COURSE DATA

DATA SUBJECT

Code: 34360
Name: Health and gender
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1208 - Degree in Podiatry	Facultat d'Infermeria i Podologia	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1208 - Degree in Podiatry	Socio-anthropology of health	COMPULSORY

COORDINATION

VEGUER PARDO LOURDES

SUMMARY

The subject of Sociology, part of the Social Sciences area, is included in Module VI of the University of Valencia as a compulsory course. The fact that both biological and social sciences are integrated into the Podiatry Curriculum is due to the fact that all of them are required for the study of the health-illness process. While this process has a clear biological materiality insofar as it affects individuals and population groups, its dimension, from the perspective of Public Health, is fundamentally collective, and therefore requires the tools provided by Sociology to technically and theoretically address the object of study of health and illness as a social process, in its historical, sociopolitical, economic, and gender dimensions. All of these dimensions are necessary to provide a more integrative explanation of social reality.

Structure and organization of the course program in its theoretical and practical aspects.

The theoretical content has been organized into two parts. The first covers the content related to Sociology, and the second presents knowledge related to Gender and Health.

Sociology deals with the study of human society, the communities that comprise it, social structures, the causes of social change and deviation, political and social history, and the relationships that exist between individuals and the society in which they exist and the environment. Its objective is the scientific analysis of social reality. It is a discipline that emerged with modernity and expresses the reflective consciousness of

contemporary society, which looks inward to understand, and where possible, explain, the processes that constitute it. In this sense, the perspective of students in this subject must be comprehensive, because it embraces all dimensions of human societies. However, it is distinguished from other disciplines that have the same objective by the perspective from which it observes this reality: that of social relations.

On the other hand, it is necessary to incorporate a gender perspective that addresses gender as a social structure. The first part of the course articulates the sociology of health and the sociology of gender to offer students a perspective on health and illness capable of breaking and overcoming the myth of the *biological paradigm. People become ill not only due to biological and organic causes, but also due to social and structural causes. At the same time, it introduces analytical elements to identify the circumstances that determine social inequalities and the exclusion of individuals, from a general perspective and, especially, in the field of health, focusing attention on those processes that most significantly affect individuals.

The second part, as we have said, considers Gender and Health, developing the conceptual and methodological contributions produced within the framework of women's and gender studies. The gender perspective is a transversal analytical tool that allows us to approach social reality using a new methodology for understanding the complex social reality. By incorporating the category of gender into Health Sciences, a series of principles and approaches are introduced that go beyond the biomedical model, by proposing a cultural and social vision of the disease, as recommended by the World Health Organization (WHO).

Recent research has shown that the epidemiological pattern of health and illness between men and women is not only due to their biological differences, but also to lifestyle patterns and risk factors associated with the living and working conditions that derive from their gender position, giving rise to inequalities in the manifestation of illness and in health care. Regarding the practical training offered in the subject, it is considered essential since it represents the first contact of students with the research process. Training in this field will have to be exercised with greater rigor and depth when students have to address the Final Degree Project, which will be required for their professional qualification. Based on this, the orientation that is intended to be given in this subject is a simple application of the research process and methodologies.

The transversality of the gender perspective

According to current regulations and in accordance with the Verification document of the Graduate degree in Podiatry, which takes as a reference the WHO recommendations for incorporating gender issues into the curriculum. It is important to note that the conceptual and methodological knowledge taught in this subject will be used to establish "gender mainstreaming" in all modules, subjects, and courses that comprise the *Podiatry curriculum. Ultimately, the aim of mainstreaming is to promote equity and equality between men and women throughout life and to ensure that interventions in the health system do not foster inequitable gender roles and relations.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1208 - Degree in Podiatry

Desarrollar una actitud y comportamiento de responsabilidad y compromiso con respecto a la salud de la población, para que su actividad profesional se constituya en un referente social del cuidado de la salud.

