



Education and Culture DG

Lifelong Learning Programme

# EUGIM

European Education Program  
for Gender Medicine

**Evaluation Module 1 Berlin, May-June 2011**

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## Funding Disclaimer

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## **1. Introduction**

In this report, we describe the evaluation of EUGIM Module1 in Gender Medicine – Basic Subjects. We start with a short introduction and the aims of Module 1. Next, we elaborate on the organization and participants in Berlin. Results of the evaluation of the Module 1 are presented in chapter 3.

Partners from seven European universities – Humboldt-Universität zu Berlin-Charité, Università degli Studi di Sassari, Medizinische Universität Innsbruck, Maastricht University, Semmelweis University, Radboud University Nijmegen Medical Centre, and Karolinska Institutet - have started this Erasmus Project EUGIM which aims to develop a flexible module for European universities in Gender Medicine (GM).

In May-June 2011, Module 1 Basics Subjects of Gender Medicine was organised in Berlin. In accordance with the Quality Assurance System developed for the EUGIM project we aimed to

1. Evaluate the educational process including teaching staff performance
2. Evaluate the course content by student evaluations
3. Evaluate the organization of the course including facilities.

## **2. EUGIM Module1 Basics of Gender Medicine**

Aim of the EUGIM project is to develop two modules in Gender Medicine, each representing 4 ECTS. Together, these two modules will constitute a course in Gender Medicine that could be implemented in different Bachelor and Master Programmes in biomedical and medical curricula.

Students will learn to grasp the fundamental principles and scientific standards of Gender Medicine in selected medical disciplines. They will learn to understand the importance of taking sex and gender aspects into consideration in public health-relevant diseases and medical research and will familiarize themselves with instruments of gender and sex differences in diagnosis and therapy.

After completing the modules, students will be able to integrate sex and gender sensitive knowledge in their daily work with patients and take consideration of gender and sex differentiation in scientific research. The module was organised on two levels and students could be awarded different amounts of ECTS (depending on taking part in additional programs) upon successful completion of their exam. See Annex I.

### *2.1. Development of education material*

Module 1 Gender Medicine – Basic subjects, aimed at providing knowledge of sex and gender aspects in 8 selected medical disciplines, creating gender awareness in research and medicine and giving participants the possibilities for networking by sharing knowledge.

Module 1 presented basic subjects of clinical disciplines of the wide-ranging field of Gender Medicine in one short course offering a broad but specific overview.

As the first step, the most relevant disciplines from the aspect of crucial sex and gender issues were identified. Fields/ areas selected for the Basic subjects Module are: cardiology, neurology & neuropsychiatry, prevention, pulmonology, pharmacology, endocrinology, epidemiology and psychosocial aspects, preceded by an introduction and methodology lecture

## 2.2. *Structure of the Module 1 in Berlin*

Module 1 was organised in Berlin as an elective in the Master Programmes “Master of Public Health” and “Health & Society: Gender & Diversity Studies” at the Charité Berlin School of Public Health in May-June 2011 See Annex I. The e-learning materials were placed in a blackboard environment by the time the event started. The detailed agenda/ programme and lectures delivered can be seen at Annex II

## 2.3. *Participants*

Module I was attended by 20 students from various academic degrees and professional backgrounds.

Attendants of the complete module (basic and both additional courses, i.e. 5 ECTS): 3

Attendee of basic and 1 additional course (research project) (i.e. 4 ECTS): 1

Attendees of basic course only but with exam participation (i.e. 3 ECTS): 3

Attendees of basic course only but without exam participation: 13

### *Nationalities*

1 Austrian, 1 Chinese, 10 Germans, 1 Indian, 1 Indonesia, 1 Italian, 1 Nigerian, 1 Portuguese, 2 Pakistani, 1 Syrian.

### *Educational/professional qualification*

- 8 medical doctors (4 of them master students of public health)
- 1 doctor of dental surgery (and master student of public health)
- 1 BSc in Social Economy and MSc in Public Health
- 1 BSc in Medicine (and master student of public health)
- 1 Diploma in Biochemistry (and PhD student in the field of gender medicine)
- 1 BA in Microbiology and MSc in Molecular Genetics (and PhD student in the field of gender medicine)

- 1 Diploma in Biology (and PhD student in the field of gender medicine)
- 1 Medical Student (and PhD student in the field of gender medicine)
- 1 BSc in Microbiology (and master student of public health)
- 1 BSc in Molecular Life Sciences and MSc in Molecular Medicine (and PhD student in the field of gender medicine)
- 1 Medical Student (former participant of the Charité elective course “Gender Medicine”)
- 1 BSc in Pharmacy (and master student of public health)
- 1 Research Fellow in the field of general medicine

### **3. Evaluation of Module 1**

Main purpose of the evaluation was to assess the quality of Module 1 according the developed system of quality assurance, in order to enhance the course content, comprehensibility, flexibility and informative aspects.

