

**Affective-Sexual Education**

Code: 106128  
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OT	4	A

## 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.

## Teachers

Luis Lopez Perez

Pablo Rodriguez Coll

David Téllez Velasco

## Prerequisites

None.

## Objectives and Contextualisation

1. Understand the conceptual differences between sex and gender, sexuality and affectivity
2. Discuss the social construction of pleasure, eroticism, and how to manage/promote consent.
3. Analyze the impact of gender and sex on the health of people and communities.
4. Know the pathophysiology, treatment, prevention, and nursing care related to the most prevalent sexually transmitted infections in Catalonia.
5. Know the main existing preventive programs in Catalonia.
6. Know the pathophysiology, treatment, prevention, and nursing care related to the pathologies of the reproductive system most prevalent in Catalonia.
7. Analyze gender-related violence present in the European context.
8. Propose interventions based on activism and social commitment.
9. Understand the process of sexualization in the different stages of life from a biological, psychological, and social point of view.
10. Know the different methods of family planning.

## Competences

- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse differences by sex and gender inequality in ethiology, anatomy, physiology. Pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.
3. Analyse gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
4. Analyse the situation and identify the points that are best adapted to the needs and demands of the context of analysis.
5. Apply knowledge of physiopathology and factors affecting health in nursing care.
6. Assess educational interventions aimed at promoting healthy lifestyles and self-care.
7. Carry out a specific clinical history, physical examination, psychological examination and nursing diagnosis for men and women, including emotional-sexual diversity and diversity in identity and gender expression.
8. Communicate using non-sexist and non-discriminatory language.
9. Design educational strategies for health in people, families and groups.
10. Design programmes for community action.
11. Evaluate the state of health of the individual, family and/or community, identifying problems and internal and external factors affecting their health.
12. Identify healthy lifestyles and preventative and therapeutic behaviours in individuals, groups and communities.
13. Identify the different types of interaction according to the group, genre or community they belong to, within their social and cultural context.
14. Identify the factors that determine health and the problems related to surroundings to be able to offer care to people with different situations of health and illness as members of a community.
15. Identify the skills and strategies that are effective in interventions aimed at the promotion of health and prevention of illness taking into account the resources, values and beliefs of the people, families and groups.
16. Propose new methods or alternative solutions that have a firm basis, and are innovative and creative.

## Content

- Anatomy and physiology of the female reproductive system.
- Anatomy and physiology of the male reproductive system.
- Sexuality/Pleasure throughout history.
- Pathology of the reproductive system - Organic Pathology.
- Obstetric violence.
- ASSIR: operation, services, and programs.
- Pleasure and Affection.
- Erotic
- Consent and sexual assault.
- Sexuality in special situations.

- Myths and Legends associated with sexuality.
- Prevention of STIs/HIV/Pregnancy.
- Gender identity
- Sexual orientation

## Methodology

The subject will be taught using two teaching methods:

- Theory: this modality includes expository lectures, exercises, and group discussions.
- Seminars: This modality contemplates the resolution of cases in small groups and oral presentations by the students, review of evidence, and discussions.

Note: 15 minutes of a class will be set aside within the calendar established by the center/degree, for students to fill in the teacher performance and subject evaluation surveys /module.

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			
Lecture	13	0.52	1, 14, 13, 12, 15, 11
Self-learning	50	2	3, 2, 4, 5, 6, 9, 10, 14, 13, 12, 15, 11
Seminar	12	0.48	3, 2, 4, 5, 6, 8, 9, 10, 7, 16, 11

## Assessment

1. Exam. It accounts for 40% of the final grade. It is a test-type exam that includes the content covered in all the teaching activities of the subject.

2. Oral presentations account for 40% of the final grade. The large group is divided into subgroups, and they will work on a series of cases that must be solved in a group oral presentation. They will be assessed using rubrics designed for this purpose that will be available on Moodle. The ability to identify and prioritize problems, the literature review, the intervention-evaluation proposal, and academic writing will be fundamentally evaluated. Work outside the established period will not be accepted.

3. Submission of reports (self-assessment): It accounts for 10% of the final grade. On the day of the last seminar, each student must submit, via Moodle, a self-evaluation report of 2-3 pages in which they reflect and evaluate their degree of achievement of the skills included in the guide. The format of the exercise is free. Likewise, it must be clear which knowledge has been acquired and which has not. The report must be realistic, clearly justified, and include a numerical grade between 0 and 10. The tutor responsible for each specialized seminar group will review the report. In the event of a major discrepancy with the teacher's opinion, the document will be returned to the student body so that they can reflect on their assessment and correct it. No self-assessments will be accepted outside the established period. Failure to submit the exercise results in a grade of 0.

Any sign of academic dishonesty, such as plagiarism or manipulation of assessment documents, etc., or any discriminatory, violent or disrespectful attitude towards classmates and/or teachers, may result in the immediate suspension of the subject. In case of suspicion and/or confirmation, the degree coordination will be informed.

#### OBTAINING THE FINAL QUALIFICATION:

The requirement for obtaining the final grade is to have attended all the assessment parts and obtained a grade of 5 or higher in each.

It will be considered non-evaluable when the student has missed 2 or more seminar sessions without a justified reason.

The subject's final grade will be the sum of the different parts that make it up. According to agreement 4.4 of the Governing Council 17/11/2010 of the evaluation regulations, the grades will be:

From 0 to 4.9 = Suspension

From 5.0 to 6.9 = Passed

From 7.0 to 8.9 = Remarkable

From 9.0 to 10 = Excellent

From 9.0 to 10 = Honor registration

Students have the right to review the assessment tests. For this purpose, the date will be specified in Moodle.

Students who have not passed the subject through continuous assessment may take a make-up test at the end of the subject.

Special and particular situations will be assessed by the subject coordinator and the group tutor.

All assessment tools will be available on Moodle at the start of the subject.

To qualify for honors enrollment, you must have attended/participated in the proposed extracurricular activities linked to the subject during the semester.

Absences:

The following situations are considered justified absences:

- Official exam
- acute illness
- Specialized medical visit
- Competition of elite athletes (not training)
- Death of a relative or close person

Outside of these situations, each unjustified absence will entail a reduction of one point and each absence in the final grade, up to a maximum of 2 absences.

Note: This subject does NOT provide for the single assessment system

### **Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation	40%	0	0	1, 3, 2, 4, 6, 8, 9, 10, 7, 16
Self assessment	10%	0	0	1, 3, 8
Test	40%	0	0	5, 14, 13, 12, 15, 11

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## Software

Mendeley