DESCRIPTION OF CONTENTS

1.U.T 1.- SOCIOLOGY (TOPICS 1-2-3-4-5)

1. The critical-practical nature of the sociological perspective applied to health sciences.

2. Social structure.

3. The cultural experience of health and illness. Health structures.

4. Basic demographic processes.

5. *The stages of socialization. The social construction of gender.

The second part of the program is divided into eight topics, the content of which is explained below.

5. Introduction to Part II. The purpose of this section. The gender-health relationship. The transversality of the gender perspective. Basic legislation.

6. Gender and health.

7. Research on gender perspective and health.

8. Biological determinants.

2. 2. GENDER AND HEALTH

The second part of the program is divided into eight topics, the content of which is explained below.

5. Introduction to Part II. The purpose of this part. The gender-health relationship. The transversality of the gender perspective. Basic legislation.

6. Gender and health.

9. Sexuality and reproduction from a gender perspective.

10. Gender violence.

11. Work and gender.

12. Inequalities in health and gender.

13. The feminist movement and public policies.

3. 3. Complementary activities.

As complementary activities to the theoretical content of the subject, the following activities/workshops are proposed to be carried out in the classroom:

C.1 CULTURAL TRANSMISSION OF GENDER INEQUALITIES Various types of documents related to the theoretical content of the subject will be worked on in the classroom, and group discussions will be held. The objective will be to encourage critical reflection and debate.

C.2 GENDER DE-SOCIALIZATION MODELS Various types of documents related to the theoretical content of the subject will be worked on in the classroom, and group discussions will be held. The objective will be to encourage critical reflection and debate.

C.3 SEXIST LANGUAGE Teachers will make appropriate recommendations in class, based on the definitions of sexism and linguistic androcentrism given by Garí Pérez in the language manual entitled "Hablamos de salud" (We Hablamos de salud). In the feminine and masculine forms. The aim will be to identify how sexist ideology is reflected in social and healthcare discourse, completing an activity to learn how to use non-sexist language.

C.4 GENDER-BASED VIOLENCE The approach to gender-based violence by healthcare personnel is a complex issue. A debate will be held to resolve a situation related to the approach to gender-based violence in the social and healthcare settings.

4. 4. Practical Sessions

A total of 4 practical sessions with mandatory attendance are planned. Each session will cover different topics related to the workshops and theoretical/practical exercises of the subject matter.

Sociology Block.

1. Stratification and social inequalities in health and gender.
2. Sociological theories of gender. Gender and Health Block.
3. Bibliographic search with a gender perspective.
4. Gender violence (Case Study).

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	50,00
Classroom practices	8,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	12,50
Independent study and work	25,00
Preparation of lessons	10,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	**52,50**

TEACHING METHODOLOGY

Participatory theoretical classes

The teacher will present, in a general way, each of the topics in order to guide the students, highlighting the interest and importance of the contents to be discussed and highlighting the interrelationships with other phenomena, realities or processes addressed previously, or that will be discussed later. For this purpose, slides and audiovisual presentations will be used, or through the delivery and analysis of articles and documents.

Reading and analysis of documents

Individually, books, book chapters, articles and other significant documents related to the program topics will be read and analyzed. Regarding some readings, the professor will request the preparation of a

comment, which will be sent by the student through the virtual classroom before the indicated date.

Workshop

From a pedagogical point of view, the workshop is another methodology that allows "learning by doing" in the form of group work. It will be used to carry out complementary activities in some of the topics. Once the theoretical content has been taught, exercises and practical activities will be proposed so that students exercise skills and abilities that will be useful when taking other subjects. The following workshops are proposed:

1) Stratification and social inequalities in Health and Gender.

2) Sociological theories of gender

3) Sexist language and

4) gender violence.

On-demand or scheduled tutoring, individual or group

Tutoring is the ideal complement to reinforce theoretical and practical teachings, because it allows for a more personalized relationship between the student and the teacher. The teachers will attend to the individual demands of the students by answering any questions raised on the topics explained in class, and in the group tutoring the products and exercises carried out will be reviewed. In both cases, this involves periodic meetings of students, lasting approximately one hour, with the assigned tutor.

For tutorial attention in the office, an arrangement will be made in advance with the teachers for correct planning, adapting it to the schedule that each teacher has assigned to said activity.

For tutorial support in the "electronic tutoring program established by the University of Valencia" via online Virtual Classroom, this can only be done if the faculty member states that they have agreed to participate in that program.

The Virtual Classroom will be used to store course support materials and as a means of communication between teachers and students. Teachers will download and post the teaching materials used in class in the Virtual Classroom.

w-ta">

EVALUATION

The assessment will include the content of theoretical and practical classes in the subject.

-There will be a written, objective exam, to be given on the day and in the classroom determined by the school, covering sociology and gender and health. Both exams are worth 80% of the grade. The exam will consist of a sufficient number of questions, either open-ended or closed-ended, but objective in nature.

-The remaining 20% ¿¿corresponds to a continuous assessment with activities related to the theoretical and practical content of the different topics.

-The practicals are mandatory, and will be graded as PASS or FAIL.

Criteria:

The Part of exam "Sociology" is passed with a grade of 5 (out of 10), which is equivalent to a grade of 2 (out of 4). It is a 20-question pot-style exam, the first 10 with 4 answer options. The next 10 have two answer options (true or false). The maximum score to be obtained is 4 points.

The Part II exam ¿Gender and Health¿ is passed with a grade of 5 or higher (out of 10), which is equivalent to a grade of 2 (out of 4).

It will consist of:

a) A pot-type test of 20 and 25 questions, with 3 answer options. The maximum score to be obtained will be 3.5 points,

b) Short questions to be developed. The maximum score to be obtained will be 0.5 points.

If students are unable to attend a practical session for a duly justified reason, they must notify the teaching staff in charge of the practical session before or on the day of the practical session by email. Students who do not attend or who have made up the practical session will have to make up this section in the final exam.

For this purpose, supplementary questions will be proposed (at most one from the "sociology" section and/or one from the "gender and health" section).

If students are unable to attend a practical session for a duly justified reason, they must notify the teaching staff in charge of the practical session before or on the day of the practical session by email.

Students who do not attend or who have made up the practical session will have to make up this section in the final exam. For this purpose, supplementary questions will be proposed (at most one from the "sociology" section and/or one from the "gender and health" section).

Final grade

The final grade will be obtained as follows:

The exam scores 80% of the final grade.

-Part Y, Sociology: 40% Part II,

-Gender and Health: 40%

The continuous evaluation scores 20% of the final grade.

To pass the entire subject, you must have completed and/or answered the practical exercises, if applicable, in a written test, and pass the theoretical exam, both for Part Y of Sociology and Part II of Gender and Health, between the two calls during the academic year.

Continuous assessment may be added to the exam grade when all parts of the subject have been passed (both the sociology part and the gender and health part). Those parts passed in the 1st call will be maintained, and students will only have to take the exam in the 2nd call for that part or subject not previously passed. Therefore, anyone who does not complete and/or pass any of the parts after the two calls, will not have passed the subject during this academic year, nor will the grade be kept for the following academic year.

Students must complete all activities, which must include guided practices and/or tutorials, along with the exam in order to be assessed.

The exam grade and the resulting final grade will be communicated through the virtual classroom or on the notice board. The exam review date and the time period for completing it will be communicated by email or in the news section of the virtual classroom.

The review involves modifying the grade either upwards or downwards in the event of an error. After this date, there will be no more grade reviews and the corresponding minutes will be signed.

Students who fail any of the parts in the first call will have their grade in the minutes shown as the highest of the one they failed.

Second call

It will have the same format as the 1st call exam.

Students who have not passed the subject may re-take the exam for the part(s) they have not passed. If they have not submitted or have not passed the activities and/or projects indicated by the teaching staff, they will have until the day of the exam to do so.