### *Evaluation forms*

We developed forms for students and forms for teachers. Forms designed for students contained Likert-type questions (do not agree = 1 to strongly agree = 3) as well as open questions.

Students were asked to fill in 25 questions on educational process, course content, facilities and assessment. The open questions asked for details on learning materials and course organization including suggestions for change/ improvement.

Teacher forms consisted of 11 questions, pertaining to the educational process, course content, evaluation of facilities and assessment. In addition, there was room for additional remarks, as well as an optional field for the name of the teacher.

Both students and teachers were asked to fill out the evaluation forms. Out of all (20) students attending Module 1, 7 forms were returned. These students answered most questions on the evaluation form. Three teacher forms were returned, 2 of those were anonymous.

### *Student evaluations*

This section describes the results from the student forms (N=7)

For quantitative data see Annex III (students), IV (students + additional course)

Regarding the open questions, we asked which lectures were most instructive and least instructive, and we asked the same question for patient cases.

#### ***Most instructive lectures:***

all the lectures of 20./21. May were most instructive, and delivered and discussed in a way of understanding

#### ***Least instructive lectures***

pharmacology – there should be more space for discussion and understanding

***Most instructive*** clinical patient case: differences in heart attack

***Least Instructive*** none

***Aspects, elements, topics missing from the contents of this module?***

more in-depth study and research in “gender in medicine”

***Aspects, elements, topics missing from the blackboard information?***

it would be good to upload lectures close to the day on which they’ve been held; sometimes the question is raised after the lecture and it would be good to have a possibility to look it up.

***What would you like to see changed in following editions of the module?***

- slides could be all in English
- be careful with the overlap of lectures
- the more the opportunity – the more knowledge and understanding; abolish the concept of focusing only on women, but include every age group
- mixture of Fridays and Saturdays as listening for several hours is quite exhausting and group work would break it into half.

***Additional remarks***

- “Gender in Medicine” should be on a broader spectrum; this study will be the door to enter the world of gender; get younger women interested in this field of research, to fill the gap
- it would be good to know upfront if there are papers to read before the lecture; It’s hard to read a paper within a lunch break. A mail week before with papers attached or a link to the blackboard would be ideal.

*Teacher evaluations(n=3)*

### **Educational process**

The teachers experienced the module as a whole as: very good , well structured; good support; interesting student cohort; well organized, gives relevant information.

Teachers experienced their own lecture as: good atmosphere; interesting , very interactive; good arguments by students, they had many questions.

Teachers experienced their own seminar as: students very interested, interactive; very interactive; supportive and friendly atmosphere, the interest of students was high.

Teachers experiences as lectures of colleagues: interesting; not attended; it was relevant and the discussion was followed with interest.

Assessment of organization of the module: very well organized, very well organized; ok.

What can be improved in the next edition of the module? more time, more seminar time.

### **Course content**

Estimation of whether the module was tailored to the level of previous knowledge of the participants: yes; but next time more information about the level of students; yes, the questions of students showed that.

Tailoring of own lecture to the level of the students: more detailed information about students; yes, the questions of students showed that.

Did your seminar reach the aims e.g. 1. creating gender awareness in medicine/ your field/ or 2. equipped the students with take-home messages? yes + global health; yes, some students asked to visit my lab.

Which suggestions for improvements do you have? using own cases and present those; more seminar time.

### **Evaluation of facilities**

How would you grade the available facilities? What could be improved? everything was fine and well organized; ok.

