**Karpenko K.I.** [Gender Approach as a Qualitative Investment in Ukrainian Medical Education](http://nauka.knmu.edu.ua/sierep/main.php?action=razdel&rname=11.&eid=50&subact=edit&editv=144942) // 2017 International Conference on Medical Humanities, 10-11 March 2017 - Warsaw, Poland.- Interdisciplinary Research Foundation, London Center for Interdisciplinary Research.– 2017. – P. 41

[**GENDER APPROACH AS A QUALITATIVE INVESTMENT IN UKRAINIAN MEDICAL EDUCATION**](http://nauka.knmu.edu.ua/sierep/main.php?action=razdel&rname=11.&eid=50&subact=edit&editv=144942)

Health differences between the genders are due to biological, psychological, social and cultural factors and these differences exist in risk factors, treatment, presentation of complaints, consequences of disease, and in how patients are approached by care providers. These differences are insufficiently addressed in the medical education. Gender stereotypes may have negative influence on treatment and health outcomes.

So, gender equality in medicine is not a spontaneous process. In Ukraine, the efforts to provide gender-based education have contributed to transformation of Medical schools to educate future doctors for future patients in future settings. At Kharkiv National Medical University the essential aspect of activity in this context is connected with the Center for gender education. The Rector’s order on its legal status was issued in November 2012.

In the first step the educational materials were screened for content. For this aim, the gender-based elements were identified, and gaps existed in the curricular in various fields of knowledge and attitudes were eliminated. Screening results were used to draw attention to these issues and to discuss how and which recommendations could be implemented in modernized curricular.

The modernizing curricula for Medical Education in the context of gender-based competence could not meet all the characteristics of the curricula. However, gender is brought to the attention of students.

Future benefits will legitimize the integration of gender approach as a qualitative investment in Ukrainian Higher Medical Education.