

Guía docente de la asignatura

Fecha de aprobación por la Comisión
Académica: 16/07/2024**Medicalisation and Suffering.
Women Who Use Legal and Illegal
Drugs (M15/56/4/24)****Máster**Máster Universitario Erasmus Mundus en Estudios de las Mujeres y
de Género**MÓDULO**

Universidad de Granada - Módulo Optativo

RAMA

Ciencias Sociales y Jurídicas

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre

Primero

Créditos

5

Tipo

Optativa

**Tipo de
enseñanza**

Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

The course starts from a basic knowledge about feminist research theory and methodology.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

To analyse the current process of redefining the gender perspective in the field of public health, using studies on drug use in women as case studies with a new look in the field of drug dependence. Our final aim will be to develop skills and knowledge for the inclusion of a gender perspective in the field of public health.

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 – Poseer y comprender conocimientos que aporten una base u oportunidad de ser



originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

RESULTADOS DE APRENDIZAJE (Objetivos)

GENERAL AIMS

To study public health from a feminist perspective.

To analyse the current situation regarding the use and abuse of drugs from a feminist perspective.

To recognize the diversity and inequality in fields related to drug use and abuse.

To design and implement drug abuse preventive programs and addiction among women.

SPECIFIC AIMS

To interpret and gather relevant data with a gender perspective.

To prove organization skills, capacity for planning, synthesis and analysis of data specific to the area of study.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

Theory:

1. Gender and health. Gender and Mental Health. Introducing a Feminist Perspective.
2. Feminist epistemologies and lines of research in the field of biomedical and social sciences.



3. Process of medicalisation in contemporary societies.

4. International context of drug use by women. Research and studies, what do we know of women who use psychoactive substances?

5. Women, illegality and risk. New drugs use crises: from heroin to ecstasy. Dance culture and risk: the influence of gender on new uses of synthetic drugs.

6. Psychology and Health

7. Women's and feminist counseling and therapy. Trauma-informed approaches and interventions as alternative to medicalisation/drug use.

8. Feminist epistemologies and lines of research in the field of biomedical and social sciences. Ethnography and health.

PRÁCTICO

Activities:

Critical analysis of a scientific articles where gender issues and drug abuse are analysed.

Discussion and analysis of preventive or therapeutic interventions with a feminist perspective.

Study from a critical perspective ethnographical research techniques

Women's and feminist counseling and therapy. Trauma-informed approaches and interventions as alternative to medicalisation/drug use.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

Atkinson, A. & Summall, H. (2016). 'If I don't look good, it just doesn't go up': A qualitative study of young women's drinking cultures and practices on social network sites. *International Journal of drug policy* 38, 50-62. Retrieved from: <http://dx.doi.org/10.1016/j.drugpo.2016.10.019>

Bailey, L., Griffin, C., & Shankar, A. (2015). "Not a good look": Impossible dilemmas for young women negotiating the culture of intoxication in the United Kingdom. *Substance use & Misuse*, 50 (6), 747-758. 10.3109/10826084.2015.978643 Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26086307>

Ballard, Karen & Elston, Mary Ann (2005). Medicalisation: A Multi-dimensional Concept. *SocialTheory & Health*, 3(3): 228-241. DOI: <https://doi.org/10.1057/palgrave.sth.8700053>



Beccaria, F., Petrilli, E. & Rolando, S. (2015). Binge Drinking vs. Drunkenness: The Questionable Threshold of Excess for Young Italians. *Journal of Youth Studies*, 18 (7), 823–838. DOI: 10.1080/13676261.2014.992321.

Bell, Ann (2016). 'I don't consider a cup performance; I consider it a test': masculinity and the medicalisation of infertility. *Sociology of Health and Illness*, 38(5) <https://doi.org/10.1111/1467-9566.12395>

Bryant-Davis, T., Fasalojo, B., Arounian, A., Jackson, K. L., & Leithman, E. (2024). Resist and rise: A trauma-informed womanist model for group therapy. *Women & Therapy*, 47(1), 34–57.

Christiansen, D. M., McCarthy, M. M., & Seeman, M. V. (2022). Where sex meets gender: How sex and gender come together to cause sex differences in mental illness. *Frontiers in Psychiatry*, 13, 856436.

