

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	608	SEMESTER	8 th
COURSE TITLE	The Anti-Psychiatry Movement and Alternative Approaches to Mental Distress (Seminar)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective / Seminar /Special background, Specialised general knowledge		
PREREQUISITE COURSES:	Introduction on Sociology Social Psychology I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/pps/2017-608-en.pdf		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <ul style="list-style-type: none"> • Develop a critical stance to the psychiatric ideological imposition that stigmatize individuals with mental health difficulties. • Support self-help groups of people facing mental health difficulties.

<ul style="list-style-type: none"> Develop an understanding of the social factors that influence the individuals' mental health status. 	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> Respect of difference and multiculturalism, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism. 	

(3) SYLLABUS

This seminar aims at problematizing the notions of mental illness and psychiatric disorder as well as developing a critical stance to mental health issues by reviewing the origins and history of anti-psychiatry movement and the specific contribution by Laing, Cooper and Bateson. The seminar also examines the contemporary approaches to alternative understandings of mental distress and prospects of recovery.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face -to- face	
	USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each</i>	Activity	Semester workload
	Lectures	39 hours
	Study and analysis of bibliography	80 hours
	Essay	40 hours

<i>learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course total	159 hours
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Essay	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Goffman, E. (1963). <i>Stigma: Notes on the management of spoiled identity</i>. New Jersey: Penguin Books.</p> <p>Ζήση, Α. (2013). <i>Κοινωνία, Κοινότητα και Ψυχική Υγεία</i>. Αθήνα: Τυπωθήτω.</p> <p>Ζήση, Α., Πολεμικός, Ν., Καϊλα, Μ. (Επιμ.) (2005). <i>Ψυχική Υγεία</i>. Αθήνα: Ατραπός.</p> <p>Ζήση, Α. (2002). <i>Επανεξέταση Χρόνιων Ψυχικά Πασχόντων: Εμπειρικά Ευρήματα, Νέες Προσεγγίσεις και Προοπτικές</i>. Αθήνα: Τυπωθήτω.</p> <p>Μπαϊρακτάρης, Κ. (1994). <i>Ψυχική Υγεία και Κοινωνική Παρέμβαση: Εμπειρίες, συστήματα, πολιτικές</i>. Αθήνα: Εναλλακτικές Εκδόσεις.</p> <p>Romme, M., Escher, S., Dillon, J., Corstens, D. & Morris, M. (2014). <i>Ζώντας με Φωνές: 50 Ιστορίες Ανάρρωσης</i>. Θεσσαλονίκη: Νησίδες.</p> <p>- Related academic journals:</p> <p>Society & Psychosis</p> <p>Psychosis</p> <p>Society & Health</p>
--