Undergraduate Medical Education Sex- and Gender-based Education: An Institutional Audit and Integration Project

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Objective

There is an urgent need to evaluate undergraduate medical education under a SGBM-focused lens, to emphasize the existing SGBM content, and to identify additional opportunities for inclusion.
Methods

Lectures from two pre-clinical UME modules were audited by the ‘SGBM Taskforce.’

1) Cardiovascular (CV)
2) Musculoskeletal/Dermatology (MSK/Derm)

Taskforce auditors assessed for 1) pre-existing inclusion of SGBM as well as 2) opportunities for SGBM incorporation.

Evidence-based SGBM material (e.g. slides) to fill the opportune gaps were subsequently created for module director consideration and ready incorporation.

Post-audit follow-up of SGBM incorporation and uptake was completed for both modules.
13/14 (92.8%) of new opportunities identified by the taskforce were included in the following year’s cardiovascular module.
Results

Musculoskeletal Module

- 28% Lectures Missing Core SGBM Material
- 72% Lectures with Appropriate SGBM Material

2/9 (22%) of new opportunities identified by the taskforce were included in the following year’s musculoskeletal module.
Conclusion

• Inclusion of SGBM into medical school curriculum is important for comprehensive medical education and ultimately, for patient care.
• Identifying and collaborating on SGBM educational opportunities will be crucial for uptake into UME curriculum.
• The creation of a dedicated taskforce which searches for inclusion opportunities across the curriculum is one approach to increase SGBM within UME.