### **Assessment**

What is your opinion on the final assessment in terms of content and timeframe? fine; 2 x 90 min

### **Additional remarks**

- own case presentation; international and local differences
- very well, everything is going easily

Annex I Flyer

Annex II Course Schedule

Annex III Results students' evaluation

Annex IV Results students' evaluation additional courses



Education and Culture DG

Lifelong Learning Programme



# EUGIM Module 1 „Gender Medicine - Basics“

16.05. - 04.07.2011  
Berlin, Germany

Charité -  
Universitätsmedizin Berlin

*with attendance time  
on 20.-21.05.2011  
and 27.-28.05.2011  
Friday lectures:  
09.00 am - 05.00 pm  
Saturday group work:  
09.00 am - 04.00 pm*

## Overview on Lectures

TOPICS	LECTURES	LECTURER
<b>Introduction &amp; Methodology</b>		V. Regitz-Zagrosek, Berlin
<b>Cardiology</b>		V. Regitz-Zagrosek, Berlin
<b>Neurology &amp; Neuropsychiatry</b>		K. Schenck-Gustafsson, Stockholm
<b>Prevention</b>		M. Hochleitner, Innsbruck
<b>Pulmonology</b>		C. Grohé, Berlin
<b>Pharmacology</b>		F. Franconi, Sassari
<b>Endocrinology</b>		A. Kautzky-Willer, Vienna
<b>Epidemiology</b>		B. Babitsch, Berlin
<b>Psychosocial Aspects</b>		S. Adam, Budapest

## Module 1 "Gender Medicine - Basics" as part of the ERASMUS Project "EUGIM"

is implemented as an elective within the masters programs "Master of Public Health (MPH)" and "Health and Society: Gender and Diversity Studies (MScPH)" at the Charité Berlin School of Public Health.

Students will learn to grasp the fundamental principles and scientific standards of gender medicine in selected medical disciplines. They will learn to understand the importance of taking gender aspects into consideration in public health-relevant diseases and medical research and will familiarize themselves with instruments of gender and sex differences in diagnosis and therapy.

## Teaching in EUGIM addresses students as well as professionals

MD and PhD students, pharmacologists, practising physicians, public health practitioners and interested people working in public or private institutions are invited to apply.

Tuition fee for the whole module: € 250 (for medical students € 50)

**Contact:** GiM Office, Beate Wenzke

Phone: +49 30 450 539 109 | Email: [gim-office@charite.de](mailto:gim-office@charite.de)

**Further information:** [http://eugim.charite.de/en/eugim/teaching/module\\_1](http://eugim.charite.de/en/eugim/teaching/module_1)

## Additional attendance time

1<sup>st</sup> and 2<sup>nd</sup> additional courses:  
03.-04.06.2011 and  
17.-18.06.2011

5 ECTS for the whole module (lectures together with 1<sup>st</sup> and 2<sup>nd</sup> additional course)

4 ECTS for lectures and additional course 1 or 2

3 ECTS for only lectures

Participants have to pass a test on 01.07.2011 for receiving credit points.

## Funding Disclaimer

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**Course Schedule - EUGIM Module 1 „Gender Medicine – Basics“****Part 1 Lectures (Prerequisite) 3 ECTS****Multiple Choice Exam on July 1, 2011****Venue: GIM SR 2 Ebene 10 Bettenhaus****Friday, 20.05.2011**

	<b>Time</b>	<b>Lectures</b>	<b>Lecturer</b>	<b>Venue</b>
1	09.00 – 09.45	Introduction	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
2	09.45 – 10.30	Methodology	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
	Break			
3	11.00 – 11.45	Cardiology	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
4	11.45 – 12.30	Cardiology	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
	Lunch Break			
5	13.30 – 14.15	Neurology and Neuropsychiatry	Prof. Schenck-Gustafsson	GIM: SR2, Ebene 10
6	14.15 – 15.00	Neurology and Neuropsychiatry	Prof. Schenck-Gustafsson	GIM: SR2, Ebene 10
	Break			
7	15.30 – 16.15	Prevention	Prof. Hochleitner	GIM: SR2, Ebene 10
8	16.15 – 17.00	Prevention	Prof. Hochleitner	GIM: SR2, Ebene 10

