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**RELEVANCE OF  
GENDER SENSITIVITY ORIENTATION  
IN CLINICAL PHARMACY EDUCATION**

Roderick L. Salenga, BSPHarm, MPH  
Alissa D. Barcelona, BSPHarm

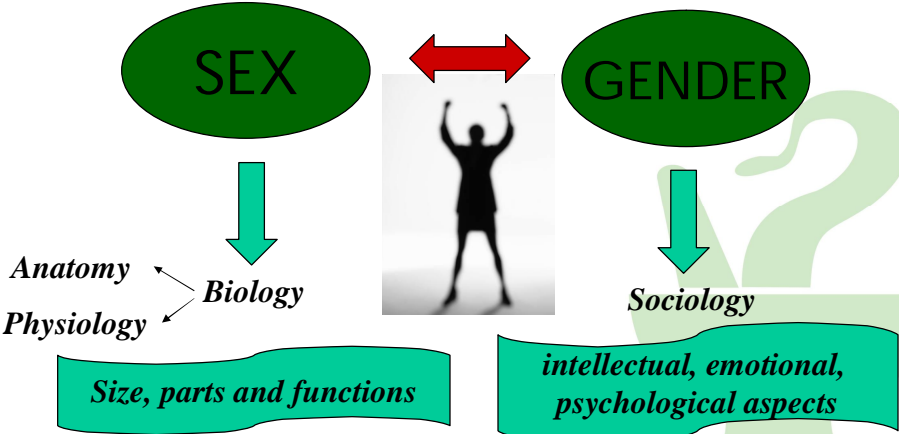
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College of Pharmacy  
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**THE PATIENT**




**SEX** ↔ **GENDER**

*Anatomy* ↔ *Biology*  
*Physiology*

*Sociology*

*Size, parts and functions*

*intellectual, emotional,  
psychological aspects*




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## Gender

*“socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women”*

- Rooted in biology; environment and culture give distinctive character



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## Gender Differences

Empathy, sympathy, compassion, intimacy, attachment

• DIMENSION OF COMMUNION  
tender-mindedness → caring and concerned

• DIMENSION OF AGENCY  
assertiveness → ambition, self-concern, dominance

“Emphasis on separation and individuation, hierarchy of authority, competition”




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## Gender-sensitive Pharmaceutical Care

*“in-depth knowledge of medications that is integrated with a foundational understanding of the biomedical, pharmaceutical, **sociobehavioural**, and clinical sciences ”*




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## Objectives

- To determine the ability of pharmacy students in differentiating sex from gender
- To identify the important influences on the gender perspective of pharmacy students




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**Objectives**

- To determine the general perception of pharmacy students on gender sensitive healthcare system
- To determine the impact of gender sensitivity orientation in the Clinical Pharmacy course to the gender perspectives of pharmacy students




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**Objectives**

- To illustrate gender-dependent patient preferences through patient psychological profiling



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## Pharmacy 56: Introduction to Clinical Pharmacy




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## Method

- 47 senior pharmacy students from the College of Pharmacy, University of the Philippines Manila
- Self-administered questionnaires given before and after a gender sensitivity lecture




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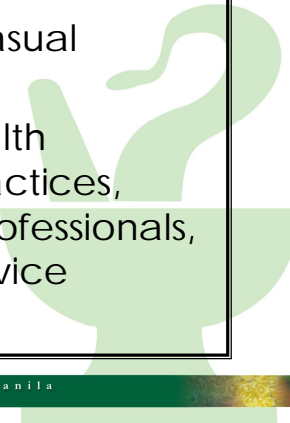
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**Method**

- 6 adult Filipino respondents, equally distributed between sexes
- Pre-scheduled one-on-one casual interview
- Tackled past and present health concerns, personal health practices, perceptions to health care professionals, preferences in healthcare service delivery




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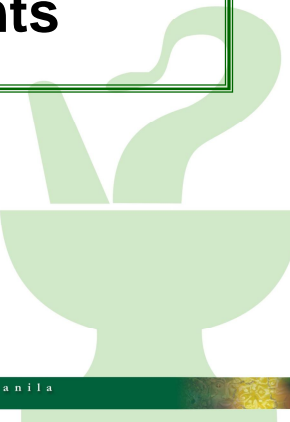


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**Results: Students**



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## Sex versus gender


- 46/47 successfully differentiated

"sex" →

- Classification of males and females
- As pertaining to biology
- In terms of physiological and anatomical sense
- In reference to the reproductive organs
- Morphological and physical attributes

← "gender"

- Society and culture
- Norms and traditions
- roles and responsibilities




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## Sex versus gender

- Ten statements → either pertaining to sex or gender
  - 66% with perfect score
  - 23% missed only one question




