



# SEX & GENDER SPECIFIC HEALTH

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™



## How-to Slide Set Guide for the Sex and Gender Specific Health Curriculum

<http://sexandgenderhealth.org/slides.html>

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# Creating Sex and Gender Specific Health Slide Sets

## *Getting Started*

**What is the purpose of the slide sets?** The importance of gender differences in modern medicine is becoming increasingly evident as we learn more about how sex and gender plays a role in disease, pathophysiology, and the approach to treatment. The purpose of these slide sets is to highlight the key differences between men and women pertaining to various disease states and provide a database of relevant information.

**What should the slide set focus on?** The goal is to research a pathology and uncover relevant *sex-related, evidence-based conclusions*. The content is *not* meant to be a general presentation of a particular disease state, but rather the goal is to illuminate the specific sex-related differences within the chosen topic and/or indicate where areas of sex and gender research are needed.

**It is important to remember that the purpose of these slides is to focus on sex and gender differences.** Overview slides may be provided that talk about the pathology in general, but the focus of the presentation should remain on sex and gender-based differences.

## *Finding Sources*

- **Here are excellent sources for research on sex and gender-based differences:**
  - How to search in **PubMed** for sex based and/or gender differences
    1. Visit <http://www.ncbi.nlm.nih.gov/>
    2. Copy and paste the following in the **Search toolbar**:  
(sex based OR sex factors OR sex distribution OR sex characteristics OR sex dimorphism OR gender difference\* OR gender based) AND (gender[ti] OR sex[ti] OR women[ti] OR female[ti]) AND (Humans[Mesh] AND English[lang])
    3. Click the **Advanced** button under **Search**
    4. In the **Builder** section type “**#1 AND**” then your searchtopic
    5. Click **Search**
      - Narrow your search further by continuing this method. For example: #1 AND hypertension yields 1,095 documents
      - Click **Advanced** button and then enter #2 AND diuretics into same box in **Builder** to yield 41 topics

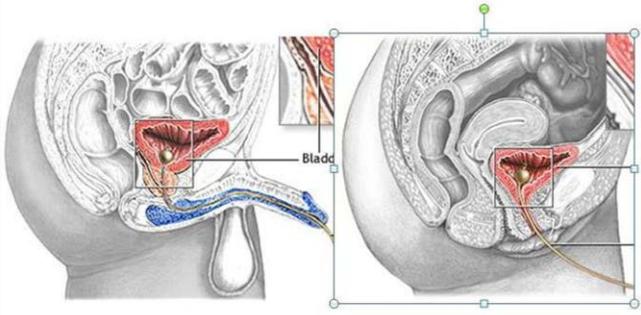
- Textbooks
    - *Principles of Gender-Specific Medicine* by Legato can be found here: <http://librarycatalog.ttuhscl.edu/cgi-bin/koha/opac-search.pl?q=principles+of+gender+specific+medicine>
      - *Sex and Gender Differences in Pharmacology* by Regitz-Zagrosek
      - *Handbook of Clinical Gender Medicine* by Schenck-Gustafsson, et al.
      - *Sex and Gender Aspects in Clinical Medicine* by Oertelt-Prigione, et al.
  - GenderMed Database: <http://gendermeddb.charite.de/?site=home&lang=eng>
    - You must register to be able to search for articles using this database.
- 
- Do not use animal studies to back up your conclusions.
  - Review articles are preferred over primary articles.
  - Do not plagiarize or copy and paste!
    - **These slide sets will be peer reviewed** by scientists and doctors in the corresponding field.

### ***Make an Outline of the Topic***

- **What is included in the outline?** The outline helps break up the presentation into logical categories. The outline can either be extensive and include full sentences, citations, and images or a simple list of topics. This will help create the Slide Set. See Figure 1 below.
  - The outline should include the following subtopics whenever relevant. Some subtopics may not have relevant sex differences, in which case it can be left out or substituted.
    - Overview
    - Anatomy
    - Physiology
    - Cell Biology
    - Pathology
    - Epidemiology
    - Clinical Presentation
    - Pharmacotherapeutic Treatment
    - Other Treatments
    - Prognosis
    - Social / Environmental Considerations
    - Other Considerations
    - Clinical Dilemmas (optional)

- Overview (1)
  - Overview (2)
- Anatomy (3)
  - Anatomy (4)
- Physiology (5)
  - Physiology (6)
  - Blood group (7)
- Microbiology (8)
  - Infection: Women (9)
  - Infection: Men (10)
  - Uropathogenic E. coli (11)
- Pathology (12)
  - Post-Coital UTIs (13)
  - Pregnancy (14)

