COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
University Transition and Mental Health Awareness	

Academic staff	Core academic unit(s)
Coordinating: Prof. Sigita Lesinskienė **Other: lecturers of the Clinic of Psychiatry, Institute of Clinical Medicine, Faculty of Medicine**	Vilnius University, Faculty of Medicine Address: Čiurlionio g. 21, Vilnius, LT-01112

Study cycle	Type of the course unit
First	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Distance learning lectures, in-class seminars	Second or fourth semesters for first and second year VU students	English

Requisites	
Prerequisites: At least B1 level of English language proficiency.	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	135	50	85

Purpose of the course unit		
To support first- and second-year students in adapting to life changes associated with the transition to university and peculiarities of organising their study activities, as well as to foster mental health awareness and create conditions that enhance students' mental health literacy and facilitate successful adaptation to university life.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
Explain the main concepts of mental health, including risk and protective factors, principles of prevention, and basic approaches to complex treatment and support. Identify the common psychological, social, and academic challenges associated with the transition to university studies, and describe evidence-based strategies for adaptation and help-seeking. Apply practical stress management, communication, and self-organisation skills relevant to academic studies and everyday student life.	Lectures Seminars Discussion of literature, clinical cases, and visual material Group work Independent work	Exam – written assessment of theoretical knowledge in the form of a test. Continuous assessment – assesment of participation during seminars (completion of assigned tasks, answers to questions related to the topic under discussion, and participation in discussions) and assessment of prepared presentations.

Recognise signs of psychosocial difficulties, including burnout, mobbing, and impaired well-being, and indicate appropriate support resources and coping strategies. Discuss the role of self-realisation, work–study balance, and healthy lifestyle habits in maintaining mental well-being during studies and future professional activities. Describe the principles and potential applications of art therapies and other supportive interventions in mental health promotion and care.		

Content	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
1. Basic skills needed when starting university studies and independent living. Time planning, daily routine, independence, including household chores, financial planning and management, organisation of activities in preparation for seminars, credits, and exams. Communication with teachers, adapting to the team of students, and maintaining interpersonal relationships. Types of Conflicts and Methods of Resolution.	4		6				10	15	Independently search and read the literature on the given topics, prepare for a discussion, or complete other assigned tasks.
2. Mental health and factors affecting it. The importance of early recognition of mental health problems and disorders, and opportunities for help. Stress, burnout, self-harm, alcohol, psychotropic and narcotic substance abuse. Violence and its prevention. How to talk about mental health with your peers. Emotional support programs for students and the provision of mental health services in Lithuania.	4		6				10	15	Find and analyse literature, prepare for a presentation and discussion on the topics presented, or perform other assigned tasks.
3. Biopsychosocial paradigm and the mental health disorders, their clinical features and treatment principles for basic acquaintance (psychosis, affective, anxiety, behavioural, personality, somatoform, obsessions, post-traumatic stress, adaptation, addiction, etc.). Introduction to the classification of mental illnesses and behavioural disorders.	6		6				12	25	Individually analyse, review literature on the given topics, discuss educational films on the issues under consideration, or complete other assigned tasks.

