



**MGM INSTITUTE OF HEALTH SCIENCES**

(Deemed to be university u/s 3 of UGC Act, 1956)

Grade 'A' Accredited by NAAC

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**MGMIHS ANNUAL GENDER SENSITIZATION ACTION PLAN**

**Inclusion of "Gender Sensitization" in Curriculum**

**Introduction**

The health care provider should have a healthy gender attitude, so that, discrimination, stigmatization and bias while providing health care will be avoided. The health care provider should also be aware of medicolegal issues related with sex and gender.

Society particularly youth & adolescents need medically accurate, cultural appropriate & age appropriate knowledge about sex, gender & sexuality, so we can train the trainers for the same. It is the need of the hour to prevent sexual harassment and abuse.

**Outline**

1. For undergraduates: - Three sessions of two hours each, in 2nd term, 3rd term & 8th term.
2. For postgraduates and faculty: - One session of two hrs.
3. For those wish to be trainers or interested for their own self, value added course (which is optional) about sex, gender, sexuality & related issues.

**Responsibility**

Internal Complaints Committee (ICC) of MGMIHS, with necessary support from IQAC & respective departments.

## **DETAILS OF UNDERGRADUATE SESSIONS**

### **1. First session in 2<sup>nd</sup> term**

#### **Aim –**

- To make students aware about the concept of sexuality & gender.
- To check accuracy of knowledge they have.
- To make them comfortable with their own gender identity & related issues.
- To make them aware about ICC and its functioning.

#### **Mode –**

- Brain storming, Interactive Powerpoint presentation, experience sharing.

#### **Duration –**

- Around two hours

#### **Evaluation –**

- Feedback from participants.

### **Session 1-Concept of Gender**

Usually we use the terms 'Sex' and 'Gender' synonymously. This affects thinking process causing confusion between sex roles and gender roles. As a result gender equality is misunderstood. There is need for lot of de-learning, so that health care provider can develop "gender just attitude" and be non-judgemental. Such attitude is very important for them in personal as well as professional lives.

To facilitate this process, an interactive session is conducted in second semester. At end of session, the students should know that

- ✓ Sex is biological difference in reproductive system male and female are born with. The pair of sex chromosomes (XX/XY) is responsible for development of this difference.
- ✓ Apart from this difference, male and female bodies are same because rest of auto-somes are same. So male and females they are equal as human beings but not identical.
- ✓ The purpose of this difference is potential capacity of reproduction so that existence of human species on earth will continue. The roles played by male and female in this process are called as sex roles. For male it is to provide sperms for fertilization while for female it is to provide ovum for fertilization, to bear the pregnancy for nine months and to breast-fed the new-born for some period. These roles are assigned by nature and are not identical, nor equal nor

interchangeable but are interdependent. Role of female is prolonged and critical as compared to role of male.

- ✓ Gender is a social construct where there are norms about dos and don'ts of dressing, way of speaking, behaviour and work distribution in day-to-day activities for particular sex. These norms particular sex is expected to follow are called as gender roles. They can be identical, equal or interchangeable according to needs and there should be freedom to choose. When these norms loose their flexibility and become rigid, they are stereotypes. The person not following this is likely to face criticism.
- ✓ When these gender roles are associated with earning, there is chance of development of sense of superiority in person who is earning. The work done by non-earning member is underestimated, not recognized leading to sense of inferiority. Ignorance about biological facts of male and female bodies further this sense, which along with stereotyping of gender roles can lead to gender discrimination.
- ✓ The discrimination against women is evident. They try to get educated and become economically independent to overcome this. But as the effort is unidirectional, there is role expansion for women instead of flexibility of role this, increases stress on women to fulfil these roles leading to discrimination. Comparison with male counterpart, in this respect, leads to development of sense of competition against male and attempt to reject the traditional gender roles. If difference between sex and gender roles is not clear in their minds, this may lead to rejection of sex roles as-well.
- ✓ The trend of late marriages, unwillingness to bear child after marriage, opting for live-in relationships to avoid responsibility of children, casual sexual relationships, use of emergency contraceptive/abortion pills to get rid of unintended pregnancy, instability in marital relationships are result of such confusion and is detrimental to sex roles which ultimately may endanger the human species
- ✓ Discrimination against male is less evident because of their status is society offered by traditional gender roles and less critical sex role. But none the less it exists. There is no choice to male partner whether to earn, they cannot wear dresses designated to women unlike women wearing shirts and trousers, they are not expected to express their emotions that freely, they are not included in process of rearing a child and remain deprived of the privilege of joy. Unless we

do not create awareness about their loss because of traditional rigid stereotyping, they will not be willing to change.