- Overview
  - UTIs are one of the most frequently occurring bacterial infections in adult women. (Stamm Raz)
  - Upper urinary tract infection: pyelonephritis (Najar)
    - Pyelonephritis – inflammation of the renal parenchyma
    - Similar in both males and females (Brusch male)
  - Lower urinary tract infection: cystitis, urethritis, epididymitis, prostatitis (Brusch male)
- Anatomy – Women tend to acquire UTI's more often than men because their urethras are shorter and in close proximity to the anus, making contamination likely (ADAM med encyclopedia) (Johnson)



<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001549/>

- Physiology
  - In women, the acidic environment of the perirethral area, normal vaginal flora, and type specific cervico-vaginal antibodies help to prevent colonization of pathogens in the urethra. (Najar)

**Figure 1: Brief Outline (left) vs. Detailed Outline (right).**

### ***Creating the Slides: Less can be More***

- **How should my slides look?** Create slides using the slide template provided with title slides and sub-topic slides. See Figure 2.
  - Create a title slide for the overall topic and a title slide for each of the major subtopics.



**Figure 2: The topic is Urinary Tract Infection and the subtopic is Anatomy.**

- **How many slides should I make?** Each slide set should have about 2-4 slides per subtopic, but more slides can be added if extra information is pertinent.
- **Avoid having more than 5 bullets per slide.** If needed, space out information between several slides to ensure that the slides remain readable. Detailed information can go in the Notes section. Please use 28 pt. font in the slides.

## Choosing Graphics

- **What kind of images should I use?** Use graphs, flow charts, etc. as well as pictures and images to organize information and convey your conclusions as needed. See Figure 3.
- **Where do I get graphics from?** When possible, choose images from Shutterstock.com. The SGSH office will purchase files during the editing process.
  - Please include the URL/Link for the graphics in the Notes section. Include the name of the website, the journal, page number, etc. Give as much information as possible.
  - Images may be used from journals and textbooks; however, if the SGSH office is unable to obtain copyright permission, we will ask you to replace it.

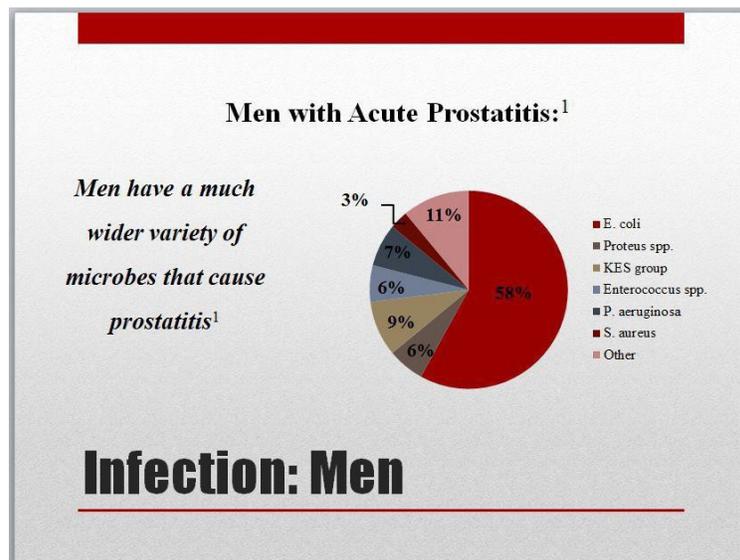


Figure 3: There is little text on the slide, and a graph was used to convey the information.

## Creating the Notes Section

### ➤ Speaker notes:

- Include what the speaker should say to the audience regarding that particular slide.
- This is a good place to elaborate on the slide and give additional information.

### ➤ Reference citation with level of evidence:

- 3-4 relevant references per slide are best and Level 1 or 2 sources are preferred (see below).
- Cite using APA format but only include the first author. See Figure 4 below.
- Include a link to the abstract on PubMed - <http://www.ncbi.nlm.nih.gov/>
- After the link, write the **level of evidence** of that article.
  - Level 1: Systematic review or meta-analysis of all relevant randomized controlled trials (RCTs), or evidence-based clinical practice guidelines based on systematic reviews of RCTs
  - Level 2: Evidence from at least one well-designed RCT
  - Level 3: Evidence from a well-designed controlled trial without randomization
  - Level 4: Evidence from well-designed case-control and cohort studies
  - Level 5: Evidence from systematic reviews of descriptive and qualitative studies
  - Level 6: Evidence from a single descriptive or qualitative study
  - Level 7: Evidence from the opinion of authorities and / or reports of expert committees

1. Mora s et al. Statins for the Primary Prevention of Cardiovascular Events in Women With Elevated High-Sensitivity C-Reactive Protein or Dyslipidemia *Circulation* 2010; 121:1069-1077  
<http://www.ncbi.nlm.nih.gov/pubmed/20176986> (Level 1)

**Figure 4: Example citation using APA format. Only the first author is written out. Include a link to the abstract in PubMed after citation followed by Level of Evidence.**

- Use superscripts to cite conclusions in both the speaker notes and slides. See Figure 5 below.