4. Neurodiversity. Autism spectrum disorders and psychosocial adaptation in university. Attention deficit hyperactivity disorder, specific learning development disorders at various age periods in human development and comprehensive assistance options.	4		6				10	15	Individually analyse, review literature on given topics, or complete other assigned tasks.
5. Stress reduction techniques that can help students complete their studies and help in their future work. Peculiarities of self-realisation while studying and working.Mobing. Burn-out. Implementation of art therapies in mental health. th.	2		6				8	15	Find literature and educational films and web apps on the studied topics, practice anxiety-reducing techniques, prepare for discussions on the studied topics, or complete other assigned tasks.
Total	**20**		**30**				**50**	**85**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Exam – written test	60%	Appointed time of VU MF Study Department.	The exam consists of a test of up to 50 closed-ended questions designed to assess knowledge and achievements. The test results are evaluated on a 10-point scale by the teacher responsible for that part. The number of correct answers in each question may vary and be one or more. The test score is formed by the points collected for each task: a completely correct answer is awarded the full intended score, and a partially correct answer (e.g., not all correct answers are selected) is awarded a proportional part of the intended score. If an unsatisfactory assessment (≤ 4) is received, the subject is not credited and is assessed with a score of 4. When calculating the final grade, the cumulative score of the test assessment is transformed into an estimate, the possible distribution of which is from 0 to 6.
Presentations during the seminars	20%	On the last day of seminars.	Each assigned by the teacher and prepared presentation is evaluated on a scale of 1 to 10 points. At the end of the semester, the average of the assessments for all presentations will be calculated. Presentation evaluation criteria: 1) content: clear formulation of statements; disclosure of the essence of the topic; structuring; accurate use of subject concepts (4 points); 2) form: fluency, visuality, interactivity, time management (4 points); 3) presentation of problematic questions and tasks to the group, leading a discussion, and the ability to answer questions raised by the audience (2 points). Report not submitted on time: 0 points. When calculating the final grade, this part of the cumulative score in the ten-point system is transformed into a final grade estimate, the possible distribution of which ranges from 0 to 2.
Work during seminars	20%	On the last day of seminars.	0-5 points: does not participate or almost does not participate in discussions, does not answer the questions asked, misses the seminars;

			6-8 points: participates little in discussions, only partially answers the questions asked, does not supplement the reports on the topic under consideration, does not ask additional questions; 9-10 points: actively participates in discussions, fully answers the questions asked, supplements the reports prepared by other students on the topic under consideration, and asks additional questions. With a justifiable reason, no more than a third of the seminars can be missed. When calculating the final grade, this part of the cumulative score in the ten-point system (the averages of the seminar assessments) is transformed into a final grade estimate, the possible distribution of which ranges from 0 to 2.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
David Matthew Edmonds, Olga Zayts-Spence , Zoë Fortune, Angus Chan, Jason Shang Guan Chou	2024	A scoping review to map the research on the mental health of students and graduates during their university-to-work transitions		https://pubmed.ncbi.nlm.nih.gov/38443080/
Anne Duffy, Quynh Pham	2025	Advancing mental health in university students: future directions in literacy and digital tools		https://pmc.ncbi.nlm.nih.gov/articles/PMC12434357/
Scott B Patten, Nathan King, Amlish Munir, Andrew G M Bulloch, Dan Devoe, Daniel Rivera, Jin Byun, Simone Cunningham, Gina Dimitropoulos, Asmita Bhattarai, Anne Duffy.	2022	Transitions to campus mental health care in university students: Determinants and predictors		https://pubmed.ncbi.nlm.nih.gov/36194448/
Šiurkutė A., Lesinskienė S.	2022	Psychopathology, Diagnostics, Prevention of Prodromal Schizophrenia		Vilnius University Press
Junping Huang, Yeshambel T Nigatu, Rachel Smail-Crevier, Xin Zhang, Jianli Wang.	2018	Interventions for common mental health problems among university and college students: A systematic review and meta-analysis of randomized controlled trials		https://pubmed.ncbi.nlm.nih.gov/30300732/
Matt O'Connor, Leanne Casey	2015	The Mental Health Literacy Scale (MHLS): A new scale-based		https://pubmed.ncbi.nlm.nih.gov/26228163/

		measure of mental health literacy		
Recommended reading				
Ed. Rey J. M.	2012 and periodically updated	IACAPAP Textbook of Child and Adolescent Mental Health.		IACAPAP, Geneva http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health
Giedre Bulotienė	2021	Peculiarities of doctor communication in the face of death.		Vilnius University Press
Hendry, A.., Hasler, J.	2017	Creative Therapies for Complex Trauma		Jessica Kingsley Publishers
World Health Organization	1992	The ICD-10 Classification of Mental and Behavioral Disorders		World Health Organization, Geneva

NOTE: *Including Open Educational Resources in the reading list is recommended*