



SEX & GENDER SPECIFIC
HEALTH
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER.



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HEALTH SCIENCES CENTER.™

THREADING SEX AND GENDER SPECIFIC HEALTH CONCEPTS THROUGH INTERPROFESSIONAL EDUCATION EXPERIENCES



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LINK TO SLIDE HANDOUT!



www.ttuhscc.edu/ipe/documents/Handout2.pdf

DISCLOSURES

RELEVANT FINANCIAL AND NONFINANCIAL RELATIONSHIPS

RENEE J. BOGSCHUTZ, PHD, CCC-SLP

Financial - Employed by Texas Tech University Health Sciences Center

Nonfinancial – Writer and director of TTUHSC preceptor mini-series. Receives no compensation for mini-series.

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SEX & GENDER: DOES IT MATTER IN HEALTHCARE EDUCATION AND COLLABORATIVE CARE?

Sex

- **Biology: XY & XX**
- **Terms: male & female**

Gender

- **Social Constructs**
- **Terms: masculine & feminine**

USING AN IPE DAY TO TRAIN SEX & GENDER SPECIFIC HEALTH CONCEPTS

2016 SPRING IPE DAY

*Interprofessional Collaboration for Quality Care:
Threading Sex and Gender Concepts into a Problem-Based
Learning Model*



LEARNER OUTCOMES

AFTER SUCCESSFUL PARTICIPATION IN THIS INTERPROFESSIONAL PROBLEM-BASED LEARNING ACTIVITY, THE LEARNER WILL BE ABLE TO:

- Collaborate as a member of an interprofessional team.
- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate sex and gender specific health discussions.
- Engage other health professionals – appropriate to the specific care situation – in shared patient-centered problem-solving.
- Integrate sex and gender specific health with interprofessional healthcare delivery.

INTERPROFESSIONAL STUDENT TEAMS

6 IPE TEAMS

5 School of Health Professions
2 Graduate Biomedical Sciences
4 School of Pharmacy
7 School of Medicine
2 School of Nursing

SCAVENGER HUNT

TEAM NAMES & MASTCOTS:

