

**Optional Subject of DEGREE
(Academic year 2024-2025)**

Name SUBJECT: GENDER & HEALTH

Code:

Type of subject (character): OPTIONAL

Center responsible: FACULTY OF NURSING, PHYSIOTHERAPY AND PODIATRY

Credits: 3

Number of places offered: 20

	Total (32%)	Theory	Practices	Others
Face-to-face hours	27	15	12	

Proposed calendar and schedule: First Semester (2 October to 27 November 2024) / Wednesdays / 16-19h

Student profile (Degrees offered, if any): Nursing, Physiotherapy, Medicine, Occupational Therapy, and Nutrition

BRIEF DESCRIPTOR

Gender issues have gained an increasing space in public debate, as well as in the scientific and healthcare context. Are you interested in how gender differences contribute to inequality between women, men, and non-binary people? Would you like to learn about theories and skills to promote equity and apply the gender perspective in your healthcare and research practice? Do you think that by applying an intersectional approach, which considers the interaction of gender with other social determinants (ethnicity, social class, disability...), we can better understand inequalities in health? In this course we will try to answer these questions in order to approach the clinical and biomedical reality with the critical and complex view it requires.

OBJECTIVES

General objective:

- Understanding and applying the gender approach in the healthcare context and in health research.

Specific objectives:

- Understanding the conceptual frameworks that feminist theories contribute to the knowledge about sex, gender, and health.
- Analysing the importance of gender as a determinant of health at an individual and collective level.
- Understanding the gender perspective in health and identify its applications.
- Identifying and interpreting the gender biases and inequalities in health through the analysis of available sources of information and evidence.
- Analysing from a gender perspective the processes of health and illness of people in their different stages of life.
- Identifying situations of gender violence, its causes, consequences, and possible protocols of intervention.

- Making visible and assessing the levels of formal and informal care, identifying the reasons behind the feminisation of care and its implications for health.
- Understanding the impact of gender inequalities on the development of professional careers.
- Incorporating the gender perspective into social and health care research.

KNOWLEDGE, SKILLS, AND COMPETENCES

Knowledge

- To know the general principles that articulate the theoretical approaches established in the programme.
- To acquire and consolidate the recognition of equality and non-discrimination on the grounds of gender.
- To know and recognise the gender stereotypes presents in our society.
- To know the social and health policies for the promotion of gender equality.

Skills

- To express oneself correctly.
- To develop critical and creative thinking.
- To analyse thoughtfully situations of gender discrimination, in past and present times.
- To analyse the historical and conceptual reasons for the differences between women and men.
- To identify the signs of the persistence of sexist thinking in language and acquire the practice of using non-sexist language.
- To identify the physiological characteristics of the vital stages of the female life cycle and the processes of medicalisation of these stages.
- To recognise the difficulties faced by women in the development of a professional career.

Competences

- To organise, plan, and develop autonomously the learning and search for information on the course specific topics.
- To develop logical analysis and reasoned communication in public of the theses and fundamental concepts that underpin the theoretical approaches of this course.
- To develop professional activities addressed to a general public that respect and promote equal opportunities; non-discrimination on grounds of gender, race or disability; sexual and reproductive rights; free and equal access to healthcare.

LEARNING OUTCOMES

At the end of this course, students are expected to know how to:

- Understand the influence of the sex-gender system in society and, specifically, in the social and healthcare context.
- Detect the influence of the sex-gender binomial in health-disease processes.
- Identify the influence of the sex-gender system on personal identity and professional values, attitudes, ethical behaviour, and communication skills in care relationships.
- Approach their future care work from a gender perspective, paying special attention to possible situations of violence, inequity in access to healthcare and social services, and intersectional injustices.
- Detect how gender biases in research undermine health and decision-making in the distribution of and access to services.
- Reflect on the possibilities and strategies for transforming social and subjective reality to promote equality and social justice.

TEACHING ACTIVITIES (theoretical, practical, seminars, workshops, etc.)

- **Theoretical sessions:** presentation of contents by the teacher in interaction with the students.
- **Practical sessions:** analysis and presentation of cases; critical analysis of empirical data related to the course subjects; development of topics with films or other narrative resources.
- **Personal mentoring** to supervise students' work-in-progress.

- Occasionally, there may be **extracurricular activities** (attendance at exhibitions, seminars and specific workshops related to the course, participation in conferences, etc.).

