

Degree	Type	Year
2500000 Sociocultural Gender Studies	OT	3

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Teachers

(External) M^a Jesús Tarragona Oriols

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None.

Objectives and Contextualisation

Contextualization

The socio-affective relations are those that are given in the coexistence with diverse people (society, family, friendship, couple, work,...). The social and cultural construction derived from the genre and the capacities that supposedly derive from it, is very present in the affective relationships. Stereotypes and gender roles determine the affective experience of men and women in different contexts and can make affective relationships not develop in a plan of equality and end up deriving in situations of gender violence. Violence in couples is a risk factor for Health, both physically and mentally. The chronic stress involved in mistreatment favours the appearance of different diseases and worsens existing ones. There are psychological and cultural barriers that make it difficult to talk about violence in the couple. The psychological consequences of the experience of gender violence at home, causes clinical pathologies in minors and being witnesses in their home can generate attitudes of their own use of violence (with the perception that it is allowed and that does not affect their behaviour in interpersonal relationships). In this subject apart from reviewing in depth all these aspects will also address the various existing psychosocial resources for tackling socio - affective violence; And in turn, will contemplate the characteristics of the Burnout syndrome in the and the professionals that work in socioaffective violences.

Training objectives of the subject

1. Know different types of abusive socio - affective relationships and gender violence (partner, friends, family, community, etc.) generated by gender inequalities.
2. Know the main myths associated with gender violence.
3. Know the main potential barriers in the detection of domestic violence in the health field.
4. Know the consequences of gender violence on women's health.
5. Know the repercussions on the Health of the exposure of the minors to situations of violence in the couple.
6. Achieve fundamental knowledge about the intergenerational transmission of violence.
7. Achieve knowledge of existing psychosocial resources to address socio - affective violence.
8. Achieve knowledge about burnout syndrome and self - care guidelines for professionals working in socio - affective violence (in the couple, family, etc.).

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. Distinguish the effects of the sex and gender variables in the empirical analyzes.
2. Identify the consequences in the psychological health of the socio-affective violence in adult women and in minors of both sexes.
3. Identify the different expressions of gender violence and discomfort suffered by bodies and subjectivity, derived from the interaction between social inequalities and health and disease systems.
4. Identify, in the field of health, the importance of gender identity, roles and sociocultural beliefs.
5. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
6. 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.
7. 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

T1- Socio - affective violence through the different current social models of gender.

T2- Myths and realities. Perceived violence and technical violence.

T3- Barriers in the perception of violence in the couple.

T4- Tools for the detection of gender - based violence in the area of the couple.

T5- Impact and development of socio - affective violence on women's psychological health.

T6- The abuse in sons and daughters of women who have suffered violence in the couple: victims and witnesses.

T7- The intergenerational transmission of socio - affective violence in the field of the relationship.

T8- Map and typology of existing psychosocial resources for tackling socio - affective violence.

T9- Characteristics of the burnout syndrome in professionals who work in socio - affective violence (in the couple, family, etc.).

It is intended that students learn about different forms of violence that can occur in socio - affective relationships, as well as the possible myths associated with the subject. Also the main potential barriers in the detection of violence in the couple in professional and health contexts. Also, the main repercussions and consequences of gender based violence on health. In minors, in the short term we would talk about consequences in different areas at the social, school, behavioral or emotional level. However the long term consequences are related to the intergenerational transmission of violence. Finally it will be intended that students know the existing psychosocial resources for dealing with socio - affective violence. And emotional exhaustion or burnout syndrome, which can occur in professionals working in socio - affective violence.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Classes	20	0.8	
Practical classes based on seminars	30	1.2	
Type: Supervised			
Tutoring	10	0.4	
Type: Autonomous			
Case preparation assignments	86.5	3.46	

This subject includes guided activities, which are mainly expository theoretical classes with material support on the virtual campus, and practical classes based on seminars with text presentation and case study and discussion.

The supervised activity consists of tutoring to carry out the work (report) based on the internship sessions, and which will be presented in small groups orally at the end of the internship.

In order to achieve the expected knowledge, students must carry out independent work consisting of reading texts proposed by teachers and finding appropriate material to properly perform the internship work.

Note: 15 minutes of a class will be reserved, within the schedule established by the school/degree, for the completion by students of the surveys of assessment of the performance of teachers and assessment 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam open type questions	30%	2	0.08	2, 6
Present a group report of a case worked on in practice..	40%	0	0	2, 3, 5, 6
Test examination	30%	1.5	0.06	1, 2, 4, 7

Unique Assessment

- A multiple-choice exam on the contents of the course (EV1-30% of the overall grade).
- A reflective group work on readings and practical aspects of the contents of the course (EV2-40% of the overall grade of the course).
- Examination of open questions, to make judgements that include a reflection on different contents of the subject (EV3-30% of the overall mark).

The delivery of the work and the completion of both exams will be carried out on a single date indicated in the course syllabus, accessible from the virtual campus.

The Ev2 will be assessed with the group written report (3 or 4 people), where the achievement of the theoretical and applied knowledge of the cases presented and worked on in the practical sessions must be shown, as well as the knowledge acquired from the different readings selected in the work of this subject. The completion of this evidence is essential to pass the course.

The final grade for continuous assessment will be obtained from the weighted sum of the scores of the evidence (final grade = $Ev1 + Ev2 + Ev3$).

Students who have submitted evidence of learning with a weight equal to or greater than 40% may not be listed as "non - assessable".

To pass the subject with continuous assessment you must obtain a minimum score of 5 in the weighted final grade. You must have obtained a minimum grade of 4 points in the EV3 evidence to calculate the weighted final grade. You must have passed at least one of the EV1 or EV3 evidence in order to be able to do the weighting with the Ev2.

Procedure for reviewing grades

At the time of each assessment activity, the teacher will inform students of the procedure and the date of the review of grades.

Recovery

A recovery test may be performed. In order to take the resit test, then the weighted final grade must be calculated at a minimum of 3.5 points and a maximum of 4.9 points. This test will include test -questionnaire type-. In addition, during the continuous assessment, students must have submitted evidence with a minimum weight of 2/3 (both exams). The grade obtained will be added to the weighted grade. The test will be scored between 0 and 2 points. It is necessary to pass this exam (obtain a minimum of 1 point) in order for its value to be added to the weighted final grade previously obtained in the subject. To pass the course you must obtain a minimum score of 5 in the weighted final grade. And there would be no activities excluded from recovery.

Non - evaluable activities will be reported at the beginning of the course, if applicable.

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 (the original weighing will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Instructors will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

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, the student will receive a zero as the final grade for the class.

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Bibliography and web links

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Web links:

Centre for Health and Gender Equity (CHANGE): <http://www.genderhealth.org>

Organización Mundial de la Salud (OMS): http://www.who.int/topics/womens_health/es

World Health Organization Genere: <http://www.who.int/mediacentre/factsheets/fs403/es>

Software

MOODLE

Word processing (with the possibility of conversion to Word and pdfs).

Pdf reader

Power point or similar.

TEAMS

Free software is welcome, as long as the documents can be delivered in the required format.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed