

**COURSE DATA****DATA SUBJECT****Code:** 43333**Name:** Prevention of unsafe sexual practices and of body image disorders**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	Second quarter, Annual

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment and intervention in youth	COMPULSORY

**COORDINATION**

GIL LLARIO M DOLORES

**SUMMARY**

The subject of prevention of unsafe sexuality practices and disorders related to body image is a subject of the Psychological Assessment and Intervention in Youth module. Its fundamental objectives are to provide the future professional with the guidelines to identify unhealthy sexual development, as well as to provide him/her with the strategies and skills to optimize this development in young people. It is a very applied subject in which practical work is done through assumptions, graphic documents, audiovisual materials, etc. on how to modify attitudes, knowledge and behaviors that are not conducive to a correct biopsychosocial development of young people in terms of their sexuality and body image.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It is advisable to have a basic knowledge of health program development as well as a minimum knowledge of sexuality and STI prevention.

**COMPETENCES / LEARNING OUTCOMES****2151 - Master's degree in Psychological Intervention in the Social Environment**

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

**DESCRIPTION OF CONTENTS****1. Healthy sexuality**

1. What is sexuality: biological, psychological and social dimensions. Historical aspects and current perspectives.
2. Construction of sexual health: areas involved. Sexuality throughout the life cycle.
3. Development of sexuality in adolescence and youth.

**2. Risks and challenges to building healthy sexuality in youth**

1. Construction of gender: theoretical perspectives and implications for sexual health.
2. 2. Sexual orientation: theoretical perspectives and implications for sexual health
3. 3. Body image: construction and implications for sexual health
4. Risks of TRIC (Relationship, Information and Communication Technologies) for the construction of a healthy sexuality: sexting, cybersex and grooming.

**3. Risk prevention and promotion of sexual health in young people.**

1. Preventing transphobia: how to deal with gender stereotypes.
2. Prevention of homophobia and biphobia: how to deal with intolerance towards non-heteronormative sexual orientations.
3. Prevention of negative body image: how to deal with self-objectification and social pressure.
4. Prevention of risky practices: sexting, cybersex and grooming.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	9,00



Theoretical and practical classes	21,00
<b>Total hours</b>	<b>30,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>65,00</b>

### TEACHING METHODOLOGY

a) Group learning with the teacher. It will be used in the theoretical classes, since this model (the master class) offers the possibility of presenting a global vision of the subject treated and to emphasize those key concepts for the understanding. Likewise, students will be shown the most recommendable resources for the subsequent preparation of the subject in depth.

The strategy used in the practical sessions is to work in small groups. This strategy is more useful than other methods to achieve three objectives: the development of communication skills and the development of intellectual and professional competences.

b) Individual study. This involves directing the student in learning-oriented activities. The activity will focus on research and analysis of basic and complementary information.

c) Tutorials will be carried out individually to solve problems, clarify contents, etc. The Virtual Classroom forum will be used to facilitate consultations and clarifications that may be of interest to other students.

In the virtual space (AV) students can find documents, information or news relevant to the topics covered in the course. Finally, the most used activities are: case studies (both real cases, for example using press news, and simulated cases), solving exercises and problems, problem-based learning, project-oriented learning and/or field learning, and inventing projects by working in groups in the practice sessions.

### EVALUATION

The evaluation of the course will be based on two complementary criteria: evaluation of the learning process (60%) and evaluation of results (40%).

1. The evaluation of the learning process (continuous evaluation of the knowledge, skills and competences that are being acquired or consolidated) will be carried out by means of the activities and works programmed in the different subjects.



2. The evaluation of the performance will be carried out in class with an individual test (with multiple choice questions and/or short questions). The maximum grade to be obtained will be 4 points.

In case a student has not been able to follow the continuous evaluation, with at least 80% of delivery of all activities and individual test done in class time (therefore, attendance at least 80%), he/she will be obliged to take the official exam of the subject on the day and time set by the direction of the master, both in first and second call.

## REFERENCES

### Basic references

Gil, M.D. y Ballester, R. (2013). El diseño de programas para la salud sexual en contextos educativos. En R. Ballester y M.D. Gil (coord.) *Psicología Clínica de la salud*. Cap. 4. Barcelona: Ed. Pearson. ISBN: 978 78273 543 4.

Gil, M.D., Ballester, R., Giménez, C. Y Morell, V. (2019) Sexting en la adolescencia: prevención e intervención en contextos educativos. En B. Lucas y M. Giménez. *Promoción de la salud de la salud a través de programas de intervención en el contexto educativo*. Ed. Pirámide.

Lameiras Fernández; Carrera Fernández; Rodríguez Castro (2013) *Sexualidad y salud. El estudio de la sexualidad humana desde una perspectiva de género*.

### Supplementary references

Orte, Sarrablo y Nevot (2022) *Revisión sistemática sobre programas e*

Garzón-Orjuela, N., Samacá-Samacá, D., Moreno-Chaparro, J., Ballesteros-Cabrera, M. & Eslava-Schmalbach, J. (2021) Effectiveness of Sex Education Interventions in Adolescents: An Overview, *Comprehensive Child and Adolescent Nursing*, 44:1, 15-48, DOI: 10.1080/24694193.2020.1713251

Ballester-Arnal, R., García-Barba, M., Castro-Calvo, J., Giménez-García, C., & Gil-Llario, M. D. (2022). Pornography Consumption in People of Different Age Groups: an Analysis Based on Gender, Contents, and Consequences. *Sexuality Research and Social Policy*. <https://doi.org/10.1007/s13178-022-00720-z>

Flayelle, M., Brevers, D., King, D. L., Maurage, P., Perales, J. C., & Billieux, J. (2023). A taxonomy of technology design features that promote potentially addictive online behaviors. *Nature Reviews Psychology*, 2, 136-150. <https://doi.org/10.1038/s44159-023-00153-4>

Vizoso-Gómez, C., & Fernández-Gutiérrez, A. (2022). Programa socioeducativo de prevención de la violencia en el noviazgo en adolescentes. *International Journal of New Education*, (10), 87-102.



<https://doi.org/10.24310/IJNE.10.2022.15556>