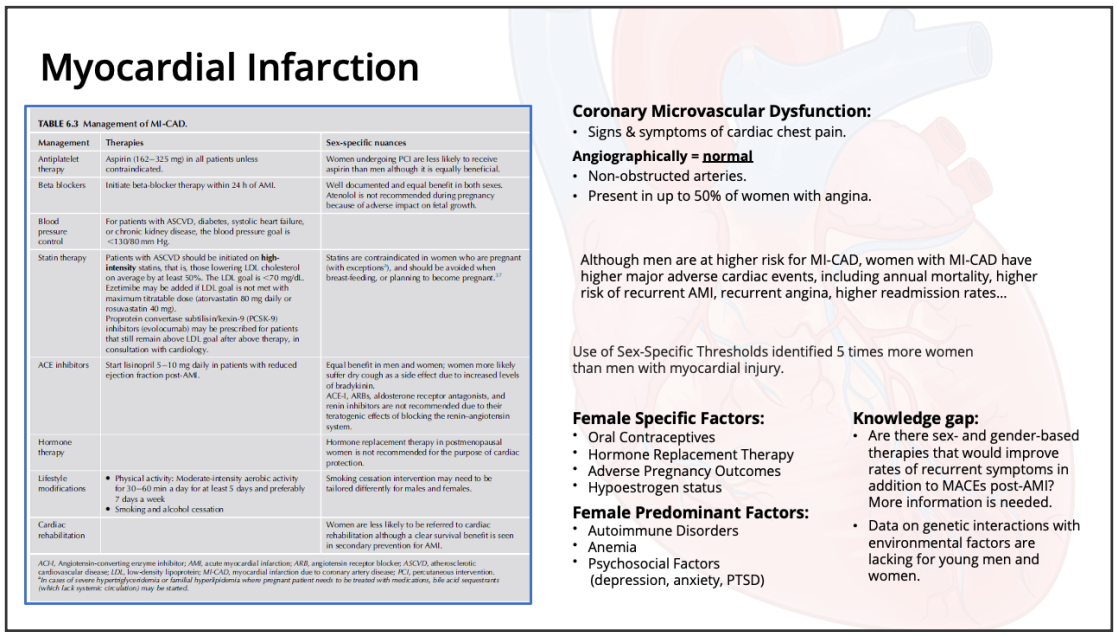
Edit the Content

Make any image or text changes needed to bring your materials up-to-date.

NOTE: This was converted into two slides to incorporate the additional material.

TIP: Remember that this process can be iterative. You can start by making small changes to your existing materials. The most important thing is to be aware of the knowledge gaps!





