Final conference

WS 1.4 a Results – Medical Education
Integration of S&G into Medical Education - eGender Learning

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Brussels, Tuesday, 30th June 2015
Sex and Gender perspectives were incorporated into a new medical curriculum at Charité-Universitätsmedizin Berlin

- 94 lectures,
- 33 seminars and
- 16 practical courses

dealing with gender and sex differences and represent an integral part of the assessment program!

Ludwig, S et al. (submitted)
## New Modular Medical Curriculum

### Practical Year (Internal Medicine, Surgery, Elective)

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>S10</td>
<td>General Medicine, „Paper Work“, Emergency Medicine, Interfaces M38</td>
</tr>
<tr>
<td>S9</td>
<td>Diseases of Childhood and Adolescence M34, Gender-Specific Diseases M35, Old Age, Death and Dying, Intensive Care, Palliative Medicine M36, Scientific Approaches III M37</td>
</tr>
<tr>
<td>S8</td>
<td>Diseases of the Head, Neck and Endocrine System M29, Neurologic Diseases M30, Mental Diseases M31, Elective / Individual Focus III M32</td>
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<tr>
<td>S7</td>
<td>Diseases of the Thorax M25, Diseases of the Abdomen M26, Diseases of the Extremities M27, Elective / Individual Focus II M28</td>
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<tr>
<td>S6</td>
<td>Summary Module Section 1 M21, Sexuality and the Endocrine System M22, Scientific Approaches II M23, Elective / Individual Focus I M24</td>
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<tr>
<td>S5</td>
<td>Interaction of Genomic, Metabolism &amp; Immune System as Disease Model M17, Infection as Disease Model M18, Neoplasia as Disease Model M19, The Mind and Pain as Disease Model M20</td>
</tr>
<tr>
<td>S4</td>
<td>Respiration M13, Kidney and Electrolytes M14, Nervous System M15, Sensory Organs M16</td>
</tr>
<tr>
<td>S3</td>
<td>Skin M9, Motion M10, Cardiovascular System M11, Nutrition, Digestion, Metabolism M12</td>
</tr>
<tr>
<td>S2</td>
<td>Growth, Tissue, Organs M5, Human Beings and Society M6, Blood and Immune System M7, Scientific Approaches I M8</td>
</tr>
<tr>
<td>S1</td>
<td>Introduction M1, The Building-Blocks of Life M2, Biology of the Cell M3, Signal and Information Systems M4</td>
</tr>
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</table>
1. The European Curriculum in Gender Medicine (EUGIM):

Best practice example:
- Implementation elective “Gender Medicine- Basic” Module into accredited Master studies of the Charité/ BSPH

2. Development of eGender Learning
- an integral part of the blended learning education concept:

3. Future directions: Gaps and Needs
- eGender Platform: opportunity for self-organized S&G learning in Europe?
**European Curriculum in Gender Medicine**

Output:

**Master Module I - Basics**

**Master Module II - Additional**

Certified and implemented into the Charité Master Program „Master of Public Health (MPH)“

**Definition: Credits and workload:**

1 ECTS = (25-)30* workload hours (2/3 self-organized, 1/3 contact)

* national regulations

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**Concept for 5 ECTS**

**Lectures/Seminars:** 20.5./21.5.2011 and 27.5./28.5.2011 (90 wh -60/30)

**Research project:** 03.6./04.6.2011 (30 wh – 20/10)

**Case Studies:** 17.6./18.6.2011 (30 wh – 20/10)

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[Diagram showing the distribution of 5 ECTS credits with input and validation stages, including lectures, seminars, research project, and case studies.]

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http://eugim.charite.de/en/
Development of eGender Learning

- a common knowledge basis
- common training tools
- communication of researchers, teachers and students
- needs a systematic funding
eGendermedizin


Zusammen mit international anerkannten ExpertInnen der Gendermedizin hat die Autorin interessante und nützliche Inhalte aus den großen Fachdisziplinen der Innere Medizin zusammengetragen und didaktisch aufgearbeitet.


eGender Medicine

Welcome to this interactive, web-based eLearning platform eGENDER!

Use the eLearning course eGender Medicine for your personal education in Gender Medicine. You are independent of place and time. The Institute of Gender in Medicine (GIM) - Charité University Medicine Berlin developed this advanced training course based on systematic analysis of gender differences in basic and clinical research. Doctors should be able to integrate these concepts into clinical medicine and use the sex perspective for assessment in their daily practice.

Awareness of gender differences is nowadays accepted as a quality parameter in medicine. The term "gender" integrates behavioral, lifestyle, environmental and stress factors as well as genetic variables and is not easy to replace by other parameters.

The author reviewed and worked up most interesting material of major medical disciplines based on the European curriculum of "Gender Medicine" provided by internationally renowned experts of Gender Medicine.

Social contacts to other students and experts are especially interesting with the possibility to use "communication tools" like forum, chat and Wiki. This is exactly what we desire to support in this "gender medicine community". "Gender Medicine" is a new and challenging research field of medicine that aims to assure an improved health care for both women and men around the world.

eLearning Kurs deutsch

eLearning course english
eGender Framework Design

2.2 Heart failure diseases

Introduction

The number of patients with heart failure (HF) diseases is continuously increasing. It is one of the leading hospital discharge diagnoses in the modern world and has enormous implications with respect to both societal resource utilization and individual quality of life experiences. HF is the most common cause for hospital admissions in developed countries and represents a great medical care cost burden. Cardiomyopathies are a rare but particularly severe cause of HF leading to 50% of all transplantations for end stage HF.

Key terms: Heart failure with preserved (normal) ejection fraction (HFPEF) or diastolic heart failure. Cardiomyopathies.

Registration of Learning Progress

Learning Tools

Communication Tools
The Concept of Blended Learning

Registration/login: http://egender.charite.de

eGender Medicine

Self-organized Learning (SOL)

Face-to-face Learning

Learning Tools

Communication Tools

Meetings

Certificate (e.g. 3 ECTS)

1- Accomplish workload hours of eLearning + exam and
2- Face to Face learning + exam
   e.g: attend local workshops, symposium, conferences etc.

Seeland, U et al. (unpublished)
Objective 1: To make sure that future doctors have adequate knowledge, practical and communication skills on gender and sex differences

Gap: Lack of European teacher training with an internationally recognized qualification on „Gender Medicine“

Objective 2: Gender is an important quality issue in medicine. Learning material with a patient-centered evidence-based S&G perspective is required.

Gap: Lack of systematic communication between basic researchers and teachers

.... that remains a common endeavour
Establish a platform for networking to develop evidence based teaching materials and provide teacher training?

How to use eGender in Europe?

**Answers:**

- Teaching of medical students
- Teaching modules for master programs
  e.g. "Gender in International Health" or "S&G aspects in Molecular Medicine"
- Continuing education of doctors, researchers and nurses
- Training for scientists within research projects
- Communication platform for researchers, clinicians and teachers
  e.g. establish teacher training
Thank You for Your Attention

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European Gender Medicine Network (EUGenMed)
Grant Agreement Number 602050
A project funded by the European Commission
Directorate-General for Research & Innovation