

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES,, UNIVERSITY OF THE AEGEAN AND SCHOOL OF FINE ARTS, UNIVERSITY OF WESTERN MACEDONIA		
ACADEMIC UNIT	DPT OF SOCIOLOGY UNIVERSITY OF THE AEGEAN & DPT OF VISUAL AND APPLIED ARTS UNIVERSITY OF WESTERN MACEDONIA		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	600-1	SEMESTER	2 nd SPRING
COURSE TITLE	CRITICAL MENTAL HEALTH AND ARTS		
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	
	39	7.5	
<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>	SPECIAL BACKGROUND AND SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/mps/ekkt-600-1-en.pdf		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- **A critical and historical approach of the concepts “normal” and “abnormal”**
- **A critical understanding of the conditions and the processes that lead specific social groups to social exclusion**
- **A social understanding of the links between mental distress and arts**
- **Acquisition of the basic knowledge on the issues of critical mental health**

General Competences

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>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>

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-reflection

(3) SYLLABUS

This course examines critical approaches to the field of mental health and points of contact with artistic expression and creation. Lectures covered include the history of anti-psychiatry and community care movements, formal psychiatric diagnostic practices and contemporary approaches to abolishing them, the recovery movement and means of de-medicalising social suffering, new models of care focusing on the social environment milieu, the narrative approaches, social stigmatization and exclusion, contemporary models of care by placing emphasis on social inclusion, advocacy and empowerment, the relationship between creativity and the inner world. How do people with a diagnosis of mental disorders express themselves creatively? Is it more powerful to be in touch with the unconscious and free the mind from convention? The biological mechanisms of creativity may not have been identified, but the way in which it finds expression in people with psychiatric experiences is spectacular throughout history. Artistic movements that break free from rational thought (surrealism, dadaism), and the desire to create art as an attempt to make sense of extreme inner experiences are also themes of the course.



(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to face and distance learning	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Workshops and powerpoint	
<p style="text-align: center;">TEACHING METHODS</p> <p><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>	Activity	Semester workload
	Lectures	39
	Laboratory Practice	20
	Interactive teaching	20
	Educational Visits	20
	Essay Writing	100
	Course total	199
<p style="text-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>	Written work Essay	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Ελληνόγλωσση

Γεωργάκα, Ε. & Ζήση, Α. (2022). *Ζώντας με την ψύχωση*. Ανοικτά Ακαδημαϊκά Συγγράμματα –ΚΑΛΙΠΠΟΣ. DOI:[10.57713/kallipos-25](https://doi.org/10.57713/kallipos-25)
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Kandel, E.R. (2023). *Ο διαταραγμένος νους: ασυνήθιστες εγκεφαλικές λειτουργίες και ανθρώπινη ιδιαιτερότητα*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

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Χτούρης, Σ. & Ζήση, Α. (2022). *Θέματα Κλινικής Κοινωνιολογίας*. Ανοικτά Ακαδημαϊκά Συγγράμματα –ΚΑΛΙΠΠΟΣ. <http://dx.doi.org/10.57713/kallipos-35> ISBN: 978-618-5667-32-0

Ζήση, Α. (2013). *Κοινωνία, Κοινότητα και Ψυχική Υγεία*. Αθήνα: Τυπωθήτω. ISBN: 9789600115864.

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Ξενόγλωσση

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Georgaca, E. & Zissi, A. (2018). Living with psychosis: Strategies and social conditions for recovery. *Psychosis*, 10 (2), 81-89.

Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. New Jersey: A Pelican Book.

Harrison, G. Hopper, K., Craig, E. et al. (2001). Recovery from psychotic illness: A 15- and 25-year international follow-up study. *The British Journal of Psychiatry*, 178, 506-517.

Harrow, M., Grossman, L., Jobe, T. et al. (2005). Do patients with schizophrenia ever show periods of recovery? A 15-year multi-follow – up study. *Schizophrenia Bulletin*, 31, 723-734.

Jindal-Snape, D., Morris, J., Kroll, T., Scott, R., Toma, M., Levy, S., Davies, D. et al. (2014). *The impact of art attendance and participation on health and well-being: Systematic literature review*. Glasgow Centre for Population Health.

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Luty et al. (2007). Effectiveness of Changing Minds campaign. *Psychiatric Bulletin*, 31, 377-381.

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[Related Academic Journals](#)

[Journal of Mental Health](#)

[Psychosis](#)