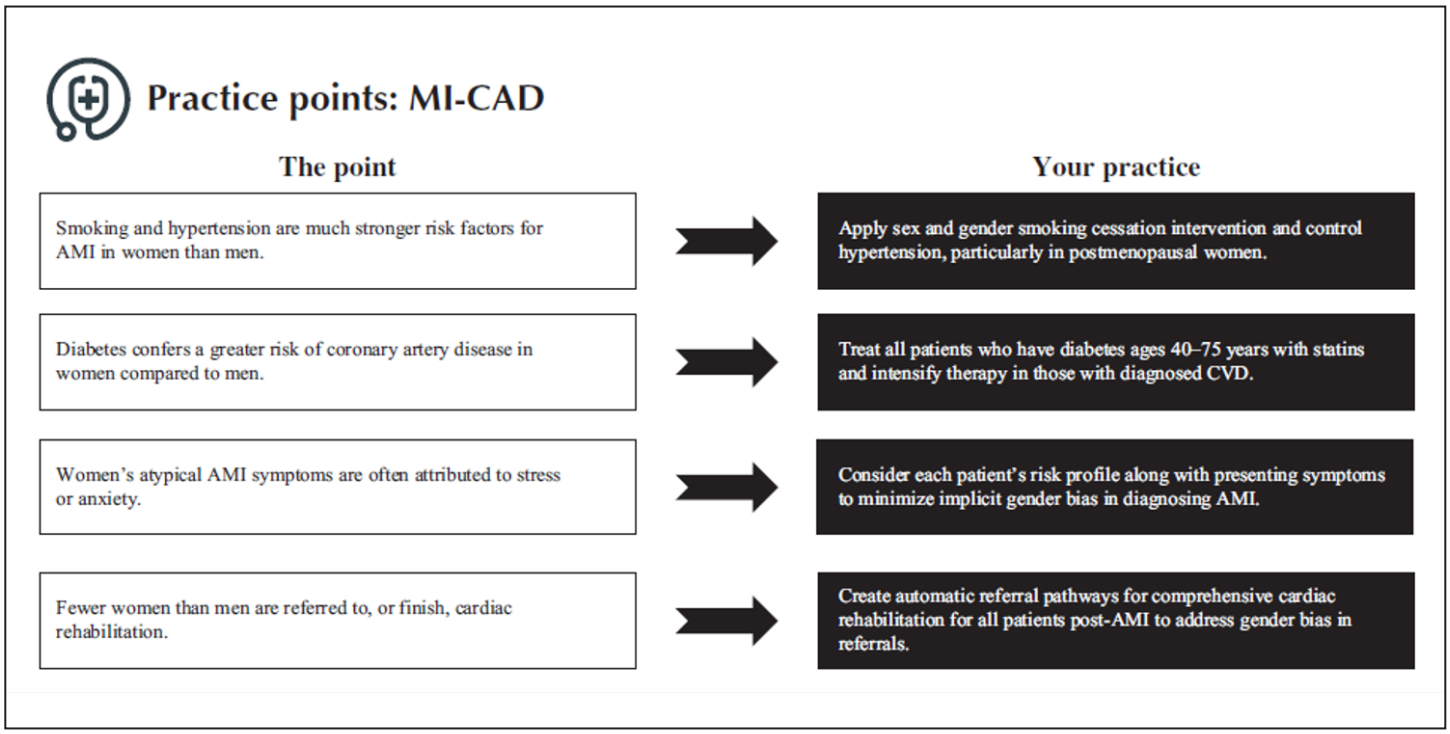
Practice Points: MI-CAD

Translational educational content includes implementation strategies when caring for patients.

5. TRANSLATIONAL

Includes knowledge translation strategies to improve care for patients with regard to their sex and gender. Integrates sex and gender specific content as noted above. Considers gender norms, roles, behaviors, expectations, and relations for people of all genders.

TIP: The end of each chapter in the textbook has tables for clinical application.



Adapted from : Jenkins MR, Newman CB, eds. *How Sex and Gender Impact Clinical Practice : An Evidence-Based Guide to Patient Care.* Academic Press, an imprint of Elsevier; 2021.

