

Status quo of gender medicine programs implementation in medical education curricula: The Tunisian experience

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Abstract

Integrating the concept of gender into medicine has as ultimate objective the fight against inequalities and discrimination that affect men and women in all areas of health and medicine from reproductive and sexual health to mental health. In this work, we are carrying out a literature review to address gender issues in the context of the medical education in medical universities in order to compare integration strategies and to assess the impact of such strategies in comparison with our Tunisian experience. A literature review regarding the status quo of gender medicine programs implementation in medical education curricula at universities of the six continents was conducted. Analysis of the documents showed that gender medicine has been implemented in American, Canadian, Australian and European universities in majority in postgraduate medical education programs. In our Tunisian country, since the medical studies reforms (2018), our medical university of Sfax was the first among our four faculties of medicine to integrate sex and gender specific medicine in teaching of undergraduate medical education. In fact, our team developed two sex, gender and health programs. Our goal was to develop relevant and effective education regarding sex, gender and health for undergraduate medical students and to change their anticipated ideas and assumptions about these concepts. In conclusion, the development of uniform standards and criteria would be an important next step for Tunisian universities as well as worldwide.

Keywords: Gender, inequalities and discrimination, medical education curricula, gender medicine programs