

Psychology, Health and the Gender System

Code: 105819
ECTS Credits: 6

Degree	Type	Year	Semester
2500000 Sociocultural Gender Studies	OB	2	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

This course has no prerequisites.

Objectives and Contextualisation

1. To understand the intersectional gender perspective as a primary analytical category of biases in the knowledge
2. Reflect on how the heteronormative and binary gender system operate
3. To understand the symbolic-material, relational, power and historical d
4. Identify the gendered psychosocial determinants of health/disease for
5. Analyze the theoretical and practical implications of the application of f
6. Provide psychosocial knowledge and tools for the promotion of feminis

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

1. -The role of gender in the construction of the health/disease binomial through the history of science
 2. -Psi and Bio power device: approach to sexual difference and gender i
 3. -Gender inequalities in physical and mental health
 4. -Women's health in patriarchal history: a feminist analysis
 5. -The construction of binary gender ideals: femininity-masculinity in He
 6. -Feminist epistemological critique in heteropatriarchal science: situater
 7. -Historical models of binary gender in force as contemporary contexts
 8. -Heteropatriarchal theories on Health and contributions from feminist T
 9. -Health from a queer feminist perspective
 10. -Human Rights and contemporary controversies in mental health care
11. -Binary gender subjectivation: the emotions of heteropatriarchal oppression in women
12. -LGBTBIQ+ Health: therapeutic accompaniment and Trans health
13. -Intersectionality, gender and health care
14. -Dimensions and tools for the feminist promotion of feminist health inside and outside the health system and :

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, of supervigroup work sed 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 and fair 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.

Note: "15 minutes of a class will be set aside, within the calendar established by the center/degree, for students to complete the evaluation surveys of the teachers' performance and the evaluation of the subject"

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	
Type: Supervised			
Tutorials	5	0.2	
Workshops	35	1.4	
Type: Autonomous			
Critical reading	30	1.2	
Documentation research	15	0.6	
Work production	30	1.2	

Assessment

ASSESSMENT:

1.-This subject is designed to follow the CONTINUOUS evaluation whose objective is that the student can know his academic progress throughout the training process, to allow him to improve it.

The continuous evaluation will consist of 4 ACTIVITIES or learning evidence of TWO DIFFERENT TYPOLOGIES: *case studies and test on conceptual aspects and theoretical reflection.*

At the time of carrying out each evaluation activity, the teacher will inform the students (Moodle) of the procedure and the date of revision of the qualifications.

2.-However, students may request a single evaluation/assessment, only in the PERIOD from September 18 to October 6 (which can no longer be changed afterwards).

Given that the skills to be acquired are the same in both continuous assessment and in the single assessment, the evidence of learning that will be requested in the single assessment will be the SAME 4 ACTIVITIES as in the continuous assessment.

The single evaluation will be carried out on the same day and place as the test of the fourth evaluation period of the subject, indicated in the subject program accessible from the virtual campus (moodle). And all the contents of the subject will be evaluated in a maximum of two hours. There will be 1:15 a.m. for the multiple choice exam, and the rest of the case analysis activities will be delivered on that date and after the multiple choice exam.

3.- In order TO PASS THE SUBJECT it is necessary to obtain an overall mark equal to or greater than 5, as a result of the proportional calculation of the number of learning evidences presented (the is 4). Students obtaining a global average grade of less than 5 will be deemed to have failed the subject.

The grade of "Not 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.

4.- 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 and students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade (CONTINUOUS ASSESSMENT) or submit all the planned learned evidences (SINGLE ASSESSMENT). 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.

For the unique evaluation, the same re-assessment system will be applied as for the continuous evaluation.

5.- In the event of a student performs 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
GROUP ANALYSIS CASE STUDI 2	25	0	0	1, 2, 3, 5, 7, 8, 9

GROUP ANALYSIS CASE STUDY 1	25	0	0	6, 4, 5, 7, 9
GROUP ANALYSIS CASE STUDY 3	25	0	0	1, 2, 3, 4, 7, 9
INDIVIDUAL WRITTEN TEST	25	0	0	1, 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.