



## COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title                        | Code |
|---|------|
| <b>Mental and physical health: healthy person</b> |      |

| Lecturer(s)   | Department(s) where the course unit (module) is delivered |
|---|---|
| <b>Coordinator: Assoc. Prof. Dr. E. Laurinaitis</b><br><b>Other: Assoc. Prof. Dr. R. Žilinskienė, Assoc. Prof. Dr. R. Viliūnienė, Assoc. Prof. Dr. J. Armonienė</b> | Faculty of Medicine                                       |

| Study cycle | Type of the course unit (module) |
|-------------|----------------------------------|
| First       | General university studies       |

| Mode of delivery | Period when the course unit (module) is delivered | Language(s) of instruction |
|------------------|---|----------------------------|
| Face-to-face     | Spring and autumn semesters                       | English                    |

| Requirements for students        |  |
|----------------------------------|--|
| <b>Prerequisites: English B2</b> | <b>Additional requirements (if any):</b> |

| Course (module) volume in credits | Total student's workload | Contact hours | Self-study hours |
|-----------------------------------|--------------------------|---------------|------------------|
| 5                                 | 130                      | 48            | 82               |

### Purpose of the course unit (module)

The aim of this study module is to introduce students to the theoretical background and practical aspects of mental and physical unity of a human being as well as to the role of physical activity; to analyse the impact of sociocultural environment upon the formation of harmonious/coherent personality. The students will be capable to evaluate their lifestyle based on scientific arguments and to choose lifestyle models beneficial to their health.

| Learning outcomes of the course unit (module)  | Teaching and learning methods   | Assessment methods   |
|--|---|--|
| Student will learn the main concepts upon which holistic (biopsychosocial) concept of health and quality of life is based; the laws of human's mental development, most common disorders and means of its correction and prevention; principles of development of mental peculiarities, means of physical activity and their impact upon mental health, means for the prevention of physical injuries. | Lecture, problem-based teaching, study of literature, discussion.   | Exam (see Assessment criteria)   |
| Student will be able to analyse and critically assess various components of mental and physical health and the forms of their interaction and expression; to identify and reflect upon problems and to offer knowledge-based models/means of healthy lifestyle.  | Case study, preparation for the discussion, preparation of presentations; testing and self-examination of individual physical and mental aspects. | Discussion of individual presentations, summarising of the discussions (formative assessment). Assessment of presentation on chosen/given topic during the every seminar (see Assessment criteria) |
| Student will be able to apply main principles, concepts and means of biopsychosocial human health concept on the field (on the practical level).   | Preparation of personal healthy lifestyle programme and its presentation  | Assessment of personal healthy lifestyle programme (see Assessment criteria)   |

|   |  |  |
|---|--|--|
| Student will be able to take responsibility for their own physical and mental health, basing on scientific arguments; to make a positive impact upon community by personal example. |  |  |
|---|--|--|

| Content: breakdown of the topics   | Contact hours |           |          |           |                 |                 |            | Self-study work: time and assignments |                  |   |
|--|---------------|-----------|----------|-----------|-----------------|-----------------|------------|---------------------------------------|------------------|---|
|  | Lectures      | Tutorials | Seminars | Exercises | Laboratory work | Internship/work | E-learning | Contact hours                         | Self-study hours | Assignments   |
| 1. Holistic approach to health and wellbeing. WHO recommendations on wellbeing. Lifestyle features/peculiarities in particular periods of human life, gender-related aspects.  | 2             |           | 2        |           |                 |                 |            | 4                                     | 8                | To prepare for the discussion "Healthy university?" ( <a href="http://www.healthyuniversities.ac.uk/toolkit-and-resources/">http://www.healthyuniversities.ac.uk/toolkit-and-resources/</a> and Okanagan Charter <a href="https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf">https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf</a> )  |
| 2. Interaction of physical and mental components in biopsychosocial concept of personal health. Psychosomatic problems and their prevention in everyday life.  | 2             |           | 2        |           |                 |                 |            | 4                                     | 8                | To prepare presentation on main psychosomatic disorders (Nakao, M., Work-related stress and psychosomatic medicine).  |
| 3. Understanding of mental activity and it's aspects. Fundamental psychotherapy schools, their basic concepts.   | 2             |           | 2        |           |                 |                 |            | 4                                     | 6                | To prepare for the seminar "Fundamental statements of psychoanalysis, models of the psychic functioning, (McWilliams, 22-26);   |
| 4. Development of the understanding of mental functioning. Normal and disturbed personality development from the point of view of different psychotherapy schools. Possibilities and limits of correction  | 2             |           | 2        |           |                 |                 |            | 4                                     | 6                | To prepare for the seminar "Everyday mental functioning from the point of view of object relations theory" (McWilliams, 23-36)  |
| 5. Contemporary psychotherapy methods: attachment, MBT, DBT. Importance of early relations in the process of attachment development. Consequences (emotional and physical) of experienced bonding deficits and possible correction in adulthood. | 2             |           | 2        |           |                 |                 |            | 4                                     | 8                | To prepare for the seminars "Attachment development", "Types of attachment, their impact on mature personality development"<br><a href="http://labs.psychology.illinois.edu/~rcfraley/attachment.htm">http://labs.psychology.illinois.edu/~rcfraley/attachment.htm</a> and <a href="https://www.youtube.com/watch?v=kwxjfuPLArY&amp;t=2s">https://www.youtube.com/watch?v=kwxjfuPLArY&amp;t=2s</a>  |
| 6. Reflective function as a contributor to the learning process and quality of life Mentalisation: influencing factors, correction potential, relation to learning abilities. Development of reflective function in adulthood.                   | 2             |           | 2        |           |                 |                 |            | 4                                     | 6                | To prepare for the seminar "Mentalisation as a tool for structuring everyday emotional experiences" ( <a href="https://www.youtube.com/watch?v=MJ1Y9zw-n7U&amp;t=6s">https://www.youtube.com/watch?v=MJ1Y9zw-n7U&amp;t=6s</a> )<br>To prepare for the seminar "Mentalisation and ability to learn"<br><a href="https://www.youtube.com/watch?v=ZBeEOkwLToM&amp;list=PLWRywRCJ0uwxEI9793yOjeMyXvIKIZJGn">https://www.youtube.com/watch?v=ZBeEOkwLToM&amp;list=PLWRywRCJ0uwxEI9793yOjeMyXvIKIZJGn</a> |

