

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	631	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	Special Topics in Sociology of Health and Illness (Seminar)		
<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	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective / Seminar /General background, special background, specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	Sociology of Health and Illness		
<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="http://www.soc.aegean.gr/ext-files/pm/pps/2019-631-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2019-631-en.pdf</a>		

### (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

Students after the end of the semester are expected to be capable to:

1. Understand the main theoretical tools and the analytical logic of the sociology

<p>health and illness.</p> <ol style="list-style-type: none"> <li>2. Grasp and perpetuate the ideas of investigating areas like the suffering body, the experience of dying, the relationship between patient and doctor, etc.</li> <li>3. Prepare a preliminary research idea, design a way of investigating it and write an essay on a particular topic of study.</li> </ol>																			
<p><b>General Competences</b></p> <p><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></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<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>
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### (3) SYLLABUS

<p>The course aims to specialize students in issues of the sociology of health and illness. 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 thematized are the various and multiple moral, ethical, epistemological, and political issues raised by the qualitative fieldwork in hospitals, medical units, and places of suffering.</p> <p>The seminar makes 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> <p><b>1st Week:</b> Introduction</p> <p><b>2nd Week:</b> Society, health and culture</p>
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<b>3rd Week:</b> Society, health, and culture
<b>4th Week:</b> Society, health, and culture
<b>5th Week:</b> Writing a scientific paper
<b>6th Week:</b> Writing a scientific paper
<b>7th Week:</b> Student presentations
<b>8th Week:</b> Student presentations
<b>9th Week:</b> Student presentations
<b>10th Week:</b> Student presentations
<b>11th Week:</b> Student presentations
<b>12th Week:</b> Student presentations
<b>13th Week:</b> Student presentations

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Interactive methods, Field work, Visit to various organizations and institutions, Guest lecturers, Movies, Documentary films	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (NVivo, Computer based applications) and communication with students	
<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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Studying	42 hours
	Essay	42 hours
	Fieldwork	27 hours
	Course total	150 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i>	Greek, English  The evaluation and final grade will result from the systematic and active participation in weekly lectures, the study of relevant literature and materials and the oral presentation. The final essay that shall be submitted, fully following the academic standards, shall be the major, albeit not the exclusively, criterion for the course grade  See the departmental web page and the students'	

<i>essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	guide for further instructions
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## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:-

a) Basic Textbooks:

Σαββάκης Μ. & Κλεάνθους Α., (επιμ.), (2022), *Η Κοινωνιολογία της Υγείας, της Θεραπείας και της Ασθένειας*, Αθήνα: Τζιόλας.

Σαββάκης Μ., (επιμ.), (2022), *Η Πανδημική Συνθήκη: Δι-Επιστημονικές Προσεγγίσεις και Ερμηνευτικές Συνθέσεις*, Αθήνα: Καρδαμίτσας, Αθήνα.

β) Συμπληρωματική βιβλιογραφία:

Πουρκός Μ., (Επιμ.), (2017), *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*, Θεσσαλονίκη: Δίσιγμα.

Αλεξιάς Γ., Τζανάκης Μ. & Χατζούλη Α., (Επιμ.), (2014), *Σώμα υπό Επιτήρηση. Ηθικές και Πολιτικές Διαστάσεις της Ιατρικής Τεχνολογίας και της Κοινωνικής Φροντίδας*, Αθήνα: Πεδίο.

Bradby H., (2010), *Εισαγωγή στην Κοινωνιολογία της Υγείας και της Ασθένειας*, Αθήνα: Πεδίο.