Clark, M. (2015). The gender dimension of non-medical use of prescription drugs in Europe and the Mediterranean region. *Conseil de l'Europe*. <https://rm.coe.int/the-gender-dimension-of-non-medical-use-of-prescription-drugs-in-europ/168075baco>

Conlin, S. E., Douglass, R. P., Moradi, B., & Ouch, S. (2021). Examining feminist and critical consciousness conceptualizations of women's subjective well-being. *The Counseling Psychologist*, 49(3), 391–422. Connell, Raewyn (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. *Social Science & Medicine*, 74(11): 1675–1683. Disponible en: <https://www.sciencedirect.com/science/article/pii/S0277953611003509?via%3Dihub>

Fundación Salud y Comunidad. (2022). Interleave Research Report Final. Disponible en: https://interleave.org/wp-content/uploads/2022/09/INTERLEAVE-RESEARCH-REPORT_FINAL_30_08_2022.pdf

Godoy-Izquierdo, D., de Teresa, C., & Mendoza, N. (2024). Exercise for peri- and postmenopausal women: Recommendations from synergistic alliances of women's medicine and health psychology for the promotion of an active lifestyle. *Maturitas*, 107924.

Godoy-Izquierdo, D., Lara-Moreno, R., Ogallar-Blanco, A., González, J., de Teresa, C., & Mendoza, N. (2023). The AHAWOMEN project: study protocol of a multi-design research for exploring HAPA predictors of exercise in postmenopausal women. *BMC Psychology*, 11(1), 204.

Gutowski, E. R., Badio, K. S., & Kaslow, N. J. (2022). Trauma-informed inpatient care for marginalized women. *Psychotherapy*, 59(4), 511.

Haraway, D. (2020). Situated knowledges: The science question in feminism and the privilege of partial perspective. In *Feminist theory reader* (pp. 303–310). Routledge.

Hunt, G., & Antin, T. (2017). Gender and Intoxication: from Masculinity to Intersectionality. *Drugs: Education, prevention and policy*. DOI: 10.1080/09687637.2017.1349733

Inhorn, M.C., & Whittle, K.L.. "Feminism meets the "new" epidemiologies: toward an appraisal of antifeminist biases in epidemiological research on women's health". *Social Science and Medicine*; 53:553–67.

Irfan, S. D., Khan, M. N. M., & Khan, S. I. (2021). Tales of gender-based oppression and violence: Risks and vulnerabilities of women who inject drugs (WWID) in Dhaka, Bangladesh. *International Journal of Drug Policy*, 92. <https://doi.org/10.1016/j.drugpo.2021.103144>



Norström, T., Rossow, I., & Pape, H. (2017). Social inequality in youth violence: The role of heavy episodic drinking. *Drug and Alcohol Review*, 37 (2), 162-169. 10.1111/dar.12582 Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/dar.12582/abstract>

Jessell, L., Mateu-Gelabert, P., Guarino, H., & Fong, C. (2022). Why young women who use opioids are at risk for rape: the impact of social vulnerabilities and sexually coercive drug using contexts. *Violence against women*, 10778012221137921.

Johnson, D. F. (2020). "Waking up the dissident: transforming lives (and society) with feminist counseling," *Journal of International Women's Studies*, 21(2), 15.

Liu, V. C., Nelson, L. E., & Shorey, S. (2024). Experiences of women receiving trauma-informed care: a qualitative systematic review. *Trauma, Violence, & Abuse*, 15248380241234346.

Mootz, J. J., Fennig, M., & Wainberg, M. L. (2021). Barriers and facilitators of implementing integrated interventions for alcohol misuse and intimate partner violence: A qualitative examination with diverse experts. *Journal of Substance Abuse Treatment*.
<https://doi.org/https://doi.org/10.1016/j.jsat.2021.108694>

Mutatayi, C., Morton, S., Soto, N. R., Kristín I. Pálsdóttir, & Pires, C. V. (2022). Implementing a gender approach in drug policies: prevention, treatment and criminal justice: a handbook for practitioners and decision makers. Disponible en:
<https://rm.coe.int/2022-ppg-implementing-a-gender-approach-in-drug-policies-a-pg-handbook/1680a66835>

Pemberton, J. V., & Loeb, T. B. (2020). Impact of sexual and interpersonal violence and trauma on women: Trauma-informed practice and feminist theory. *Journal of Feminist Family Therapy*, 32(1-2), 115-131. Romo Avilés, Nuria (2020). [Not without my mobile phone: alcohol binge drinking, gender violence and technology in the Spanish culture of intoxication](#) [con María Angeles García Carpintero y Laura Pavón Benítez]. *Drugs: Education, Prevention and Policy* DOI: 10.1080/09687637.2019.1585759

Romo-Avilés, N., Hernández-Padilla, M., Pavón Benítez, L., Ruiz-Repullo, C. y Tarrinõ- Concejero, L. (2023) "The are survivors": Violence against women drug users: a quealitative analisis of the professionals` narratives. *Drugs: Education, Prevention and Policy*, 1-10. DOI: 10.1080/09687637.2023.2269298

Romo-Avilés, N., Tarrinõ-Concejero, L., Pavón-Benítez, L. y Marín-Torres, J. (2023). Addressing Gender-Based Violence in Drug Addiction Treatment: a Systematic Mapping Review. *Int J Ment Health Addiction*, 1-27. <https://doi.org/10.1007/s11469-023-01072-4>.