|   |           |  |           |          |  |  |  |  |           |           |   |
|---|-----------|--|-----------|----------|--|--|--|--|-----------|-----------|---|
| 7. Healthy lifestyle motivation: understanding and promoting. Everyday physical activity habits, their impact on health and possible adjustment. PA as effective tool for stress management, illness prevention and rehabilitation.   | 2         |  | 2         |          |  |  |  |  | 4         | 8         | To prepare for the discussion "Interrelation of regular physical activity and mental health: myth or science-based fact?" Bouchard, C., Blair, S. N., Haskell, W. L., J.  |
| 8. Assessment of physical fitness, testing, use of various self-monitoring tools. Principles of PA planning, optimal choice of loads, sports and physical activities. Active leisure: diversity of sports and activities, main regulations and principles, possible impact on health, opportunities, risks. Injuries, prevention. | 2         |  | 2         | 2        |  |  |  |  | 6         | 10        | To investigate and to try main self-monitoring tools and physical fitness testing methods   |
| 9. Principles of physical skills development. Motor skills and their development: endurance, velocity, power, coordination etc, physiological and psychological aspects. Aerobic and anaerobic loads, their impact on mental health. Anxiety and mood disorder prevention and treatment: impact of physical activity              | 4         |  | 4         | 2        |  |  |  |  | 10        | 14        | To develop personal healthy lifestyle programme (text and presentation)<br><br>To prepare for the seminars "Mental stability, it's maintenance"; "Defence mechanisms. Cases from everyday life"; "Mature defence mechanisms in academic life", "Psychological resilience: given thing or aspiration?" (McWilliams etc.) |
| 10. Everyday maintenance of mental resilience and self-esteem. Coping and defence mechanisms. Levels of defence, their classification and impact on everyday life and pathology. Psychological resilience, its importance and skills building.  | 2         |  | 2         |          |  |  |  |  | 4         | 8         |   |
| <b>Total</b>  | <b>22</b> |  | <b>22</b> | <b>4</b> |  |  |  |  | <b>48</b> | <b>82</b> |   |

| Assessment strategy   | Weight, % | Deadline                | Assessment criteria   |
|---|-----------|-------------------------|---|
| Presentation on chosen/given topic (X)  | 15        | During the semester     | Evaluation of presentations on proposed topic (10 points max.): <ul style="list-style-type: none"> <li>expedient choice of sources, precise formulation of statements (3 points);</li> <li>the choice of arguments for the conclusions (3 points);</li> <li>rationality of presentation of material by multimedia (2 points);</li> <li>time management (1 point);</li> <li>answers to the questions (adequacy, comprehensiveness) (1 point).</li> </ul>   |
| Personal healthy lifestyle programme (text and presentation)(Y)   | 35        | During the semester     | Evaluation of healthy lifestyle programme (10 points max.): <ul style="list-style-type: none"> <li>complexity of the programme (3 points);</li> <li>psychological basing of lifestyle changes (2 points);</li> <li>the correspondence of physical activity programme to the principles of methodology and persons physical abilities indicators (2 points);</li> <li>presentation's clarity and visuality (2 points);</li> <li>answers to the questions (adequacy, comprehensiveness) (1 point).</li> </ul> |
| Written exam (Z)  | 50        | During the exam session | Exam consists of 2 open questions / modelling of situation<br>Evaluation of the exam (10 points max.): <ul style="list-style-type: none"> <li>clarity and complexity of answers (5 points);</li> <li>expediency of the choice of arguments (4 points);</li> <li>written language and style (1 point).</li> </ul>  |
| <b>Final grade of cumulative assesment: <math>A = 0,15 \times X + 0,35 \times Y + 0,5 \times Z</math></b> |           |                         |   |