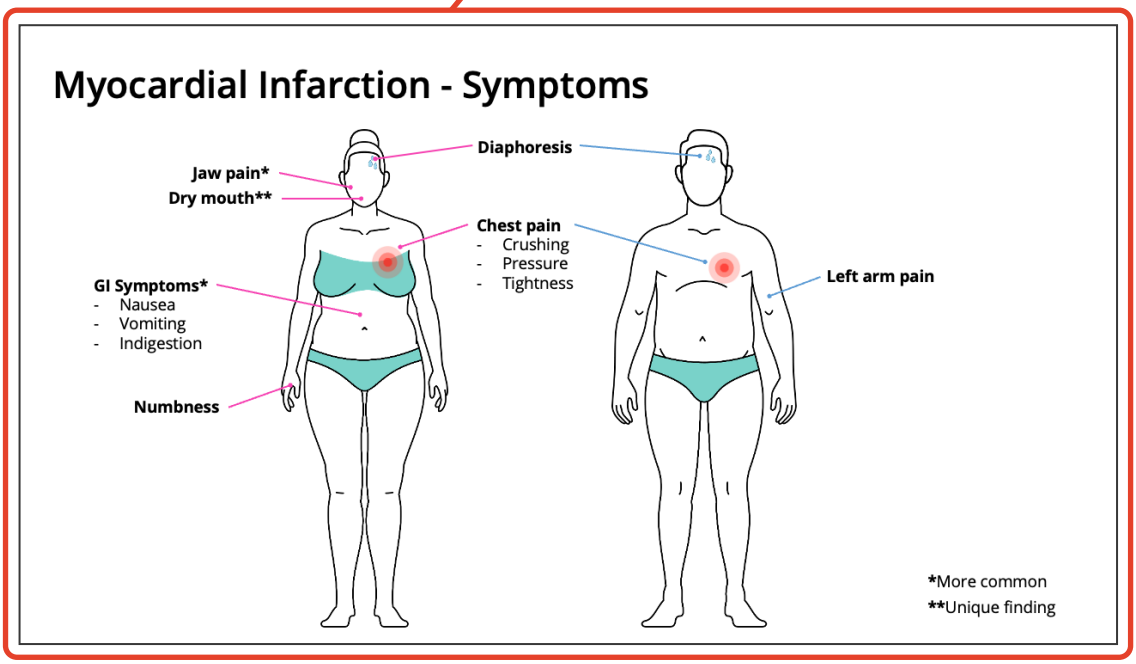
Step 5

Reassess with the Assessment Scale and Checklists

Use the Assessment Scale

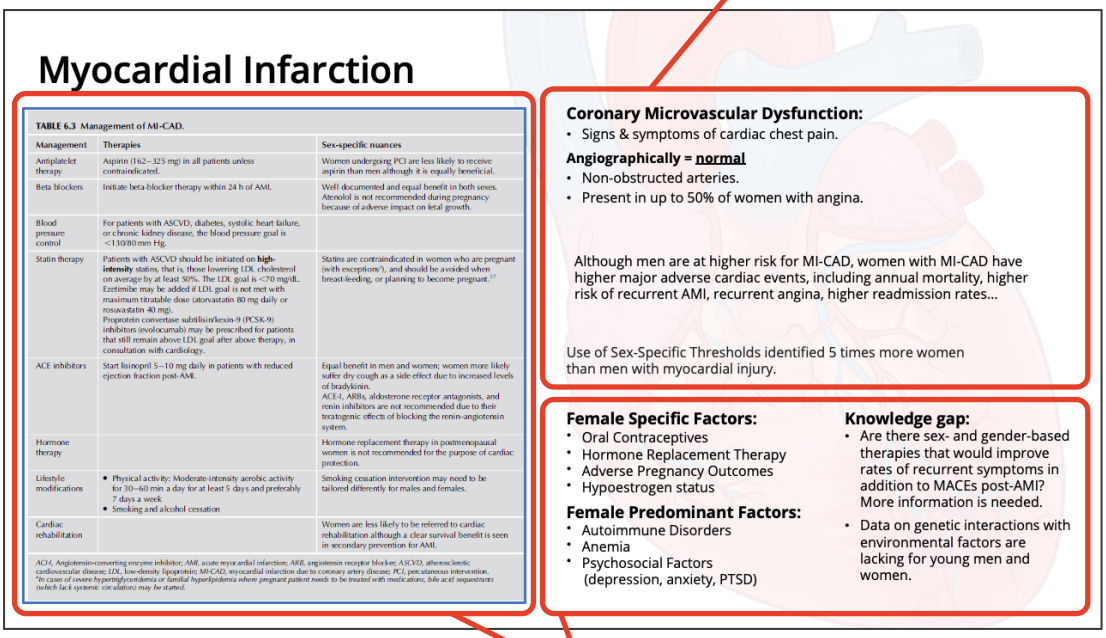
1. BIASED
2. BLIND
3. AWARE
4. EXPLANATORY
5. TRANSLATIONAL

Aware
Acknowledges the differences



Use the Assessment Scale

Aware
Acknowledges the differences

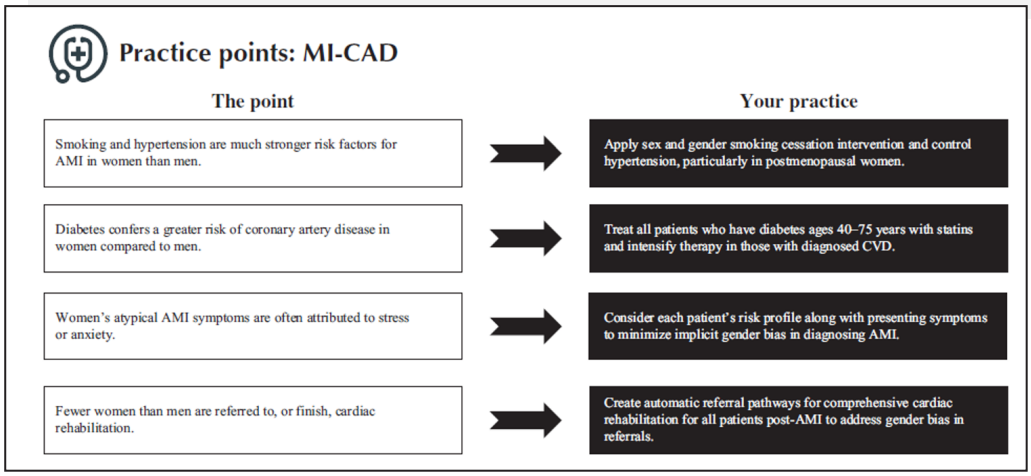


Explanatory
Explains the differences

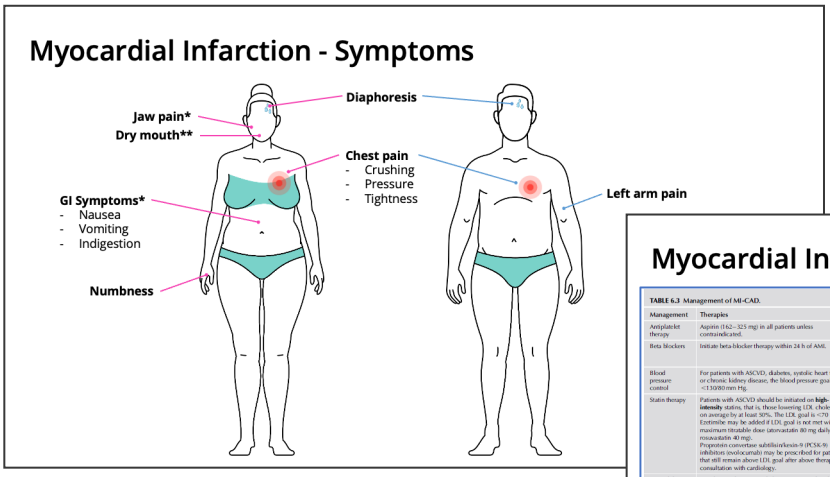
TIP: The assessment scale reminds you to reassess clinical application.

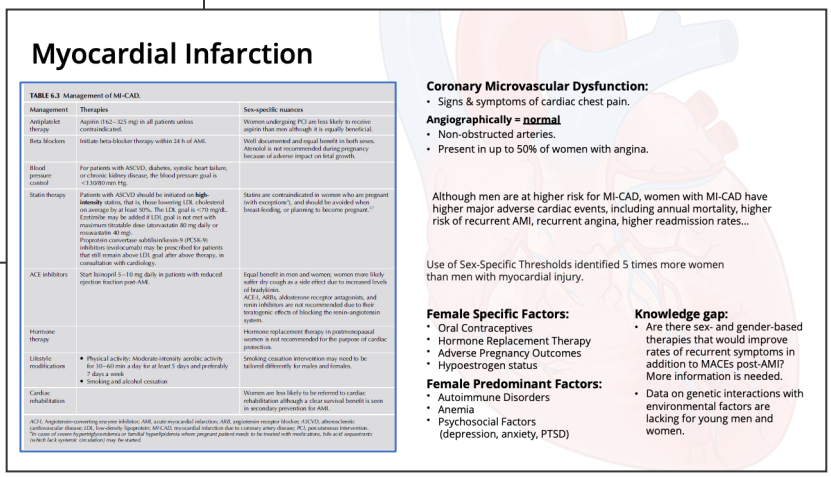
5. TRANSLATIONAL

Includes knowledge translation strategies to improve care for patients with regard to their sex and gender. Integrates sex and gender specific content as noted above. Considers gender norms, roles, behaviors, expectations, and relations for people of all genders.



Use the Checklist





Checklist for Educational Materials	Yes	No	NA
Terminology (correct use of sex and gender)			✓
Epidemiology (Incidence, prevalence, burden, mortality)	✓		
Clinical presentation and history	✓		
Physical exam			✓
Laboratory/imaging	✓		
Etiology	✓		
Risk factors	✓		
Screening/Prevention/Diagnosis	✓		
Treatment (pharmacological, nonpharmacologic, surgical)	✓		
Management (lifestyle changes, risk factor modification, pharmacological management)	✓		
Pregnancy			✓
Prognosis, sequelae, comorbidities	✓		
Influence of sex hormones/genetics	✓		
Socio-cultural influence (gender roles, norms, identities)			✓
Access to healthcare			✓
Example clinical case			✓
Knowledge gap in the literature	✓		

TIP:

Check NA when there is not enough information or evidence at this time.

