

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	183-2022-02	<b>SEMESTER</b>	To be specified
<b>COURSE TITLE</b>	Medical Anthropology And Population Mobility. Best Practices In Health Intercultural Mediation (with guest collaborators, A. Chatzouli, A. Terzidis, E. Kakalou)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	7.5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory / General Background		
<b>PREREQUISITE COURSES:</b>	Elementary knowledge of sociological theory and methods and cultural/migration studies		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek/English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/mps/mmrfe-2022-183-2022-02-en.pdf">https://www.soc.aegean.gr/ext-files/pm/mps/mmrfe-2022-183-2022-02-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>When completing the seminars students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• <i>Gain a theoretical and empirical knowledge of the subject.</i></li> </ul>
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- Grasp epistemological and methodological issues related to the different fields of theory and applications of Sociology of Health and Disease, especially with regard to refugee and migrant populations in forced displacement.
- Propose and establish areas of applied, mainly, quality research, where the analytical tools of the course can contribute to good practices of cultural mediation, in the field.
- Create the appropriate knowledge for the understanding, analysis and critical interpretation of contemporary health and disease issues, mainly in relation to the migration / refugee flows in Greece and Europe (i.e., new forms of epidemic, pandemic and conditions of living, chronic diseases, disabilities, medical relations- patients, etc.).
- Develop synthetic and interpretative skills in empirical material related to relevant issues and present / analyze case studies, coming from the respective field of work / interest.
- Write and present a preliminary work plan and research for a specific study topic, in the field covered by the course.

### **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>

- Ability to analyse the relationship between culture and local societies,
- Adapting to new situations,
- Working independently,
- Production of new research ideas,
- Respect for difference and multiculturalism,
- Respect for the natural environment,
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Criticism and self-criticism,
- Production of free, creative and inductive thinking.

### **(3) SYLLABUS**

During the course flow, emphasis will be placed on the way in which sociological and anthropological theory and qualitative empirical research contributes to the interpretive / critical understanding of health and illness issues with special emphasis on refugees and immigrants, in Greece and on a comparative global perspective. At the same time, we will focus on empirical examples and case studies, from the field. Through selected theoretical and research texts, issues such as the patient's relationship with the medical institution, the importance of the family environment, the rearrangement of daily life due to forced relocation, the biographical rupture due to quasi-displacement and the choice of treatment will be among other issues studied.

The aim is to promote good practices of cultural mediation between domestic and international institutions and these particular social groups. The course is organized in the form of weekly seminars around these topics and address issues such as cultural diversity,

pandemic, social representations, interculturalism, body, medical knowledge and health practices. Extensive use of printed, visual, film and audio material shall be employed and students shall undertake group assignments or field work.

In addition to the above, small working groups are set up to critically investigate and present from various points issues of applied research on these issues. Finally, students are encouraged to present their own "lived experiences" as an occasion for a wider discussion of theoretical, research and ethical issues related to these sensitive fields and areas of social experience.

Indicative presentation of the lectures

Week 1:

Introduction. Concept, content and requirements of the course

Week 2:

Presentation of issues regarding health and illness, emphasizing on migrants and refugees

Week 3:

Medical anthropology critically approaching diagnostic practices (guest lecture-A. Chatzouli)

Week 4:

(Mis)uses of medical certificates in medical humanitarian contexts (guest lecture-A. Chatzouli)

Week 5: Global health in context (E. Kakalou/A. Terzidis)

week 6: Health inequities (E. Kakalou/A. Terzidis)

week 7: Health inequities research methodology (E. Kakalou/A. Terzidis)

week 8: Access to medicines, diagnostics and technology (E. Kakalou/A. Terzidis)

week 9: Epidemic & pandemic outbreaks, impact and relation with climate crisis (E. Kakalou/A. Terzidis)

Week 10: Good practices regarding cultural mediation

Week 11: Students' presentations-Guest lecture

Week 12: Students' presentations-Guest lecture

Week 13: Review course and summary

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face/Through University e-learning platforms Lectures, Field work, Interactive teaching, Study visits, Study preparation, Project writing	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	E-class and zoom platform Power point for the presentation of lectures Audio and visual material Documentary Film Guest lectures Brain storming Students' presentation	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	15 hours
	Study of course material	20 hours
	Writing report	20 hours
	Field work	10 hours
	Exams	5 hours
	Course total	80 hours

<p>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</p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b>  Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>The evaluation and the final grade will result from the systematic and active participation in the seminars, from the study of the relevant bibliography and the overall material of the course that is distributed in the lectures and posted electronically and from the written work delivered at the end of the semester (Written Assignment, Exhibition / Report, Oral Examination, Public Presentation, etc)</p> <p>These criteria are well known to the students at the beginning of the course and are also written in the course official file.</p> <p>Greek/English</p>