**Saturday, 21.05.2011**

	<b>Time</b>	<b>Seminars</b>	<b>Instructor</b>	<b>Venue</b>
1	09.00 – 09.45	Cardiology	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
2	09.45 – 10.30	Cardiology	Prof. Regitz-Zagrosek	GIM: SR2, Ebene 10
	Break			
3	11.00 – 11.45	Neurology and Neuropsychiatry	Prof. Schenck-Gustafsson	GIM: SR2, Ebene 10
4	11.45 – 12.30	Neurology and Neuropsychiatry	Prof. Schenck-Gustafsson	GIM: SR2, Ebene 10
	Lunch Break			
5	13.30 – 14.15	Prevention	Prof. Hochleitner	GIM: SR2, Ebene 10
6	14.15 – 15.00	Prevention	Prof. Hochleitner	GIM: SR2, Ebene 10
	Break			
7	15.15 – 16.00	Public Health / Module 1 – Week 1	Dr. Seeland	GIM: SR2, Ebene 10

**Friday, 27.05.2011**

	<b>Time</b>	<b>Lectures</b>	<b>Lecturer</b>	<b>Venue</b>
1	09.00 – 09.45	Pulmonology	Prof. Grohé	GIM: SR2, Ebene 10
2	09.45 – 10.30	Pulmonology	Prof. Grohé	GIM: SR2, Ebene 10
	Break			
3	11.00 – 11.45	Pharmacology	Prof. Franconi	GIM: SR2, Ebene 10
4	11.45 – 12.30	Pharmacology	Prof. Franconi	GIM: SR2, Ebene 10
	Lunch Break			
5	13.30 – 14.15	Endocrinology (Lecture)	Prof. Kautzky-Willer	GIM: SR2, Ebene 10
6	14.15 – 15.00	Endocrinology (Seminar)	Prof. Kautzky-Willer	GIM: SR2, Ebene 10
	Break			
7	15.30 – 16.15	Epidemiology (Lecture)	Prof. Babitsch	GIM: SR2, Ebene 10
8	16.15 – 17.00	Epidemiology (Seminar)	Prof. Babitsch	GIM: SR2, Ebene 10

**Saturday, 28.05.2011**

	<b>Time</b>	<b>Seminars</b>	<b>Instructor</b>	<b>Venue</b>
1	09.00 – 09.45	Pharmacology	Prof. Franconi	GIM: SR2, Ebene 10
2	09.45 – 10.30	Pharmacology	Prof. Franconi	GIM: SR2, Ebene 10
	Break			
3	11.00 – 11.45	Psychosocial Aspects (Lecture)	Dr. Adam	GIM: SR2, Ebene 10
4	11.45 – 12.30	Psychosocial Aspects (Lecture)	Dr. Adam	GIM: SR2, Ebene 10
	Lunch Break			
5	13.30 – 14.15	Pulmonology	Prof. Grohé	GIM: SR2, Ebene 10
6	14.15 – 15.00	Pulmonology	Prof. Grohé	GIM: SR2, Ebene 10
	Break			
7	15.15 – 16.00	Psychosocial Aspects	Dr. Adam	GIM: SR2, Ebene 10

**Course Schedule - EUGIM Module 1 „Gender Medicine – Basics“****Part 2 Additional course I - 1 ECTS****Research project - written (process) report (max. 2000 words)****Venue: GIM: R.031 Ebene 10 Bettenhochhaus**

**Students are required to work out a research project on a defined topic, discuss and interpret the results in peer groups and document the discussion process and results in a written form**

**Friday, 03.06.2011**

	<b>Time</b>	<b>Content</b>	<b>Instructor</b>
1	09.00 – 09.45	Welcome and assignment	Dr.Seeland
2	09.45 – 10.30	Presentation of topics; Arrangement of groups	Dr.Seeland, C.C. Ciupitu
	Coffee Break		
3	11.00 – 11:45	Lecture: „Men`s Health“ - Pathological gambling & Masculinity -	PhD Simon Simonsen Roskilde University & Metropolitan University College, Copenhagen
4	11:45 – 12.30	Discussion	
	Lunch Break		
5	13.30 – 14.15	Independent research and Reflection with the Instructor	Dr.Seeland, C.C. Ciupitu
6	14.15 – 15.00	Independent Research and Reflection with the Instructor	Dr.Seeland, C.C. Ciupitu
	Coffee Break		
7	15.30 – 16.15	Group discussion	Dr.Seeland, C.C. Ciupitu
8	16.15 – 17.00	Group discussion	Dr.Seeland, C.C. Ciupitu