However, keep looking! Return to the PubMed® tool for new resources, which are constantly evolving.

Glossary

Sex is a multidimensional biological construct. Although sex is often categorized as a binary, substantial variation in sex-related variables of anatomy, physiology, genetics (XX XY), and hormones, as well as differences of sex development and intersex conditions, demonstrate that sex is better presented on a spectrum. Commonly used terms are male and female.

Gender is a multidimensional sociocultural and structural construct that encompasses gender identity, gender roles and norms, gendered behavior and expression, gendered relations, and gendered distribution of power. Commonly used terms are man and woman which denote a whole person beyond biology.

Barr E, Chin EL, Newman CB, Rojek MK, Sleeper R, Temkin SM, Clayton JA, Kantarci K, Kling JM, McGregor AJ, Schiebinger L, Templeton K, Viggiano TR, Wood SF, Werbinski J. 2024. Reflecting on Progress in and Establishing Benchmarks for Sex and Gender Health Education. Acad Med. Jan 1;99(1):16-21. doi: 10.1097/ACM.0000000000005444. Epub 2023

Thank you for learning how to update your materials to incorporate the latest in sex and gender scientific information.

Funded by: **National Institutes of Health: R25 Grant NIH/ORWH, 1 R25 LM014335-01**

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Project: Sex and Gender Curricular Assessment and Revision (SG-CAR)

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— Faculty Development Toolkit —

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Special thanks to Mehrnooh Samaei, MD

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