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Background:

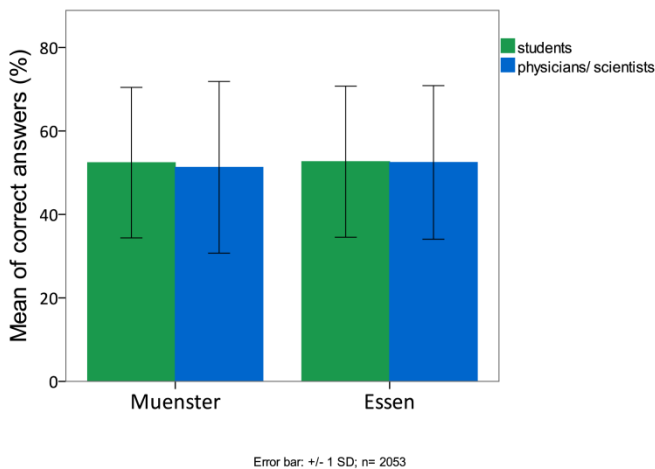
In clinical practice gender differences are often not adequately considered leading to suboptimal treatment in a variety of diseases¹.

Summary of work:

Gender knowledge was assessed using a 19 MCQs based gender quiz at the German medical faculties of Muenster (M) and Duisburg-Essen (DE) involving medical students, physicians and scientists of different educational / professional levels. This study is intended to serve as a needs analysis according to Kern² for future integration of gender aspects in medical curricular.

Results 1:

In total 1448 medical students (64.0 % female) and 605 physicians/scientists (49.9 % female) took part in the survey. Overall only about half of the questions were answered correctly with no differences between students and professionals (students: 52.5 %; physicians/scientists 51.9 % correct answers) and no difference between sites (M, DE).

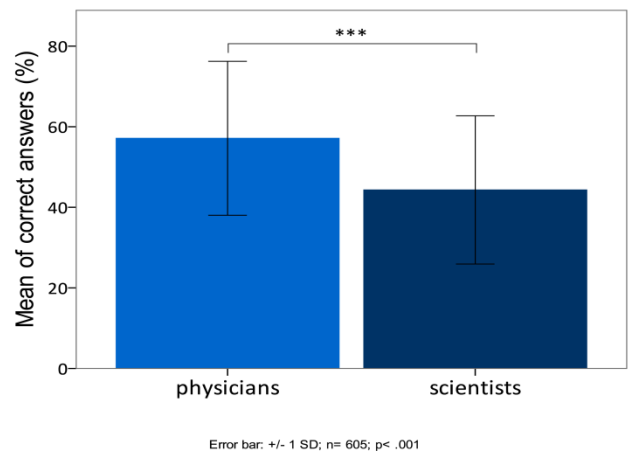


Conclusions:

This study clearly demonstrates a deficiency in gender knowledge in medical students and physicians / scientists. Therefore, gender aspects have to become integral part of medical undergraduate curricular.

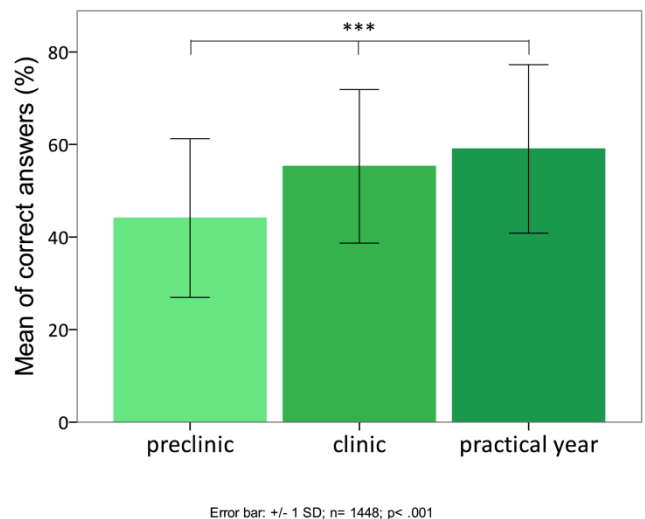
Results 2:

Physicians reached significantly higher scores compared to scientist (56.8 % vs. 44.8 %, $p < 0.05$).



Results 3:

Students' gender knowledge increased with increasing academic year up to 59.1 % in final year students.



1) Lawton JS. Sex and gender differences in coronary artery disease. Semin Thorac Cardiovasc Surg. 2011 Summer;23(2):126-30. Review.

2) Kern DE, Thomas PA, Howard D, et al. Curriculum development for medical education: A six-step approach. Baltimore (MD): Johns Hopkins University Press; 1998

This project is sponsored by the Federal Ministry of Education and Research and the EU European Social Fund (01 FP 1011).