| Author   | Year of publication | Title   | Issue of a periodical or volume of a publication | Publishing place and house or web link  |
|--|---------------------|---|--|---|
| <b>Compulsory reading</b>                        |                     |   |  |   |
|  | 2015                | Okanagan Charter  |  | <a href="https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf">https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf</a> |
|  | 2018                | Healthy universities: UK  |  | ( <a href="http://www.healthyuniversities.ac.uk/toolkit-and-resources/">http://www.healthyuniversities.ac.uk/toolkit-and-resources/</a> )   |
| Nancy McWilliams                                 | 2011                | Psychoanalytic diagnosis. Understanding Personality Structure in the Clinical Process   |  | The Guilford Press  |
| R. Chris Fraley   University of Illinois         | 2010                | A Brief Overview of Adult Attachment Theory and Research  |  | <a href="https://internal.psychology.illinois.edu/~rcfraley/attachment.htm">https://internal.psychology.illinois.edu/~rcfraley/attachment.htm</a>   |
| Jon G. Allen                                     | 2013                | What We All Need to Know About Attachment   |  | <a href="https://www.youtube.com/watch?v=RdCBip-8pC8&amp;t=264s">https://www.youtube.com/watch?v=RdCBip-8pC8&amp;t=264s</a>   |
| Peter Fonagy                                     | 2016                | What is Mentalization?  |  | <a href="https://www.youtube.com/watch?v=MJ1Y9zw-n7U&amp;t=6s">https://www.youtube.com/watch?v=MJ1Y9zw-n7U&amp;t=6s</a>   |
| Jon G. Allen                                     | 2013                | What is Mentalizing & Why Do It   |  | <a href="https://www.youtube.com/watch?v=NLT7ieO3hTk">https://www.youtube.com/watch?v=NLT7ieO3hTk</a>   |
|  | 2017                | <a href="https://www.youtube.com/watch?v=ZBeEOkwLToM&amp;list=PLWRywRCJ0uwxEI9793yOjeMyXvIK1ZJGn">Mentalizing and epistemic trust</a> |  | <a href="https://www.youtube.com/watch?v=ZBeEOkwLToM&amp;list=PLWRywRCJ0uwxEI9793yOjeMyXvIK1ZJGn">https://www.youtube.com/watch?v=ZBeEOkwLToM&amp;list=PLWRywRCJ0uwxEI9793yOjeMyXvIK1ZJGn</a>                                   |
| Zautra, Alex & Stuart Hall, John & Murray, Kate. | 2010                | Resilience: A new definition of health for people and communities.  | Handbook of Adult Resilience (pp. 3-30)          | New York: Guilford.   |
| Bouchard, C., Blair, S. N., Haskell, W. L.       | 2012                | Physical Activity and Health  |  | Human Kinetics  |
| Nakao, M.  | 2010                | Work-related stress and psychosomatic medicine  | BioPsychoSocial Medicine                         | <a href="https://bpsmedicine.biomedcentral.com/articles/10.1186/1751-0759-4-4">https://bpsmedicine.biomedcentral.com/articles/10.1186/1751-0759-4-4</a> (presented in pdf)  |
| <b>Optional reading</b>                          |                     |   |  |   |
|  | 2017                | The Strange Situation   Mary Ainsworth, 1969   Developmental Psychology   |  | <a href="https://www.youtube.com/watch?v=m_6rQk7jlrc">https://www.youtube.com/watch?v=m_6rQk7jlrc</a>   |
| Mary Ainsworth                                   |                     | The Strange Situation   |  | <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a>   |

|  |      |   |  |   |
|--|------|---|--|---|
|  |      |   |  | ?v=gIjyEHaD6BU  |
|  | 2017 | How Babies Form Attachments   Four Stages   Schaffer & Emerson          |  | <a href="https://www.youtube.com/watch?v=WRQiCcH351E">https://www.youtube.com/watch?v=WRQiCcH351E</a>   |
|  | 2011 | Science Bulletins: Attachment theory - Understanding the Essential Bond |  | <a href="https://www.youtube.com/watch?v=kwxjfuPIArY&amp;t=2s">https://www.youtube.com/watch?v=kwxjfuPIArY&amp;t=2s</a>   |
| Katharine Wulff, Darrin Donato, and Nicole Lurie | 2015 | What Is Health Resilience and How Can We Build It?                      | Annu. Rev. Public Health 2015. 36:361–74 | <a href="https://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829">https://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829</a> |