

Affective-Sexual Education

Code: 106128
ECTS Credits: 3

2025/2026

Degree	Type	Year
Nursing	OT	4

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

This subject doesn't have prerequisites.

Objectives and Contextualisation

1. To understand the conceptual differences between sex and gender, sexuality, and affectivity.
2. To know the social and cultural evolution of sexual and affectivity over time.
3. To discuss the social construction of pleasure and eroticism.
4. To analyze the impact of gender and sex on the health of individuals and communities.
5. To know the pathophysiology, treatment, prevention, and nursing care related to the most prevalent sexually transmitted infections in Catalonia.
6. To know the pathophysiology, treatment, prevention, and nursing care related to non-infectious pathologies.
7. To know the main preventive programs and community resources for sexual and reproductive health in Catalonia.
8. To know the different family planning methods.
9. To analyze gender-related violence present in the European context and understand how to manage/promote consent.
10. To propose interventions based on activism and social commitment.
11. To understand the sexual and emotional needs of vulnerable groups from a biological, psychological, and social perspective.

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 base from 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

- Sex, gender and sexual orientation: general concepts.
- Sexual rights and intersectionality.
- Sexoaffectionality throughout history.
- Anatomy and physiology of the reproductive system from diversity and inclusion.
- Nursing care in sexual health consultation.
- Diagnosis and management of the main sexually transmitted infections.
- Diagnosis and management of other alterations related to sexuality.
- Preventive programmes and community resources in the field of sexual health.
- Affectiveness and relational models.
- Pleasure, desire and eroticism: pornography and myths associated with sexuality.

- Prevention of violence and promotion of consent.
- Sexoafectivity in vulnerable groups: elderly and functional diversity.

Activities and Methodology

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

The subject will be taught using two teaching methods:

- Theory: This modality includes lectures, activities and group discussions. In order to encourage class attendance (attendance is not mandatory) participation in any of the activities proposed in class may add up to 1 extra point in the final evaluation of the subject.
- Seminars: This modality contemplates the resolution of cases in small groups and oral presentations by the students, review of evidence, and discussions. Attendance is mandatory.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Body-Mapping Activity	15%	0	0	1, 3, 2, 4, 5, 8, 7, 14, 13, 16
Narrative Photography Activity	15%	0	0	1, 3, 2, 8, 14, 13, 12, 16
Oral presentation and written essay	20%	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

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. Seminar Activities: it accounts for 50% of the final grade. During all seminar sessions the following activities will be performed and evaluated:

2.1. Completion and oral defense of works: It represents 20% of the final grade. Resolution of a practical case through the group presentation of a theoretical work. It will be evaluated using a rubric designed for this purpose. The ability to identify and prioritize problems, literature review, intervention-evaluation proposal and academic writing will be fundamentally evaluated. Work will not be accepted outside the established period.

2.2. Body-Mapping Activity: accounts for 15% of the final grade. Preparation of a plastic work where students must illustrate the contents worked on in the theoretical classes applied to the practical case worked previously.

2.3. Narrative Photography Activity: accounts for 15% of the final grade. Exhibition of 3-4 images related to the case worked on, and that allow explaining key aspects of it. The images will be accompanied by a summarized explanatory text.

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.

4. At the discretion of the teacher responsible for the subject in each teaching unit, activities will be carried out to promote attendance and participation in the theoretical classes. These activities will not be scheduled on the calendar and will not require prior preparation. Those students who participate in these activities can obtain up to 1 extra point in the final evaluation of the subject.

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.

It will be understood by not evaluable that student who has not presented any of the evaluation activities.

Students who have not passed the subject through continuous evaluation may take a recovery test. To participate in the recovery activity, students must have been previously evaluated in a set of activities the weight of which is equivalent to a minimum of two thirds of the total grade of the subject (article 112 ter. of the UAB evaluation regulations). The maximum grade that will be obtained from the specific recovery test will be a 5, which will be average with the rest of the evaluation activities.

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. If no activities are suggested, attendance and participation will be taken into consideration to award an honors qualification.

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

USE OF AI

For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively for translation and/or quality improvement of seminar papers, as well as for improving the quality of the presentation. Students must clearly identify which sections were generated with this technology, specify the tools used, and include a critical reflection on how these influenced the process and final outcome of the activity. Lack of transparency in the use of AI in this assessable activity will be considered academic dishonesty and may result in a partial or total penalty in the activity grade, or greater sanctions in serious cases.

Bibliography

Books:

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- Segarra NM & Bastarós M (2021). Sexbook. Una historia ilustrada de la sexualidad. Penguin Random House Grupo Editorial.
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- Morales Rodríguez FM, Rodríguez-Quiles y García JA & Álvarez Bernardo G. (2021). Educación transversal para la diversidad afectivo-sexual, corporal y de género. Colección Enseñar y APrender. Comares Editorial.
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- Pitarch Centelles. (2019). Les invisibles: educació afectivosexual des de les ciències socials (Vol. 23). Universitat Jaume I.
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- Alonso Martínez L & Armas Junco L. (2025). Manual de educación para la salud: promoción de hábitos saludables, sexualidad y atención a la diversidad. Manuales y prácticas. Universidad de Burgos.
<https://libros.ubu.es/servpubu-acceso-abierto/catalog/book/80>

Publications

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<https://doi.org/10.1002/nop2.641>
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Other documents

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Software

Kahoot! or similar software could be used to energize some activities in the classroom. It could also be useful the utilisation of a reference management software as well as an office suite programme.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	301	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	302	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	303	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	501	Catalan	first semester	morning-mixed
(SEM) Seminars	502	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	morning-mixed
(TE) Theory	301	Spanish	first semester	morning-mixed
(TE) Theory	501	Catalan	first semester	morning-mixed
(TE) Theory	601	Catalan	first semester	morning-mixed