**Saturday, 04.06.2011**

	<b>Time</b>	<b>Content</b>	<b>Instructor</b>
1	09.00 – 09.45	Independent research and Reflection with the Instructor	Dr.Seeland
2	09.45 – 10.30	Independent research and Reflection with the Instructor	Dr.Seeland
	Break		
3	11.00 – 11.45	Presentation	Dr.Seeland, C.C. Ciupitu
4	11.45 – 12.30	Presentation	Dr.Seeland, C.C. Ciupitu
	Lunch Break		
5	13.30 – 14.15	Feedback and Discussion	Dr.Seeland, C.C. Ciupitu
6	14.15 – 15.00	Feedback and Discussion	Dr.Seeland, C.C. Ciupitu
	Break		
7	15.30 – 16.15	Feedback and Discussion	Dr.Seeland, C.C. Ciupitu

**Report due 17.6.2011**

**Course Schedule - EUGIM Module 1 „Gender Medicine – Basics“****Part 3 Additional course II - 1 ECTS****Case studies/ field work - written (process) report (max. 1500 words)****Venue: Deutsches Herzzentrum Berlin, Augustenburger Platz 1, 13353 B, „Anmeldung“**

**Students are required to analyze and discuss case histories in peer groups and to work out gender-specific aspects of diagnosis, therapy and medication. They should document the discussion process and results in a written form. Report: due 01.07.2011**

**Friday, 17.06.2011**

	<b>Time</b>	<b>Content</b>	<b>Instructor</b>
1	09.00 – 09.45	Welcome, "How to do a medical history with sex/gender aspects"	Dr. Seeland
2	09.45 – 10.30	Arrangement of groups (max 5 pers.)	Dr. Seeland
	Break		
3	11.00 – 11.45	Patient contact	Dr. Seeland, Dr. Petrov
4	11.45 – 12.30	Patient contact	Dr. Seeland, Dr. Petrov
	Lunch Break		
5	13.30 – 14.15	Presentation and group discussion with feedback of the instructor	Dr. Seeland, Dr. Petrov
6	14.15 – 15.00	Presentation and group discussion with feedback of the instructor	Dr. Seeland, Dr. Petrov
	Break		
7	15.30 – 16.15	written records	
8	16.15 – 17.00	written records	

**Saturday, 18.06.2011**

	<b>Time</b>	<b>Content</b>	<b>Instructor</b>
1	09.00 – 09.45	Welcome, Hand out of case histories	Dr. Seeland
2	09.45 – 10.30	Work out: gender- specific aspects of diagnosis, therapy and medication	Dr. Seeland, Dr. Petrov
	Break		
3	11.00 – 11.45	Group (max 5 pers.) discussion	Dr. Seeland, Dr. Petrov
4	11.45 – 12.30	Group (max 5 pers.) discussion	Dr. Seeland, Dr. Petrov
	Lunch Break		
5	13.30 – 14.15	Presentation and group discussion (all) with feedback of the instructor	Dr. Seeland, Dr. Petrov
6	14.15 – 15.00	Presentation and group discussion (all) with feedback of the instructor	Dr. Seeland, Dr. Petrov
	Break		
7	15.30 – 16.15	Written records	Dr. Seeland



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Evaluation of EUGiM Module 1, 2011 (20./21. 05. 2011 and 27./28. 05. 2011)

Student form ( N=4)

## **Educational process**

### **General impression of the Summer School module**

1. I found the objectives of the module clearly defined **2,33**

- do not agree (1)
- agree (2)
- strongly agree (3)

2. This module was well adapted to my prior knowledge **2**

- do not agree
- agree
- strongly agree

3. The recommended literature was relevant to this module **3**

- do not agree
- agree
- strongly agree

4. This module was well organized **3**

- do not agree
- agree
- strongly agree

5. How much time (in hours) did you spend on preparing for the module before it started?

.....hrs **3**

6. How much time (in hours) did you individually spend during this week on searching, reading, analysing and comprehending the literature?

.....hrs **39**

7. I appreciate the work methods:

Lectures **2,25**

- do not agree
- agree
- strongly agree

Group work/ Seminars **3**

- do not agree
- agree
- strongly agree

8. The module was well structured **2,75**

- do not agree
- agree
- strongly agree

9. Grade the value of the DVD material on a scale from 1-4 **1,75**

- 1
- 2
- 3
- 4

### Course content

10.

Lecturer	Lecture instructiveness (1-4)	Seminar instructiveness (1-4)
<b>Prof. V. Regitz-Zagrosek</b>	<b>2,66</b>	<b>4</b>
<b>Prof. K. Schenk-Gustafsson</b>	<b>3,66</b>	<b>4</b>
<b>Prof. M. Hochleitner</b>	<b>2,66</b>	<b>4</b>
<b>Prof. C. Grohe</b>	<b>2,75</b>	<b>4</b>

<b>Prof. F. Franconi</b>	<b>2,25</b>	<b>2</b>
<b>Prof. A. Kautzky-Willer</b>	<b>2</b>	<b>3</b>
<b>Prof. B. Babitsch</b>	<b>2</b>	<b>3</b>
<b>Dr. S. Adam</b>	<b>3</b>	<b>/</b>
<b>Dr. U. Seeland</b>	<b>/</b>	<b>3</b>

11. The seminar time was sufficient for discussion and repetition **2,75**
- do not agree
  - agree
  - strongly agree
12. The use of patient cases was instructive **2,33**
- do not agree
  - agree
  - strongly agree
13. The DVD material added to my understanding of the lecture content **2**
- do not agree
  - agree
  - strongly agree
14. The module improved my academic skills **2,25**
- do not agree
  - agree
  - strongly agree
15. The module is useful for me in my work as physician / medical specialist **2,66**
- do not agree
  - agree
  - strongly agree
16. Not being a medical doctor, the module is useful for me in my work as .....  
(researcher, ..., please fill in your profession) **2**
- do not agree
  - agree
  - strongly agree
17. The module as a whole was **3,75**
- too easy

- easy
- good
- intensive
- too heavy

### **Evaluation of facilities**

18. The provision of information was well organized **2,5**

- do not agree
- agree
- strongly agree

19. The information was well tailored to the module content and its participants **2,75**

- do not agree
- agree
- strongly agree

20. ICT / library facilities were good **3**

- do not agree
- agree
- strongly agree

### **Assessment**

21. The final assessment was representative for the contents of the module **2,66**

- do not agree
- agree
- strongly agree

## OPEN Questions

***Which lectures (max 2) would you rate as most instructive concerning the content of the module? Please explain***

- all the lectures of 20./21. May were most instructive, and delivered and discussed in a way of understanding

***Which lectures (max 2) would you rate as least instructive concerning the content of the module? Please explain***

- pharmacology – there should be more space for discussion and understanding

***Which patient case would you rate as most instructive concerning the content of the module? Please explain***

- heart attack differences

***Which patient case would you rate as least instructive concerning the content of the module? Please explain***

- none of them

***Are there aspects, elements, topics that you missed from the contents of this module?***

- more in-depth study and research in “gender in medicine”

***Are there aspects, elements, topics that you missed concerning the blackboard information?***

- it would be good to upload lectures close to the day on which they’ve been held; sometimes the question is raised after the lecture and it would be good to have a possibility to look it up.

***What would you like to see changed in following editions of the module?***

- slides could be all in English
- be careful with the overlap of lectures
- the more the opportunity – more knowledge and understanding; abolish the concept of focusing only on women, but include every age group
- mixture of Fridays and Saturdays as listening for several hours is quite exhausting and group work would break it into half.

**Additional remarks:**

- “Gender in Medicine” should be on a broader spectrum; this study will be the door to enter the world of gender; get younger women interested in this field of research, to fill the gap
- it would be good to know upfront if there are papers to read before the lecture; It’s hard to read a paper within a lunch break. A mail week before with papers attached or a link to the blackboard would be ideal.

**Name (optional)**



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Evaluation of EUGiM Module 1, 2011 / “Gender Medicine – Basics”

A: Additional course I

B: Additional course II

Student form (n = 3)

## A: Educational process

### General impression of the Additional course I

1. I found the objectives of the additional course I clearly defined 3

- do not agree (1)
- agree (2)
- strongly agree (3)

2. This course I was well adapted to my prior knowledge 2,33

- do not agree
- agree
- strongly agree

3. This course I was well organized 2,66

- do not agree
- agree
- strongly agree

4. This course I was well structured 2,66

- do not agree
- agree
- strongly agree

5. Grade the value of the additional course I on a scale from 1-4 **2,66**

- 1
- 2
- 3
- 4

6. How much time (in hours) did you spend on preparing for the additional course I before it started?

.....hrs **25,3**

7. Did you like the “way” the topics for your research have been presented to you? **2,66**

- do not agree
- agree
- strongly agree

8. I appreciate the work methods:

Lectures **2,66**

- do not agree
- agree
- strongly agree

Presentation (student) **3**

- do not agree
- agree
- strongly agree

Reflection with the instructor **3**

- do not agree
- agree
- strongly agree

Group discussion and feedback **3**

- do not agree
- agree
- strongly agree

9. How much time (in hours) did you individually spend during the next two weeks on searching, reading, analyzing and comprehending the literature for finalizing your written report on the research topic you have chosen?

