



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | | Code | |
|--|---|---|------------------------|
| Anatomy of happiness | | | |
| Academic staff | | Core academic unit(s) | |
| Coordinator: dr. Giulio Preta | | Life Sciences Center Institute of Biochemistry, Saulėtekio al. 7, LT-10257, Vilnius | |
| Study cycle | | Type of the course unit | |
| Bachelor | | Elective/Erasmus | |
| Mode of delivery | Semester or period when it is delivered | Language of instruction | |
| Contact | Autumn and spring semesters | English | |
| Requisites | | | |
| Prerequisites: molecular biology | | Co-requisites (if relevant): | |
| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
| 5 | 133 | 60 | 73 |
| Purpose of the course unit | | | |
| <p>The purpose of course is to explain how happiness emerges from molecular and cellular processes and to help learners understand how genes, biochemical pathways, and cellular mechanisms shape emotional well-being. Our happiness is 50% influenced by genetics, 10% by external life circumstances, and 40% by our own actions. This means that when lifestyle habits are unhealthy (poor diet, lack of sleep, chronic stress, smoking, inactivity, or excessive alcohol use), the body experiences biological strain. This strain disrupts the biochemical systems that support stable mood, vitality, and resilience.</p> | | | |
| Learning outcomes of the course unit | Teaching and learning methods | Assessment methods | |
| Be able to explain the molecular and cellular processes triggered by unhealthy lifestyle habits in different organs | Lectures, interactive learning methods, exercises, and self-analysis of the literature. | Oral presentation, exam | |
| Be able to describe how genes, signaling molecules, and biochemical pathways interact to shape mood and stress resilience. | | | |
| Be able to identify key biomarkers and cellular mechanisms linked to inflammation, oxidative stress, metabolic health, and their impacts on well-being. | | | |
| Will understand how a healthy lifestyle shapes happiness and emotional resilience. They will apply this knowledge to optimize habits, manage stress, and enhance overall well-being.. | | | |

| 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. Unhealthy lifestyle habits and cardiovascular diseases | | | 6 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the literature |
| 2. Unhealthy lifestyle habits and liver diseases | | | 6 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the literature |
| 3. Unhealthy lifestyle habits and respiratory diseases | | | 6 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the online literature |
| 4. Unhealthy lifestyle habits and neurological diseases | | | 6 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the online literature |
| 5. Unhealthy lifestyle habits and haematological diseases | | | 6 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the online literature |
| 6. Lifestyle Behaviours Contributing to Cancer | 2 | | 4 | 2 | 2 | | 10 | 10 | Self-directed learning; learning of topic-related material by analysis of the online literature |
| Preparation for the exam | | | | | | | | 13 | |
| TOTAL | 2 | | 34 | 12 | 12 | | 60 | 73 | |
| Assessment strategy | Weight, % | Deadline | | | Assessment criteria | | | | |
| Written exam | 70 | End of course | | | Written exam containing questions with open answer and multiple choice | | | | |
| Oral presentation | 30 | Individually set date | | | Oral presentation (a topic will be decided individually with a student). | | | | |
| Total | 100 | | | | Mean of the scores of each assessment. | | | | |
| Author (-s) | Publishing year | Title | | | Issue of a periodical or volume of a publication | | | Publishing house or web link | |
| Required reading | | | | | | | | | |

| | | | | |
|---|------|---------------------|--|---|
| William B. Coleman and Gregory J. Tsongalis | 2009 | Molecular Pathology | | <p>https://www.sciencedirect.com/book/edited-volume/9780123744197/molecular-pathologyPathology ScienceDirect</p> <p>https://www.sciencedirect.com/book/edited-volume/9780123744197/molecular-pathology</p> <p>https://www.sciencedirect.com/book/edited-volume/9780123744197/molecular-pathology</p> |
|---|------|---------------------|--|---|