

Psychology, Health and the Gender System

Code: 105819
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	2	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Margot Pujal Llobart
Email: Margot.Pujal@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

This course has no prerequisites.

Objectives and Contextualisation

1. Understand that intersectional gender (especially in the case of race and social class) is a key explanatory and analytical category for the development of Psi and Health Sciences
2. Understand the symbolic-material, relational, power and historical dimension of the processes of singular and collective subjectivation of well-being and discomfort
3. Reflect on how the heteronormative gender system operates in the construction of psychological and health knowledge
4. To know the foundations and history of the gender perspective in health, as a model of biopsychosocial analysis
5. Identify the psychosocial determinants of gender in health from an intersectional perspective
6. Analyze the implications of the application of the gender perspective in the field of health and psychology
7. Provide psychosocial knowledge and tools for the promotion of feminist health and well-being inside and outside the health and social services.

Competences

- Contribute to the prevention of gender biases in health centres and psychological care services from the sociocultural knowledge of gender issues.
- Emit judgments on relevant aspects related to gender as a function of significant data on the psychological configuration of the human being, as well as those come from the physical and social environment.
- Incorporate the non-androcentric perspective in the work carried out.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Compare in a basic way the different current scientific models of health and disease and their relationship with the sex / gender system.
2. Distinguish the effects of the sex and gender variables in the empirical analyzes.
3. Document psychosocial processes by looking for examples in everyday life.
4. Identify, in the field of health, the importance of gender identity, roles and sociocultural beliefs.
5. Interpret action plans aimed at equality in health matters, as a result of applying the integrated gender perspective in health.
6. Know the public policies that affect equality in health and the principles of gender for its application to plans and reports related to the field of health.
7. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
8. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
9. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Content

- Feminist critiques of science for situated, partial and transdisciplinary knowledge
- Psi and Bio power device, subjectivation, body, experience and agency
- The role of gender in the construction of the binomial health / disease throughout the history of science
- Addressing sexual difference and binary gender in the Health Sciences
- Historical models of binary gender as contemporary contexts of vulnerability
- Models and Theories on the health of the 20th century
- Contributions of feminisms to the health sciences
- From women's health to the psychosocial determinants of health from a gender perspective
- Intersectionality, gender and health
- Inequalities and gender inequities in health and psychological care
- Dimensions for the construction of the feminist health category
- Tools for a feminist promotion of health inside and outside the health system and social services

Methodology

The course contents will be developed through directed / supervised sessions, autonomous work and tutorials.

The face-to-face theory sessions will be devoted to the presentation of the course contents by the teaching staff and invited professionals, with the active participation of the group of students in their analysis and discussion.

The face-to-face sessions of practices sessions will be dedicated to seminars for the supervised resolution of three practical cases to deepen and apply the exposed theory. These seminars of three practical cases will include, on the one hand, group work of supervised analysis of the practical cases, carried out in teams of 5 people in class, with the active participation of the whole class; and on the other, includes autonomous work activities such as reading and comprehensive and analytical study of texts, comprehensive and analytical viewing of audiovisual materials, information recession among others, related to practical cases. Individual and autonomous work, which will be prior to the supervised case seminars, with the aim of preparing the analysis and resolution of practical cases on group work in class. The practical cases will deal with the analysis, reflection and definition of psychosocial strategies for the promotion of health and well-being from a feminist perspective, both within the health and social services field, as well as outside it at the community, associative, activist or social daily live.

The autonomous work will also include information search and writing, among others.

The teaching methodology and the evaluation proposed in the guide may undergo some modification depending on the restrictions on attendance imposed by the health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	35	1.4	1, 6, 2, 4
Type: Supervised			
Tutorials	5	0.2	3, 5, 7, 8, 9
Workshops	35	1.4	1, 2, 3, 5, 7, 8, 9
Type: Autonomous			
Critical reading	30	1.2	1, 2, 4, 7, 9
Documentation research	15	0.6	6, 2, 3, 9
Work production	30	1.2	1, 2, 3, 5, 7, 8, 9

Assessment

In order to pass this subject it is necessary to obtain an overall grade equal to or higher than 5, as a result of the calculation of the grades obtained in the four learning evidences (sum of grades proportional to the percentage value indicated for each learning evidence) . Students obtaining a global average grade of less than 5 will be deemed to have failed the subject.

The grade of **"No evaluable"** ("not assessable") shall be given to students who submit fewer than 2 learning evidences; in all other cases, the final grade will be the weighted average of all learning evidences.

In order to opt for re-assessment, students must have obtained a final overall grade of between 3.5 and 4.9 in this phase. In the re-assessment phase, students may have those evidences re-assessed that have previously been assessed as insufficient; these will be analogous to those submitted during the continuous-assessment process. The maximum grade that can be obtained from this re-assessment is 5. Those activities that the teacher considers to be non-recoverable can be excluded from the recovery process (with the approval of the study coordination and the center). For example: oral presentations, group work, tasks related to daily teaching activity. Here we will find the adaptation to the new evaluation regulations regarding the recovery approved by the Permanent Board on April 12, 2018.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

The teaching methodology and assessment proposed in the guide may undergo some modification depending on the restrictions on attendance imposed by the health authorities. In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums,

wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active engaging in class activities	10	0	0	6, 2, 3, 4, 5, 7, 8, 9
Analysis group work	25	0	0	6, 2, 3, 4, 5, 7, 8, 9
Essays	35	0	0	6, 2, 3, 4, 5, 7, 8, 9
Written test	30	0	0	1, 6, 2, 4

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Software

The programs that will be used will be the usual one:

- The moodle classroom, for replacement of subject materials, for delivery of work / learning evidence, and for course information and discussion forums among students;
- Microsoft office as software in general, although the delivery of works will be in WORD and not in PDF, or other programs if they are audiovisual products and not written (as long as they are compatible). And the EV4, which will be a multiple choice test, will be face-to-face or online (to be decided)
- Teams for non-contact classes if there are any, or others to be agreed for non-contact meetings / tutorials.
- The use of free software is also encouraged, as long as it is compatible.