AGENDA/ CONTENTS

- Introduction and theoretical framework:** Feminist theories. Sex and gender, the social construction of bodies. Gender, health, and structural inequalities. Biomedical discourse and the construction of difference. Feminist epistemological approaches to health.
- Gender biases, epistemic ignorances, medicalisation and injustices in the management of sexual and reproductive health.** Menstruation. Pregnancy, childbirth and breastfeeding. Obstetric violence. Menopause. Voluntary Interruption of Pregnancy. Reproductive technologies and rights. Egg donation and freezing, surrogacy. Contraception. Non-normative sexualities (disability, LGTBQ+) in the consultation.
- Gender bias in research and healthcare.** Under-diagnosis. Medicalisation. Access to clinical trials.
- Gender violence and health.** Types of gender violence. Consequences of violence on health. Detection and approach in the consultation room. Difficulties and protocols for action.
- Women as caregivers.** Feminisation of informal care. Feminisation of the healthcare professions. Professional careers, power relations, and the glass ceiling.

EVALUATION

- Presentation of a final work, individual or in group, related to the subjects of the course. It will have a value of 60%.
- Three short individual or group exercises on films, documentaries, texts, advertising campaigns, songs, recent news, etc. related to the topics covered in the course. It will have a value of 30%.
- Class participation. It will be a value of 10%
- In order to pass the course, it is essential to attend 80% of the classes hours. Therefore, it is important that each student makes sure that the course schedule does not overlap with any other activity.**

BIBLIOGRAPHY

Basic bibliography

- García Dauder, S. y Pérez Sedeño, E. 2017. *Las mentiras científicas sobre las mujeres*. La Catarata
- De Miguel, A. 2015. *Neoliberalismo sexual. El mito de la libre elección*. Madrid: Cátedra
- OMS. 2018. *Gender & Health*
- Payne, S. 2006. *The Health of Men and Women*. Cambridge: Polity
- Valls-Llobet, C. 2009. *Mujeres, salud y poder*. Madrid: Cátedra
- Varela, N. 2005. *Feminismo para principiantes*. Madrid: Ediciones B

Further reading

- Beauvoir, S. 1998. *El segundo sexo*. Madrid: Cátedra
- Blewer, A. L. et al. 2018. Gender Disparities among Adult Recipients of Bystander Cardiopulmonary Resuscitation in the Public. *Circulation: Cardiovascular Quality and Outcomes* 11 (8): e004710
- Butler, J. 2001. *El género en disputa*. Barcelona: Paidós
- Courtney, W. 2000. Constructions of masculinity and their influence on men's wellbeing: a theory of gender and health. *Social Science & Medicine* 50: 1385-1401
- Dusenbery, M. 2017. *Doing Harm*. Harper One

Hoffman, D., & Tarzian, A. 2001. The girl who cried pain: A bias against women in the treatment of pain. *The Journal of Law, Medicine & Ethics*, 29(1), 13-27.

Gérvás y Pérez-Fdez. 2016. *El encarnizamiento médico contra las mujeres*. Libros del Lince

Martin, E. 1994. Medical Metaphors of Women's Bodies: Menstruation and Menopause", in: E. Fee & N. Kriger, eds. *Women's Health, Politics, and Power*. New York: Baywood Publishing Company Inc.

McHugh, M. C. & Chrisler, J. C. 2015. *The Wrong Prescription for Women: How Medicine and Media Create a "Need" for Treatments, Drugs, and Surgery*. Santa Barbara: Praeger

Nechas, E. & D. Foley. 1994. *Unequal Treatment: What You Don't Know About How Women Are Mistreated by the Medical Community*. Nueva York: Simons & Schuster

Sen, G., Östlin, P., & George, A. 2008. *Unequal, Unfair, Ineffective and Inefficient: Gender Inequity in Health: Why it exists and how we can change it: A Synthesis of the WHO Women and Gender Equity Knowledge Network Final Report*. National Collaborating Centre for Determinants of Health

The Lancet, 9-15 February 2019, Vol.393 (10171) [monográfico sobre feminismo]

Wilkins, D, Payne, S, Granville, G, & Branney, P. 2008. *The gender and access to health services study: Final report*. Department of Health.

TEACHING STAFF* (It must be indicated if the teaching staff has already completed all their teaching dedication or not)

Responsible teacher:

Name: Rosana Triviño Caballero (complete teaching dedication). rosanatr@ucm.es

Department: Public Health and Child-Maternal Health