

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	621	SEMESTER	5 th
COURSE TITLE	Sociology of Health and Illness		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective / Specialized general knowledge, skills development		
PREREQUISITE COURSES:	Basic knowledge of sociological theory		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2018-621-en.pdf		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>
<p>Students after the end of the semester are expected to be capable to:</p> <ol style="list-style-type: none"> 1. Understand the main theoretical tools and the analytical logic of sociology of health and illness.

2. Grasp and perpetuate the ideas of investigating illness and the suffering body and connect them with broader issues of sociological theory and qualitative inquiry.
3. Prepare a preliminary research idea and design a way writing an essay on a particular topic of study.

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>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
<i>.....</i>	<i>.....</i>

Working independently,
 Team work,
 Production of free, creative and inductive thinking,
 Showing social, professional and ethical responsibility and sensitivity to gender issues,
 Criticism and self-criticism,
 Production of free, creative and inductive thinking,
 Working in an international environment,
 Working in an interdisciplinary environment,
 Production of new research ideas.

(3) SYLLABUS

The course aims to introduce students in the central issues of the sociological tradition of health and illness. It aims to connect the analytical and theoretical contributions of the previous paradigm with the qualitative study of issues such suffering body, death, medical discourses, etc.

It is established in the form of weekly lectures around different aspects and topics, detailed described in to the overall course outline, which is posted on the department's web site. More particularly, what is presented in detail - through specific research examples and empirical studies mentioned in Greek and international literature – is the particular contribution of this large and well-established tradition and the methodological techniques that are employed in the investigation of sensitive issues that come forward.

Apart from the previous, what is as well thematised are the various and multiple moral, ethical, epistemological and political issues raised by the qualitative fieldwork in hospitals, medical units and places of suffering . The lectures make extensive use of printed, visual and audio materials (e.g., presentation of the self, chronically ill groups, unemployed, stigmatized, etc). Furthermore, documentary films are presented, so that discussion and debate can be developed among students. Besides, small working groups are formed that undertake the task to critically explore and present from different perspectives various issues of health and illness.

The course encourages students to submit their own "lived experience" as a starting point regarding a wider debate on theory, qualitative research and the ethical and political issues potentially emerging during research design.

<p>1st Week: Introduction</p> <p>2nd Week: The sociological critique of the bio-medical model</p> <p>3rd Week: The sociological critique of the bio-medical model</p> <p>4th Week: The sociological critique of the bio-medical model</p> <p>5th Week: Disability and social factors</p> <p>6th Week: Disability and social factors</p> <p>7th Week: Social determinants of health and illness</p> <p>8th Week: Social determinants of health and illness</p> <p>9th Week: Social determinants of health and illness</p> <p>10th Week: Health inequalities</p> <p>11th Week: Presentation of key papers</p> <p>12th Week: Presentation of key papers</p> <p>13th Week: Closing course</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face, Interactive methods, Field work, Visit to various organizations, Guest lecturers, Movies, Documentary films</p>																									
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, laboratory education and communication with students</p>																									
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="670 1064 1013 1108"><i>Activity</i></th> <th data-bbox="1013 1064 1361 1108"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="670 1108 1013 1142">Lectures</td> <td data-bbox="1013 1108 1361 1142">39hours</td> </tr> <tr> <td data-bbox="670 1142 1013 1176">Studying</td> <td data-bbox="1013 1142 1361 1176">60 hours</td> </tr> <tr> <td data-bbox="670 1176 1013 1209">Essay</td> <td data-bbox="1013 1176 1361 1209">10 hours</td> </tr> <tr> <td data-bbox="670 1209 1013 1243">Fieldwork</td> <td data-bbox="1013 1209 1361 1243">21 hours</td> </tr> <tr> <td data-bbox="670 1243 1013 1276">Written Examination</td> <td data-bbox="1013 1243 1361 1276">20 hours</td> </tr> <tr> <td data-bbox="670 1276 1013 1310"></td> <td data-bbox="1013 1276 1361 1310"></td> </tr> <tr> <td data-bbox="670 1310 1013 1344"></td> <td data-bbox="1013 1310 1361 1344"></td> </tr> <tr> <td data-bbox="670 1344 1013 1377"></td> <td data-bbox="1013 1344 1361 1377"></td> </tr> <tr> <td data-bbox="670 1377 1013 1411"></td> <td data-bbox="1013 1377 1361 1411"></td> </tr> <tr> <td data-bbox="670 1411 1013 1444"></td> <td data-bbox="1013 1411 1361 1444"></td> </tr> <tr> <td data-bbox="670 1444 1013 1473">Course total</td> <td data-bbox="1013 1444 1361 1473">150 hours</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39hours	Studying	60 hours	Essay	10 hours	Fieldwork	21 hours	Written Examination	20 hours											Course total	150 hours
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<p>STUDENT PERFORMANCE EVALUATION <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,</i></p>	<p>Greek, English</p> <p>Essays and written assessments</p> <p>Examinations with open-ended questions</p> <p>See the departmental web page and the students' guide for further instructions</p>																									

essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

a) Basic Textbooks:

Ζήση Α. & Σαββάκης Μ., (Επιμ.), (2019), *Αναπηρία και Κοινωνία: Σύγχρονες Θεωρητικές Προκλήσεις και Ερευνητικές Προοπτικές*, Τζιόλας, Αθήνα, 2019.

Σαββάκης Μ., (2008), *Οι Λεπροί της Σπιναλόγκας: Ιατρική, Εγκλεισμός, Βιωμένες Εμπειρίες (1903-1957)*, Αθήνα: Πλέθρον.

b) Additional References:

Savvakis M., Alexias G. & Stratopoulou I., (2015), “+HIV/AIDS, Stigma and Coping Strategies: A Qualitative Study Regarding Contemporary Greece”, *International Journal of Recent Scientific Research*, 6 (10): 6807-6811.

Savvakis M., Tzanakis M. & Alexias G., (2015), “Breast Cancer in Contemporary Greece: Economic Dimensions and Socio-Psychological Effects”, *International Journal of Latest Trends in Finance & Economic Sciences*, 5 (3): 933-940.

Savvakis M., Alexias G. & Tzanakis M., (2015), “Biographic Strategies of Greek Women with Breast Cancer: From the “Injured” to the “Contributing” Body”, *The Journal of Sociology and Social Work*, 3 (1), 2015: 90-97.