##### (5) ATTACHED BIBLIOGRAPHY

<p>In Greek</p> <p>- Προτεινόμενη Βιβλιογραφία:</p> <p>α) Εγχειρίδια του μαθήματος:</p> <p>Ζήση Α. &amp; Σαββάκης Μ., (Επιμ.), (2019), <i>Αναπηρία και Κοινωνία: Σύγχρονες Θεωρητικές Προκλήσεις και Ερευνητικές Προοπτικές</i>, Τζιόλας, Αθήνα, 2019.</p> <p>Σαββάκης Μ., (2008), <i>Οι Λεπτοί της Σπιναλόγκας: Ιατρική, Εγκλεισμός, Βιωμένες Εμπειρίες (1903-1957)</i>, Αθήνα: Πλέθρον.</p> <p>β) Συμπληρωματική βιβλιογραφία:</p> <p>Αλεξιάς Γ., Τζανάκης Μ. &amp; Χατζούλη Α., (Επιμ.), (2014), <i>Σώμα υπό Επιτήρηση. Ηθικές και Πολιτικές Διαστάσεις της Ιατρικής Τεχνολογίας και της Κοινωνικής Φροντίδας</i>, Αθήνα: Πεδίο.</p> <p>Πουρκός Μ., (Επιμ.), (2017), <i>Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας</i>, Θεσσαλονίκη: Δίσιγμα.</p> <p>Σαββάκης Μ., Πατελίδα Α., Σταματέλλου Χ., (2019), «Εξουθενωμένοι Ιατρικοί Μικρόκοσμοι: Κοινωνικές Επιπτώσεις και Καλές Πρακτικές Αντιμετώπισης σε ένα Ελληνικό Νοσοκομείο», <i>Κοινωνιολογική Επιθεώρηση</i>, 5-6 (1): 107-130.</p> <p>Σαββάκης Μ., (2018), «Το Νεκρό Σώμα»: Ποιοτικές Προσεγγίσεις των Κοινωνικών Διαδικασιών του Θνήσκειν», <i>Θεωρία και Έρευνα στις Κοινωνικές και Πολιτικές Επιστήμες</i>, 6: 25-50, <a href="http://politika.inpatra.gr/issues/issue6/">http://politika.inpatra.gr/issues/issue6/</a>.</p> <p>Σαββάκης Μ., Αλεξιάς Γ. Κούτρα Λ., Τόγκας Κ. &amp; Στρατοπούλου Ι., «Σωματικές Εμπειρίες, Εικόνα Σώματος και Κοινωνική Ταυτότητα Ατόμων με Τυφλότητα: Ποιοτική</p>
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Μελέτη στην Ελλάδα», (2018), *Επιθεώρηση Κοινωνικών Ερευνών*, 150 Α', doi:<http://dx.doi.org/10.12681/grsr.17958>.

Σαββάκης Μ. & Καρατζά Ε., (2012), «Ιατρική, Επιστήμη, Ασθένεια και Θάνατος: Μια Μικροκοινωνιολογική Ποιοτική Προσέγγιση», στο Σπυριδάκης Μ. & Οικονόμου Χ., (Επιμ.), *Ανθρωπολογικές και Κοινωνιολογικές Προσεγγίσεις στην Υγεία*, Αθήνα: Σιδέρης: 285-316.

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Σαββάκης Μ., (2007α), «Ασθένεια, Εγκλεισμός, Θρησκευτικότητα και Εγχειρήματα Υπέρβασης του Κοινωνικού Στιγματισμού», στο Παπαϊωάννου Σ., (Επιμ.), *Ζητήματα Θεωρίας και Μεθόδου των Κοινωνικών Επιστημών*, Αθήνα, Κριτική: 544-558.

Σαββάκης Μ., (2007β), «Νόσος του Χάνσεν και Κοινωνικός Μετασχηματισμός», *Σύναψις*, 5: 70-84.

Σαββάκης Μ., & Τζανάκης Μ., (2006), «Βιογραφική Ρήξη και Ιδρυματισμός: Θεσμικές και Αφηγηματικές Διαστάσεις μιας Κοινωνικής Διαδικασίας», *Επιθεώρηση Κοινωνικών Ερευνών*, 120 Β': 37- 64.

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Τζανάκης Μ., (2006), «Τεχνικές του Σώματος, Τεχνικές του Εαυτού. Η Ηθική Διάσταση της Χρόνιας Ασθένειας», *Ουτοπία*, 72: 67-80.

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#### *Suggested bibliography*

Savvakis M. & Kolokouras N., (2019), "Quality of life and chronic pain. Coping practises and experiences of patients with musculoskeletal diseases", *International Journal of Caring Studies*, V. 12 (3), pp. 1423-1429.

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Savvakis M., Alexias G., Koutra L., (2018), Togas K. & Stratopoulou I., "Bodily Experiences, Body Image and Social Identity of Persons with Blindness: a Qualitative Study in Greece", *The Greek Review of Social Research*, 150 Α', doi:<http://dx.doi.org/10.12681/grsr.17958>.

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Savvakis M. & Alexias G., (2015), "Embodiment and Biographical Disruption in People Living with HIV/AIDS (PLWHA)", *AIDS Care*, <http://dx.doi.org/10.1080/09540121.2015.1119782>.

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Savvakis M., (2014), "Combining Quantitative and Qualitative Methodologies: A

Critical Overview", *Statistical Review*, 8 (1-2): 53-66.

- *Relevant scientific journals:*

Qualitative Health Research

Sociology of Health and Illness <http://qhr.sagepub.com/>

Journal of Health and Social Behavior

Journal of Ethnographic & Qualitative

Research <http://www.cedarville.edu/academics/education/eqrc/journal/instructions.htm>

Social Theory & Health

Qualitative Social Work: Research and

Practice <http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201566>

Qualitative Sociology

Review [http://www.qualitativesociologyreview.org/ENG/index\\_eng.php](http://www.qualitativesociologyreview.org/ENG/index_eng.php)

Qualitative Studies <http://ojs.statsbiblioteket.dk/index.php/qual/index>

Qualitative

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Qualitative Sociology <http://www.wkap.nl/journalhome.htm/0162-0436>

Sociological Research Online