Cataclysmic Kickers
Smiling Shadows
The Minion Dominions
Pednuts

PROBLEM-BASED LEARNING

SPRING IPE DAY AGENDA

9:00 - 9:20: Welcome and Introduction

9:20 - 9:30: Team Break-Out and
Completion of Student Pre-Tests

9:30 - 11:00: Interprofessional Problem-
Based Learning Activity

11:00 - 11:30: Prepare Team Debriefs
and Complete Team and Student Post-
Tests

11:30 - 12:15: Team Debrief Session

12:15 - 1:00: Lunch and Prizes

Manstands @Lakeside long term care facility



Team Post-Test Questions

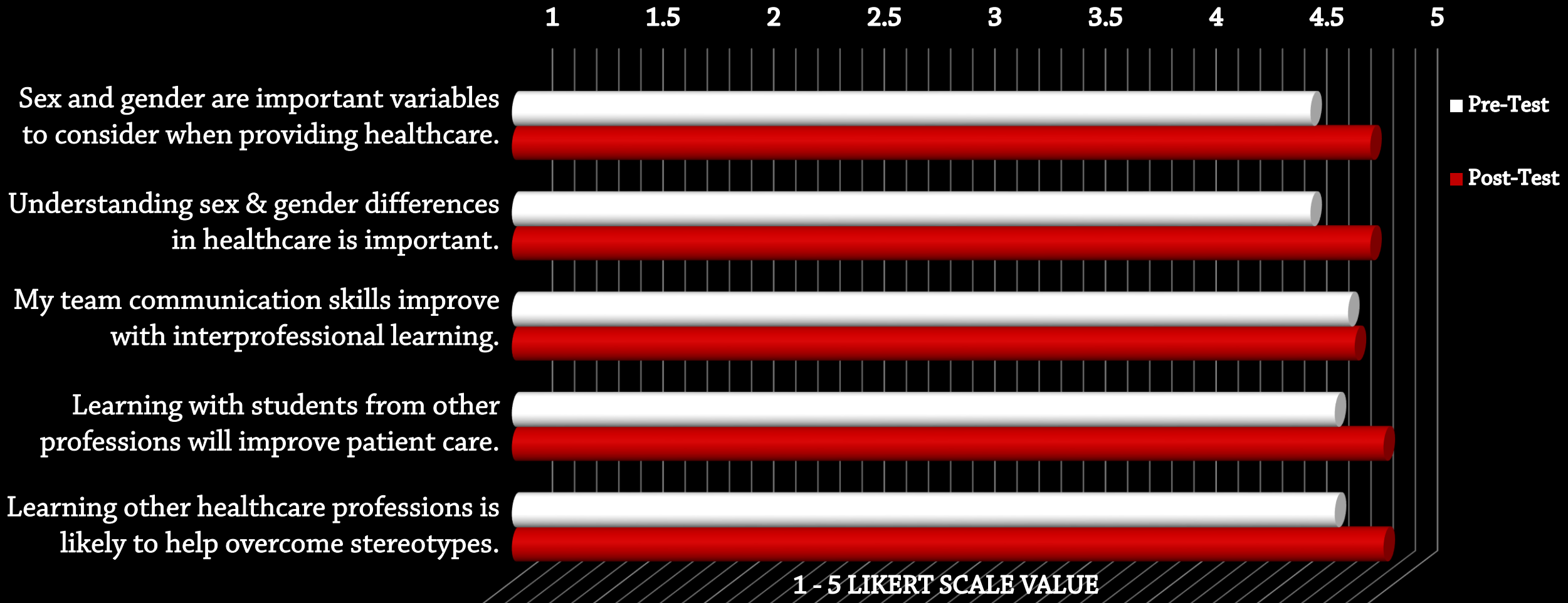
- What professions were represented on your team?
- What were their shared and discipline-specific roles and responsibilities in this case?
- Were you missing any team members that may be vital to this patient's care?
- What sex and gender specific health issues were discussed related to this case?
- What were the team's goals and plan for this patient, including discharge plan?
- How would your goals and/or plan of care have differed if this had been a male patient?

Student Pre-Test & Post-Test Team Post-Test

pharmacy



STUDENT PRE- & POST-TEST RESULTS



LESSONS LEARNED



PROBLEM-BASED LEARNING

- Variability in familiarity with PBL
- Variability in comfort-level & experience with small group learning
- Experience with using online resources during small group work
- Comfort level sharing roles & responsibilities with other professions

LOGISTICS

- Attendance - required vs volunteer basis
- Variability in team formation and team-building prior to event
- Video case study with supplemental materials

USING A VIDEO MINI-SERIES TO TRAIN SEX & GENDER SPECIFIC HEALTH CONCEPTS



MINI-SERIES CONCEPT AND VISION



**Multiple
Professions**



**Real-World
Experiences**



**Expert
Advice**



**Preceptor
& Student
Pearls**



THE REASON I JUMP: AN INTERPROFESSIONAL MINI-SERIES



12 Episode Mini-Series

- Episodes range from 10-12 minutes
- Each episode builds on the story arc
- Preceptor and student expert opinion is provided
- Preceptor and student pearls provided at the end of each episode
- Story arc follows a male and female athlete through a track season
- Professions include AT, EMS, medicine, nursing, OT, pharmacy, & SLP
- Highlights sex and gender specific health and clinical education in interprofessional health care settings

AIMS OF SEX & GENDER SPECIFIC HEALTH



- ❖ Train preceptors and students to ask the question: “Do sex and gender matter?”
- ❖ Provide examples of ways sex may, or may not, influence collaborative care.
- ❖ Provide examples of ways gender may, or may not, influence patient-centered care.

Learning Objectives

- **Sex and Gender Health Objective:**
 - Compare and contrast gender differences in symptom reporting and potential impact these differences can have on patient outcomes and healthcare utilization. *(Analyze)*
- **Interprofessional Education Objective:**
 - Plan how this interprofessional team should manage ethical dilemmas specific to the patient-centered care situations discussed in this episode. *(Create)*

THE REASON I JUMP: EPISODE 9

"Professional is not a label you give yourself - It's a description you hope others will apply to you."

- *David Maister*

FLEXIBILITY OF INTERPROFESSIONAL MINI-SERIES



Full-
Length
Feature



Live &
Classroom
Events with
Guided
Reflection



Online
Learning
with Self-
Reflection



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Questions?