.....hrs **34**

10. The recommended literature was relevant to the additional course I **3**
- do not agree
  - agree
  - strongly agree
11. ICT / library facilities were good **2,33**
- do not agree
  - agree
  - strongly agree
12. The seminar time in total was sufficient for discussion and repetition **2,33**
- do not agree
  - agree
  - strongly agree
13. The time for “self-managed learning” was sufficient for structuring the written report **2,66**
- do not agree
  - agree
  - strongly agree
14. The additional course I improved my academic skills **2,66**
- do not agree
  - agree
  - strongly agree
15. The course I is useful for me in my work as physician / medical specialist **2,66**
- do not agree
  - agree
  - strongly agree
16. Not being a medical doctor, the course I is useful for me in my work as .....  
( researcher, ..., please fill in your profession) **3**
- do not agree
  - agree
  - strongly agree

17. The additional course I as a whole was 3,33

- too easy
- easy
- good
- intensive
- too heavy

## OPEN Questions

***Are there aspects, elements, topics that you missed from the contents of the additional course I?***

- only time was limited

***Are there aspects, elements, topics that you missed concerning the blackboard information?***

- papers that are not available on PubMed should be put on the blackboard

***What would you like to see changed in following editions of the additional course I?***

- more lectures on men's health
- more time- additional examples and diseases e.g. changes in brain in regards to sex and gender
- more time is needed to discuss topics

**Additional remarks:**

**Name (optional)**

**B: Educational process**  
**General impression of the Additional course II**

1. I found the objectives of the additional course II clearly defined **2,66**
  - do not agree (1)
  - agree (2)
  - strongly agree (3)
  
2. This course II was well adapted to my prior knowledge **2,66**
  - do not agree
  - agree
  - strongly agree
  
3. This course II was well organized **3**
  - do not agree
  - agree
  - strongly agree
  
4. This course II was well structured **3**

- do not agree
- agree
- strongly agree
- 

5. Grade the value of the additional course II on a scale from 1-4 **2**

- 1
- 2
- 3
- 4

6. How much time (in hours) did you spend on preparing for the additional course II before it started?

.....hrs **27**

8. I appreciate the work methods:

Lectures **2,66**

- do not agree
- agree
- strongly agree

Presentation (student) **2,33**

- do not agree
- agree
- strongly agree

Reflection with the instructor **2,33**

- do not agree
- agree
- strongly agree

Group discussion and feedback **3**

- do not agree
- agree
- strongly agree

10. The recommended literature was relevant to the additional course II **2,33**

- do not agree
- agree
- strongly agree

11. ICT / library facilities were good **3**

- do not agree
- agree
- strongly agree

12. The seminar time in total was sufficient for discussion and repetition **2,66**

- do not agree
- agree
- strongly agree

13. The time for “self-managed learning” was sufficient for structuring the written report **2,33**

- do not agree
- agree
- strongly agree

14. The additional course II improved my academic skills **2,66**

- do not agree
- agree
- strongly agree

15. The course II is useful for me in my work as physician / medical specialist **2,66**

- do not agree
- agree
- strongly agree

16. Not being a medical doctor, the course II is useful for me in my work as .....  
( researcher, ..., please fill in your profession) **3**

- do not agree
- agree
- strongly agree

17. The additional course II as a whole was **3,33**

- too easy
- easy
- good
- intensive
- too heavy

## OPEN Questions

*Are there aspects, elements, topics that you missed from the contents of the additional course iI?*

- both cases suited my knowledge

*Are there aspects, elements, topics that you missed concerning the blackboard information?*

*What would you like to see changed in following editions of the additional course Ii?*

- more case studies from each of the lectures e.g. neurology, endocrinology, epidemiology..

- it would be good to get a fact sheet or a short presentation of characteristics of a disease, if it won't be present

**Additional remarks:**

**Name (optional)**