- ✓ Unless change is flexible, bidirectional, it will not eliminate discrimination
- ✓ Developmental problems of intersex and gender identity, different sexual orientations, social stigma attached with this diversity are further reasons adding to discrimination
- ✓ In this session students learn to accept own identity, give respect to identity of others, be non- judgemental about intersex, trans-genders and people with different sexual orientations. They understand the need for openness and flexibility in gender stereotypes. They become alert not to fall pray for new stereotypes. This is important change which can prevent gender discrimination, sexual harassment/ abuse.
- ✓ The session encourages them to start their own thought process with open mind instead of blindly following the traditions or rebelling against traditions while making decisions in personal and professional life

They are also made aware about what amounts to sexual harassment, what are measures taken by institute to prevent it and process of redressal mechanism.

## **2. Second session in 3<sup>rd</sup>/4<sup>th</sup> term**

### **Aim –**

- To ensure healthy gender attitude in students as they start interacting with patients in 3<sup>rd</sup> & 4<sup>th</sup> terms.
- To ensure that they maintain dignity and privacy while interacting with patients and relatives, particularly gender related.
- To make them aware about importance of confidentiality related with gender issues.
- To encourage them to note gender related issues affecting health care & seek solutions.

### **Mode –**

- Focused group discussions on case studies, Role plays & discussion.

### **Duration –**

- Around two hours.

### **Evaluation –**

- Feedback from participants.

## **Session II- Gender Just Attitude For A Caregiver**

When students come in contact with patients in third semester, the second session is planned to make them aware about code of conduct while communicating with patients of opposite sex, maintaining dignity, privacy, use of appropriate language, behaviour amongst themselves. They are also made aware of various laws related with women and child health and role of doctor

- ✓ Law against domestic violence
- ✓ Law about sexual abuse/rape
- ✓ Law about Prevention of Child Sexual Offence (POCSO)
- ✓ Law about Pre-conceptual Prenatal diagnostic test (PCPNDT)
- ✓ Various rules and regulations related with reproductive and sexual health where chance of discrimination can have adverse effects.

### **3. Third session in 8<sup>th</sup> term.**

#### **Aim –**

- To understand effect of gender attitudes on health care in various subjects.
- To develop healthy gender attitude while dealing with these issues.

#### **Mode –**

- Suggested PBL by departments individually (in collaboration with ICC till faculty sensitization is complete)

#### **Evaluation –**

- Feedback

### **Session III- Ability to Identify**

When students are in 8<sup>th</sup> semester, they have completed two rotations in clinical postings. When they are doing final posting or in LCDs, they are given case scenarios by respective departments and are supposed to identify if gender discrimination is hidden cause of the existing illness. The scenarios include

- ✓ Hysteria
- ✓ Depression
- ✓ Anxiety
- ✓ Repeated MTP
- ✓ Frequent pregnancies
- ✓ Neglected health issues like cataract, uterine prolapse, anaemia
- ✓ Sudden behavioural change in children
- ✓ Teenage pregnancies, pregnancies in unmarried girls
- ✓ Gender identity disorders
- ✓ Children born with ambiguous genitalia
- ✓ Infertility
- ✓ Injuries suspected because of domestic violence
- ✓ Suicidal attempts

Facilitator guides the discussion so that students get the understanding how gender discrimination can affect health.

## **DETAILS OF POSTGRADUATE SESSIONS**

**Session of 02-03 hours preferably in induction program.**

### **Aim –**

- To introduce medically accurate concept of gender, sex, gender role & sex Role.
- To ensure healthy gender attitude at workplace.
- To understand gender associated concepts on health related issues & avoid such bias while providing health care.
- To make them aware about ICC & it's functioning.

### **Mode –**

- Interactive PPT
- Role plays & discussion

### **Duration –**

- 2 to 3 hrs

### **Evaluation –**

- Feedback.

## **DETAILS OF SESSIONS FOR FACULTY**

A session of 2 hours may be held during combined activities.

### **Aim –**

- To ensure clarity of concept about gender & sex.
- To discuss effect of these concepts on health related issues.
- To identify such gender & sex related issues in individual subject specialties.
- To discuss methodology like PBL for under graduate students when they are in 7th-8th semester.

### **Mode –**

- Role play
- Focused group discussion
- Case studies

### **Evaluation –**

- Feedback.

## **Gender Equity Awareness Program**

Two Programs per year on Gender Equity are to be conducted by all constituent colleges under MGMIHS.