

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	undergraduate		
<b>COURSE CODE</b>	<b>YGAK</b> 208	<b>SEMESTER</b>	5th/6th
<b>COURSE TITLE</b>	Sociology of Health and Illness		
<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	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>	Special background		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes.		
<b>COURSE WEBSITE (URL)</b>	Elearn platform		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>																
<ul style="list-style-type: none"> <li>- Promotion of free, creative and inductive thinking in relation to the course content.</li> <li>- Strengthening of critical sociological analysis capability.</li> <li>- Reflective action on body experience, health and illness.</li> <li>- Production of new research ideas.</li> </ul>																
<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> </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>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>															

.....

Understanding the temporal evolution of the concepts of health and disease, highlighting the importance of social factors that affect the condition of the body. Analysis of formal and informal health care systems. Understanding chronic illness as lived experience.

### **(3) SYLLABUS**

Issues-topics:

- Health and illness in historical terms.
- Classical and modern approaches to medicine, health and illness in sociology.
- Health and disease as social phenomena.
- Treatment as total social phenomenon.
- Medicine as science: epistemological dimensions.
- The biopolitics as an interpretative framework of medicalization.
- Health and care organisations and systems.
- Alternative and traditional medicine.
- Subjective approaches to disease.
- The illness as lived experience. Chronic illness as a biographical rupture.
- The issue of "bioethics."

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

<p><b>DELIVERY</b>  <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face.																							
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>  <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes																							
<p><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></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="638 555 979 591"><i>Activity</i></th> <th data-bbox="979 555 1315 591"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="638 591 979 627">Lectures</td> <td data-bbox="979 591 1315 627">39</td> </tr> <tr> <td data-bbox="638 627 979 663">Study</td> <td data-bbox="979 627 1315 663">60</td> </tr> <tr> <td data-bbox="638 663 979 730">Analysis of bibliography</td> <td data-bbox="979 663 1315 730">26</td> </tr> <tr> <td data-bbox="638 730 979 766"></td> <td data-bbox="979 730 1315 766"></td> </tr> <tr> <td data-bbox="638 766 979 801"></td> <td data-bbox="979 766 1315 801"></td> </tr> <tr> <td data-bbox="638 801 979 837"></td> <td data-bbox="979 801 1315 837"></td> </tr> <tr> <td data-bbox="638 837 979 873"></td> <td data-bbox="979 837 1315 873"></td> </tr> <tr> <td data-bbox="638 873 979 909"></td> <td data-bbox="979 873 1315 909"></td> </tr> <tr> <td data-bbox="638 909 979 945"></td> <td data-bbox="979 909 1315 945"></td> </tr> <tr> <td data-bbox="638 945 979 981">Course total</td> <td data-bbox="979 945 1315 981">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study	60	Analysis of bibliography	26													Course total	125
	<i>Activity</i>	<i>Semester workload</i>																						
	Lectures	39																						
	Study	60																						
	Analysis of bibliography	26																						
Course total	125																							
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <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>	Written exam, in Greek (100%).																							

**(5) ATTACHED BIBLIOGRAPHY**

<p><i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>- Tzanakis M., <i>Beyond Asylum. The Community Psychiatry and the Question of Subject</i>, Athens, Synapseis, 2008. (in Greek).</li> <li>- Nettleton S., <i>Sociology of Health and illness</i>, Typothito, Athens, 2002 (in Greek).</li> <li>- Sarris M., <i>Sociology of health and quality of life</i>, Papazisis, Athens, 2001 (in Greek).</li> <li>- Oikonomou Ch., <i>Sociology of health</i>, Dionikos, Athens, 2005 (in Greek).</li> </ul> <p><i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>- <i>Sociology of Health and Illness</i></li> <li>- <i>Sociology of the Body</i></li> <li>- <i>Body and Social Theory</i></li> </ul>
--

