**Implications of Sex and Gender on [module title]**

**Sex/Gender Definitions**

**Sex:** The biological variable that is determined by XY chromosomes. In January 2016, the National Institutes of Health (NIH) acknowledged the significance of sex as a biological variable (SABV) by requiring researchers to account for SABV in studies involving vertebrate animals and humans.

**Gender:** Socially constructed roles, behavior, activities, and attributes. Also, a person’s deeply held, internal sense of self as male, female, a blend of both, or neither.

**Objectives**

By the end of this session, learners will be able to:

Recognize shared (male/female) and specific risk factors for the development of [disease]

Recognize sex and gender differences in the presentation of [disease]

Identify any sex and gender differences in diagnostic testing or treatment of [disease]

Identify sex and/or gender differences in screening indications for [disease]

Recognize or outline the effect of implicit bias on clinical care and outcomes

**Lecture/Materials**

**Lecture Overview:** The interactive [Disease] Module includes didactics with patient case illustrations focused on the impact of sex and gender differences in relation to [disease]. The module is designed in Parts:

Part 1: Normal Anatomy/Physiology of [disease state] and initial patient intake;

Part 2: Pathophysiology/Pharmacotherapy and patient Diagnosis+/-Treatment and

Part 3: Advanced Clinical Application of Concepts.

**Access Learning Module:**

Go to the SGSH website at this URL: <https://www.sexandgenderhealth.org/index.html>.

Create an account: This requires name, email address, and discipline.

Click on “Learning Modules” in the main header on the home page.

Click on “[Disease].”

Choose Part 1, and proceed through the module, Parts 1, 2, and 3.

**Clinical Application Assessment**

Reflect upon the below questions as they relate to the disease you learned about in this module. [The instructor will decide if these reflections should be a written response or open for class discussion.]

1. Are there sex differences, and/or gender influences, in the presentation of this disease?
2. When considering treatment options for this disease, have the FDA approved therapeutics been adequately studied in both males and females? What methods would you use to determine this?
3. What is the prognosis of this disease, and is it influenced by SABV?
4. What are possible barriers to considering sex and gender when evaluating your patients?
5. What are the consequences of NOT considering sex and gender in the diagnosis and treatment of this disease?

**Patient Care and Gender Implicit Bias**

**Intro text:** Gender influences in disease are often propagated through implicit bias. The following activity offers the opportunity to explore gender implicit bias and its influence on patient evaluation and treatment.

**Implicit Bias Activity**

The following activity focuses on implicit bias, which is related more to the social construct of gender rather than sex as the biological variable. This portion of the activity is an opportunity to give and receive formative feedback.

Review the following article(s) as it relates to the [disease]. [The Instructor will select appropriate readings for this portion of the activity. An example from the Osteoporosis Module is below.]

**Example Reading:** Cawthon, PM. Gender differences in [disease] and fractures. [Clin Orthop Relat Res.](http://www.ncbi.nlm.nih.gov/pubmed/21264553) 2011 Jul;469(7):1900-5. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3111766/>

**Readings Overview:** The reading further outlines healthcare disparities in the treatment of [disease] as well as how implicit bias may affect some [disease] patients.

**Whole Class Discussion or Written Response:**

1. In your opinion, how might implicit bias impact clinical care?
2. What are some ways clinicians can respond to, and prevent, implicit bias from having a negative impact on clinical care?
3. With a better understanding of implicit bias, is there the possibility that your treatment plan has been influenced by the patient’s gender?

**Optional Implicit Bias Activity**

The Project Implicit test at the below website allows students to choose from a variety of topics in which they can discover areas of personal implicit bias: <https://implicit.harvard.edu/implicit/>.