

Comprehensive Sexuality Education as an Academic Pillar for Health Sciences Students

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ABSTRACT

This article addresses comprehensive sexuality education (CSE) as an onto-epistemological imperative in the training of health sciences professionals, analyzing its implementation in the School of Medicine. The purpose was to generate a theoretical framework that establishes CSE as an academic pillar to strengthen the comprehensive development of future physicians. Under the interpretive paradigm and the phenomenological method, in-depth interviews were conducted that revealed a main ontological conflict: the curriculum treats sexuality in a fragmented and pathological way (STIs, anatomy), denying the dimension of well-being and the integrity of the sexual being. The findings confirmed the operation of a “curricular power of silence and taboo” which, through teacher resistance and a lack of didactics, represses critical reflection and generates discrimination, contravening the WHO's comprehensive vision and Foucault's postulates. In response, the theory of relational consciousness (RTC) emerged. This theory concludes that comprehensive sexuality education (CSE) is essential for conscious relational practice. RTC demands depathologization and well-being, and requires clinicians to apply critical deconstruction of norms and phenomenological judgment (epoché) to their prejudices, transforming the exercise of power from control to empowerment.

Keywords: Comprehensive sexuality education, ontoepistemology, health sciences, curricular power, phenomenology, theory of relational consciousness.

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