Romo-Avilés, N., Pavón-Benítez, L. y Tarancón Gómez, P. (2023) "Keeping your composure": A digital ethnography of gendered alcohol norms on Instagram. *International Journal of Drug Policy*, 112. <https://doi.org/10.1016/j.drugpo.2022.103936>

Pavón-Benítez, L., Romo-Aviles, N. y Tarancón Gómez, P. (2022) "In my village everything is known": sexting and revenge porn in young people from rural Spain. *Feminist Media Studies*, 22(8), 2020-2036. <https://doi.org/10.1080/14680777.2021.1935290>

Webb, L., Fox, S., Skärner, A., & Messas, G. (2022). Women and substance use: Specific needs and experiences of use, others' use and transitions towards recovery. *Frontiers in Psychiatry*, 13, 1078605-1078605. <https://doi.org/10.3389/fpsy.2022.1078605>



BIBLIOGRAFÍA COMPLEMENTARIA

Jessell, L., Mateu-Gelabert, P., Guarino, H., & Fong, C. (2022). Why young women who use opioids are at risk for rape: The impact of social vulnerabilities and sexually coercive drug using contexts. *Violence against Women*. <https://doi.org/10.1177/10778012221137921>

Kandall S. R. 1998. "The history of drug abuse and women in the United States". Wetherington CL, Roman AB, ed. *Drug Addiction research and the health of women*. U.S. Department of Health and Human Services. National Institute on Drug Abuse.

Mutatayi, C., Morton, S., Robles Soto, N., Pálsdóttir, K. I., & Vale Pires, C. (2022). Implementing a gender approach in drug policies: Prevention, treatment and criminal justice. Paris: Council of Europe. Retrieved December 18, 2022, <https://rm.coe.int/2022-ppgimplementing-a-gender-approach-in-drug-policies-a-pg-handbook/1680a66835>

Oertelt-Prigione, S. (2020). Putting gender into sex-and gender-sensitive medicine. *EClinicalMedicine*, 20, 100305. <https://doi.org/10.1016/j.eclinm.2020.100305>

ENLACES RECOMENDADOS

Gendered Innovations

<https://genderedinnovations.stanford.edu/>

Gender equality and health

<http://www.sophie-project.eu/videos.htm>

Wola Project

<https://womenanddrugs.wola.org/>

Redes - La mirada de Elsa - Drogas, el alcohol. 2013.

<http://www.rtve.es/alacarta/videos/redes/redes-mirada-elsa-drogas-alcohol/1698835/>

Nuria Romo. Gender and Drugs

<https://www.youtube.com/watch?v=ezwUwwOCZRY>

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

FIRST CALL

Continuous assessment throughout the duration of the course and two assessment methods:



Assessment method 1:

Attendance, active participation in class discussions (15%).

Preparation, understanding and presentation of readings (20%)

Assessment method 2:

Students are expected to complete one formative essay(40%)

Preparation, presentation and quality of the final work (references, style, presentation, content, sources and bibliography).

Presentation of the student's work in a group session(25%).

Any form of plagiarism in any of the activities or assignments (including unauthorized use of IA) will lead to the final grade 0% and to whatever legal measures the UGR or/and the GEMMA Consortium may decide to impose.

EVALUACIÓN EXTRAORDINARIA

SECOND CALL

Students who have not been evaluated through continuous assessment or who have failed in the first call will be asked to submit the following:

Assessment method:

Students are expected to complete one formative essay (70%)

Preparation, presentation and quality of the final work (references, style, presentation, content, sources and bibliography).

Defense and work presentation on public session (30%).

Any form of plagiarism in any of the activities or assignments (including unauthorized use of IA) will lead to the final grade 0% and to whatever legal measures the UGR or/and the GEMMA Consortium may decide to impose.

EVALUACIÓN ÚNICA FINAL

"Article 8 of the Regulations for Evaluation and Qualification of the Students of the University of Granada establishes that the student who cannot comply with the continuous evaluation method for justified reasons may be eligible for the single final evaluation"

Assessment method :

Students are expected to complete one formative essay(100%)

INFORMACIÓN ADICIONAL



Students and teachers play an active role in the teaching-learning process. The teacher is responsible for the presentation and development of active debates.

Students should prepare the readings autonomously.

The readings will be analysed and discussed in class.

Each student will write a final paper that will be presented and discussed with the group.

Information of interest for students with disabilities and/or Specific Educational Support Needs (NEAE): Management of services and supports (<https://ve.ugr.es/servicios/atencionsocial/Estudiantes-con-discapacidad>).

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