If the indicated activities have not been carried out, the student will not have passed the subject and the highest grade of the tests not passed will be recorded. If the subject is failed, NO part will be kept for the following year.

ing year.

REFERENCES

Basic

1. Grau Muñoz, A y Faus-Bertomeu, A (2023) Sociología de la Salud: Salud, malestar y sociedad desde una mirada crítica. Tirant lo Blanc.
2. Connell, R y Pearse, R (2018) Género desde una perspectiva global. [traducción: Arantxa Grau i Almudena Navas] PUV: València.
3. Casado Mejía, Rosa (2019). Género y Salud: Apuntes Para Comprender Las Desigualdades y Violencia Basada En El Género y Sus Repercusiones En La Salud /. Madrid: Díaz de Santos.
4. Valls Llobet, Carmen (2020). Mujeres invisibles para la Medicina. Capitán Swing Libros.
5. Moreno Puerto, Josep M., (2021). Transculturalidad, género y salud: manual de enfermería cultural. Barcelona. Elsevier.

Complementary

1. Giddens, A. (1999). Consecuencias de la modernidad. Madrid. Alianza editorial.
2. Bauman, Z. (2007). Amor líquido. Madrid: Hondo de cultura económica.
3. Bauman, Z. (2013). ¿La riqueza de unos pocos nos beneficia a todos? Barcelona: Paidós.
4. García Ferrando, M. (coord.) (2005). Pensar nuestra sociedad global. Fundamentos de Sociología. Valencia: Tirant lo Blanch.
5. Giddens, A. (2006). Sociología. Madrid: Alianza Editorial.
6. Illich, I. (1975). Némesis médica: la expropiación de la salud. Barcelona: Barral.
7. Maacionis, J.J. (2007). Sociología. Madrid: Pearson.
8. Giddens, A. (2007). Europa en la era global. Barcelona: Paidós.
9. Alberdi, I; Rojas, L. (2005). Violencia: Tolerancia zero. Obra Social. Fundació la Caixa
10. Goffman, E. (1963). Estigma. La identidad deteriorada. Madrid: Amorrortu editores.
11. Marqués, JV. (1999). No és natural. València: Tres i quatre.
12. Laqueur, T. (1994). La construcción del sexo. Cuerpo y género desde los griegos hasta Freud Madrid: Cátedra Feminismos.
13. Fausto-Sterling, Anne; (2006). Cuerpos sexuados. La política de género y la construcción de la sexualidad. Barcelona: Melusina.
14. Varela, Nuria (2008). Feminismo para principiantes. Barcelona: Ediciones B.S.A.
15. Martínez Benlloch, I. (2000). Sistema sexo-género, identidades y construcción de la subjetividad. Valencia: Universidad de Valencia.
16. Velasco Arias, S. (2009). Recomendaciones para la práctica clínica con enfoque de género. Madrid: Observatorio de Salud de la Mujer. Dirección General de la Agencia de Calidad del Sistema Nacional de Salud. Ministerio de Sanidad y Política Social.

17. Cabré Pairet, Montserrat (2013). Sexo y Género En Medicina: Una Introducción a Los Estudios de Las Mujeres y de Género En Ciencias de La Salud /. Santander: Ediciones Universidad de Cantabria.
18. Cifre, Eva, y Mª Carmen, Pastor (2015). Salud, emociones y género: materiales para el máster universitario en Estudios Feministas, de Género y Ciudadanía. Castelló de la Plana: Universitat Jaume I.
19. Butler, Judith (2007). El género en disputa: El feminismo y la subversión de la identidad. Barcelona : Paidós
20. Risman, Barbara (2018). Adónde nos llevará la generación "millennial".En lucha contra la estructura de género. Valencia: PUF
21. Vives Carmen, La Parra, Daniel y Gil Diana (2021). Sociedad y Salud. Ed Síntesis.