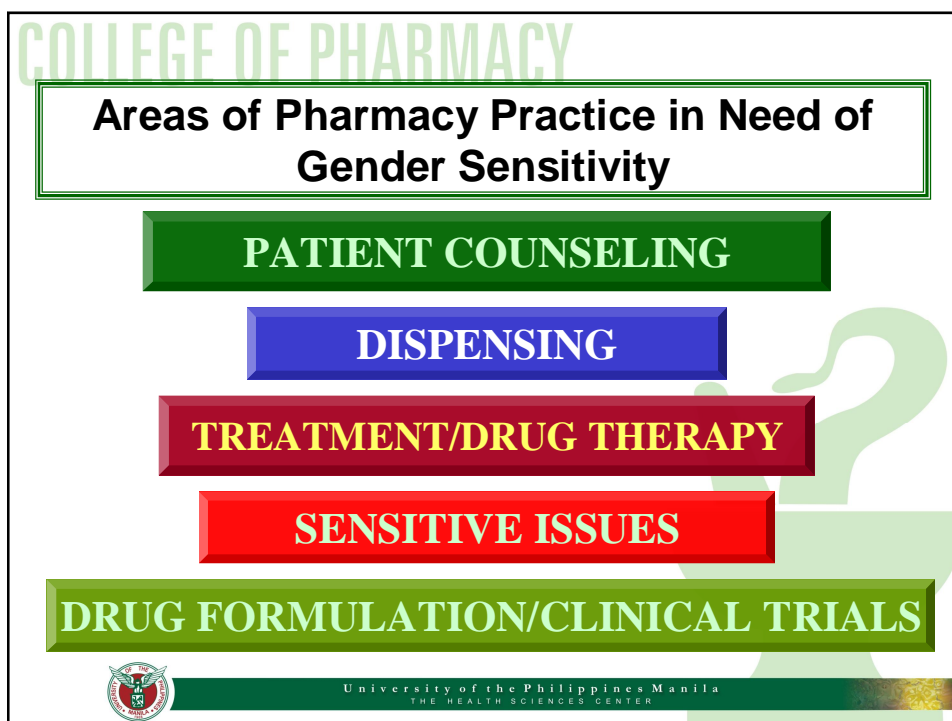
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**Agents of Influence on Gender Perspectives**

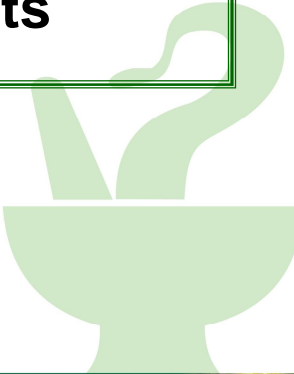
Rank	Influences	Frequency (n=47)	Percentage
1	Family	38	81%
2	Church/Religion	32	68%
3	Media	28	60%
4	Friends/Peers	27	57%
5	Society/Culture	21	45%
6	School/Education/Institutions	17	36%


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**Results: Patients**



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**Gender Differences**


**MEN** →

- *Straightforward, less articulate in explaining themselves, more reserved and secretive*
- *Have tendency to take things lightly*
- *Reluctant to admit weaknesses*

← **WOMEN**

- *Meticulous with details, more responsible*
- *Caring and emotional*
- *Sensitive to others' and one's feelings*
- *More articulate than men*




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## Health-related behaviour

MEN

- *initially reluctant to seek professional help*
- *tend to deny fact of getting older and are “deteriorating”*
- *idea of making appointments a hassle*
- *tend to be more straightforward in discussing their symptoms*
- *mention only information they deem necessary*



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## Health-related behaviour

WOMEN

- *elaborate on recounting details during consultation*
- *more conscious in following medical advice*



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**Healthcare Professional Preference**

Neuter Diseases → no preference

Skin problems (though neuter) → female over male

Non-gender specific cancers →  
male patients: no preference  
female patients: same gender preference

Hypertension → same gender preference




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**Healthcare Professional Preference**

Gender-specific diseases → same gender preference


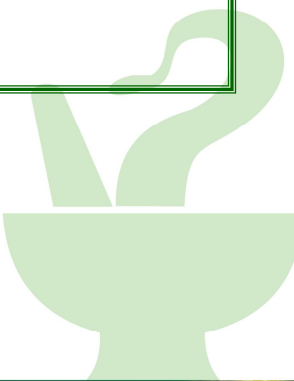
- *discomfort*  
*embarrassment in physical examination*  
*perceived awkwardness*  
*feeling of being understood better*



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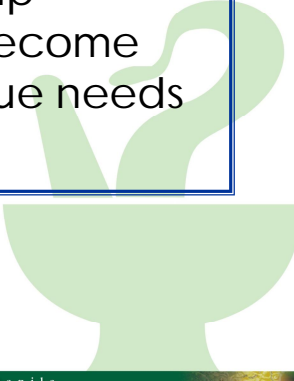
**Conclusion**



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- Knowledge and understanding of gender differences will help healthcare providers to become more sensitive to the unique needs of individual patients.



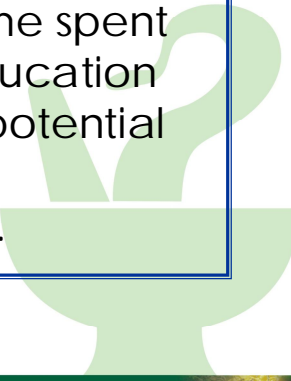
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- The current healthcare system is perceived to be lacking in gender sensitivity. The length of time spent by individuals in formal education makes the school a high-potential venue in effecting major developments in this area.




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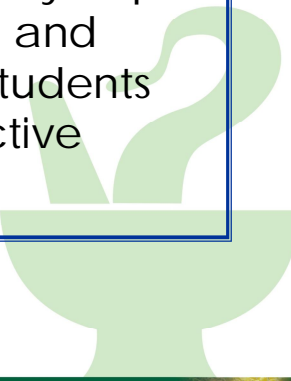


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- An educational system that emphasizes gender sensitivity at par with scholastic excellence and training will best prepare students into becoming more effective healthcare providers.



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The 8th Asian Conference on Clinical Pharmacy: “Toward Harmonization of Education and Practice of Asian Clinical Pharmacy”

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**Thank you very much.**



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