

A curriculum intervention on gender perspectives

Diversifying the global health knowledge pipeline: How do we address structural barriers to the recognition and participation of LMIC women?

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Introducing gender concepts into the curriculum - outcomes for MBChB V students

At the end of the sessions, you should be able to:

- ▶ Understand the influence of gender on health as well as the associated health risks;
- ▶ Know all the aspects of sexual harassment and how to manage this;
- ▶ Be aware of the influence of gender on a health worker and be able to identify and manage risky situations in this regard.

True or false?

- ❖ In a society that places less value and a lower reward on women's work, it is likely that a profession becoming feminized risks the loss of status and influence.
- ❖ Gender equity is a zero sum game, with men and women to benefit at the expense of the other group.

Session 1: Why a gender perspective in health?

Growing literature addresses the articulation of gender roles with health status, health care policies and organization.

Recognizing:

- ▶ Important contributions that both men and women can make
- ▶ Women and men are different but equal and require special attention to different needs
- ▶ Gender sensitive policies and programmes will make a difference to both men and women as recipients and providers of health care

Including

- ▶ Why gender perspective
- ▶ Terminology
- ▶ Gender awareness in health
- ▶ Examples of interaction between gender and health

Session 2: Sexual harassment

- ▶ Knowledge of University's sexual harassment policy
- ▶ Students' perception of safety on campus
- ▶ Covers a broad spectrum of unwanted behaviours
- ▶ How to respond

Session 3: Gender dilemmas in the medical profession

Small group discussions posing a critical question:

- Is it bad for medicine that more women are interested in medical studies? Motivate.

What's up doc?

A lack of men!

- “Medical schools should positively discriminate in favour of male students to boost their numbers and avert a staffing crisis”
- “Male doctors also want increased flexibility - this should not just be seen as a female issue”
- “To start discriminating against women is to go back a century. Although the number of women is increasing in medical schools, women are still not getting to the top of the profession in equal numbers”

On reflection

- ▶ Students initially not much interested
- ▶ Did not see immediate relevance to clinical medicine
- ▶ Session on sexual harassment in the university experienced as a reality check
- ▶ Relating to students' personal experiences
- ▶ Feminization of medicine session - lively debate
- ▶ Students did well in the assessment

Thank you
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