This article (published in Läkartidningen 23/03) builds upon a qualitative study comprising 1) three expert interviews with doctors who are knowledgeable in the area ‘medicine - gender perspective’; 2) three individual interviews with teachers involved in the medical education at Lund university; 3) one focus group interview with medical students studying in the fourth term at Lund. The analysis is inspired by a grounded theory approach.

The results found that a gender perspective in the medical education at Lund university is understood primarily in terms of the biological body. Awareness about the different conditions for male and female doctors in the labour market is also apparent. But if other aspects concerning a gender perspective are brought up, it is solely due to a particular teacher’s interest in the area. Knowledge about the gender system and its structures of power is therefore not sufficiently problematised when concerning the patient – doctor relation or in teaching about health and sickness.

During the education, medical students become socialised into the professional role of a doctor as well as absorb certain forms of knowledge which produce attitudes towards how gender and medicine are connected. Not seeing the importance of the gender system is to be gender blind or gender neutral, a position which does not match the self-image nor the visions the students in the study professed.

Difficulties with integrating a gender perspective are importantly connected to what is designated as the core curriculum of the medical education. The doctors’ attitudes towards a gender perspective and what is seen as “proper medical knowledge” become reproduced in the students.