<sup>1</sup>Females experience a higher incidence of new-onset DM related to statin use p=.008

Notes section of the slide would read as follows

1. Mora S et al. Statins for the Primary Prevention of Cardiovascular Events in Women With Elevated High-Sensitivity C-Reactive Protein or Dyslipidemia *Circulation* 2010; (*Level 1*)  
<http://www.ncbi.nlm.nih.gov/pubmed/20176986>

**Figure 5: Example of superscript citation.**

- **After the references (See Figure 6 below):**

- Include the following information in the speaker notes:

**Submitted by:**

Contributing Author: (Your Name)  
(Your Title and School)  
(Your email address)

Senior Author: (Faculty Name)  
(Faculty Title and School)  
(Faculty email address)

- **Image Source:**
- **Date Submitted:**
- **Last Revision Date:** (you will not need to fill this in)
- **Keywords for search engine:**
  - Include here 3 to 5 words that relate to the information on the slide. The first word should be the disease topic, the second word should be the subtopic, and the third word should be the title of the slide (if different from the subtopic).

**Speaker Notes:**<sup>1,2</sup>

Hepcidin is an acute phase reactant synthesized in the liver and is produced in response to high levels of iron.<sup>1,3</sup> Hepcidin plays an important role in iron absorption through the intestines and erythrocyte recycling. When hepcidin is produced it reduces the expression of ferroportin the iron transporter protein causing iron to be trapped in the enterocyte.<sup>3</sup> That iron will then be lost with the sloughing of the intestinal epithelium and iron absorption has then been reduced by this process.<sup>1,3</sup> Hepcidin production is also increased with chronic disease processes causing an anemia of chronic disease<sup>1</sup> Hepcidin is decreased after acute blood loss to increase iron absorption. Hepcidin is low in premenopausal girls and menstruating women to allow for as much iron absorption that is needed during their reproductive period. After menopause similar levels of hepcidin are observed in men and postmenopausal women.<sup>1, 2</sup>

**Image:**

<https://www.ncbi.nlm.nih.gov.ezproxy.ttuhschool.edu/pubmed/28029503>

**References**

1. Percy, L., et. al. (2016). Iron deficiency and iron deficiency anaemia in women. *Best Practice & Research. Clinical Obstetrics & Gynaecology*. <https://doi.org/10.1016/j.bpobgyn.2016.09.007> <https://www.ncbi.nlm.nih.gov.ezproxy.ttuhschool.edu/pubmed/28029503>. (Level 1)
2. Camaschella, C. (2015). Iron-deficiency anemia. *The New England Journal of Medicine*, 372(19), 1832–1843. <https://doi.org/10.1056/NEJMra1401038> <https://www.ncbi.nlm.nih.gov.ezproxy.ttuhschool.edu/pubmed/25946282>. (Level 1)
3. Ganz, T., & Nemeth, E. (2012). Hepcidin and iron homeostasis. *Biochimica Et Biophysica Acta*, 1823(9), 1434–1443. <https://doi.org/10.1016/j.bbamcr.2012.01.014> <https://www.ncbi.nlm.nih.gov.ezproxy.ttuhschool.edu/pubmed/22306005>. (Level 1)

**Submitted by:**

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**Date Submitted:** 8/27/18

**Last Revision Date:** 10/15/18

**Keywords for search engine:** anemia, iron deficiency, hepcidin

**Figure 6: Completed Slide Notes Section Example****Submission process:**

1. Authors submit first draft
2. SGSH staff formats PowerPoint (template, readability, etc.)
3. SGSH staff proofs notes section, references, levels of evidence, and begins to obtain copyright permissions for graphics.
4. Draft is returned to authors for revisions as needed
5. Once revisions are received, draft sent to peer reviewer
6. Peer review and editor notes sent to authors
7. Authors make revisions and send final draft back to SGSH staff
8. Slides uploaded to website

## ***The Creation of This Guide Was Led By***

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