



## COURSE UNIT DESCRIPTION

Course unit title	Code
Adult, child and adolescent psychiatry, psychotherapy	PSIC3115

Lecturer(s)	Department(s)
<b>Coordinating: Prof. dr. Sigita Lesinskienė</b> <u>Psychiatry:</u> Prof. dr. Alvydas Navickas, Asist. dr. Indrāja Veličkienė, Lect. Vilius Rutkauskas, Lect. Laurynas Bukelskis, Lect. Marius Karnickas, Lect. Paulina Kiškytė, lect. Augustinas Žemaitis. <u>Child and adolescent psychiatry:</u> Prof. dr. Sigita Lesinskienė, Lect. Nadežda Ranceva, Lectr. Darja Rojaka, lect. Rokas Šambaras; lect. dr. Audrone Brazauskaite, lect. Giedrius Dailidė. <u>Psychotherapy:</u> Assoc. prof. dr. Rima Viliūnienė, assoc. prof. dr. Giedrė Bulotienė.	Prof. dr. Sigita Lesinskienė VU MF CMI Clinic of Psychiatry Geležinio vilko str 29 A, room 314, Vilnius, LT-01112 tel. 2398754, +370 8 686 17550 e-mail: sigita.lesinskienė@mf.vu.lt  Responsible for Psychiatry part: Prof. dr. Alvydas Navickas Responsible for Child and Adolescent Psychiatry part: Prof. dr. Sigita Lesinskienė Responsible for Psychotherapy part: Assoc. prof. dr. Rima Viliūnienė

Cycle	Type of the course unit
Integrated studies	Compulsory

Mode of delivery	Period of delivery	Language of instruction
Face-to-face or Distance learning method	9 semester	Lithuanian and English

Prerequisites and corequisites	
<b>Prerequisites:</b> A student must have completed the following courses: Psychology Principles of Professional Communication and Psychosomatics; Public Health; Pharmacology; General Pediatric's and Neonatology; Neurology and Neurosurgery.	<b>Corequisites (if any):</b> No

Number of ECTS credits allocated to the course unit	Total student's workload	Contact hours	Self-study hours
10	269	134	135

Purpose of the course unit Programme competences to be developed		
<b>Objectives and learning outcomes:</b> suspect and diagnose mental and behavioral disorders in children, adolescents and adults, according to ICD-10 diagnostic criteria, advise patients and their relatives on the nature of mental disorders, provide the necessary information and direct the patient to specialists for further treatment, to be able to provide immediate aid in acute conditions and crisis. After completion of this module, students need to know how to assess mental health status of the child and adolescent, to differentiate clinical manifestations of common mental disorders in childhood and adolescence, have basic skill of contact and interview with children and parents Students must learn to select the suitable psychotherapy for the patient, to motivate and refer the patient for appropriate treatment, acquire skills to combine psychotherapy with psychopharmacology.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods

To act in good faith according to ethical standards; apply critical thinking including self-reflection, be creative, initiative, seek goals; interact with others.	Through practical work students acquire psychiatric ethical norms, examination methods and principles of doctor-patient communication.	Evaluation of practical work by tests in psychiatric departments and in class rooms during case analysis.
To evaluate limitations to one's competency and seek help if needed; to solve problems and take decisions, cooperate and work in a team with specialists from other fields.	Learn basic principles of team-work, how to set-up examination and treatment plans through seminars and practical work.	Continuous evaluations of seminars and practical work in psychiatry departments, class-rooms and during patient-contact. Evaluation of training-case history.
To be able to diagnose psychopathology: physical examination, clinical interview subjective and objective anamnesis. To draw conclusions from clinical evaluation, take decisions, supply patients with explanations and recommendations, create an atmosphere of trust and support.	Lectures. Case analysis during seminars and practical work in psychiatric departments and class rooms.	Continuous evaluation of theoretical knowledge during seminars and of case analysis during practical work. Evaluation of training-case history. Exam at the end of the course.
To be able to deliver first aid in case of emergency, aggression, crisis and suicidal behaviour.	Lectures. Case analysis during seminars and practical work in observation wards of psychiatric departments.	Continuous evaluation of theoretical knowledge during seminars. Continuous evaluation of patients' case analysis during practical work. Exam at the end of the course.
To choose adequate and appropriate therapy, to combine appropriate medication and other therapies according to the clinical context, evaluate potential risks, benefits and side-effects of medications and other therapies, compare their effectiveness.	Lectures. Case analysis during seminars and practical work in psychiatric departments and class rooms.	Continuous evaluation of theoretical knowledge during seminars. Exam at the end of the course.
To know specific requirements of out-patient, day-care and in-patient treatment. Rules of voluntary and mandatory treatment. Regimens of in-patient treatment, principles of application of restraint techniques.	Case analysis during seminars and practical work in psychiatric departments and class rooms.	Continuous evaluation of theoretical knowledge during seminars. Continuous evaluation of patients' case analysis during practical work. Evaluation of training-case history.
To understand principles of effective communication in medical practice: communicate with patients, their relatives and legal guardians.	Case analysis during seminars and practical work in psychiatric departments and class rooms.	Continuous evaluation of patient analysis during practical work.
Fully and appropriately fill and store medical records; be able to use a computer when search through sources of information, to save and update information.	Case analysis during seminars and practical work in psychiatric	Continuous evaluation of theoretical

	departments and class rooms.	knowledge during seminars. Continuous evaluation of training-case history during practical work.
To understand effective principles of communication in medical practice: to learn to communicate effectively with children and their parents in complicated situations of psychological crisis.	Analysis of individual cases during seminars, discussions about communication between students and patients.	Continuous assessment of active participation of students in the seminars and practical work. Exam at the end of the course.
To understand principles of biopsychosocial model and to learn how to assess impact of family, school, community and society in the development and prevention of mental disorders.	Lectures. Individual cases are presented by students during the seminars, with discussions on impact of different risk and protective factors.	Continuous assessment of active participation of students in the seminars and practical work. Exam at the end of the course.
To understand specific features of different psychosocial and biomedical methods of treatment, focused on the child, parents or the whole family, and to know the main principles of implementation and combination of these methods.	Analysis of individual cases, presented by students, during seminars.	Continuous assessment of active participation of students in the seminars. Exam at the end of the course.
Acquire skills and knowledge to assess the patient psychodynamically, especially the Ego-strength of the patient to select the level of the psychotherapeutic interventions and evaluate the possible outcome. To learn to connect the life events, patients' experience and symptoms in diagnostic work.	Lectures. Analysis of the cases during seminars and practical work, and from the educational videotapes.	Continuous assessment of the progress during seminars. Exam at the end of the course.
To know how to select the suitable form and type of psychotherapy and to motivate the patient for this treatment; to know features of combination of psychotherapy and psychopharmacology for different patient's groups and types.	Analysis of the cases during seminars and practical work, and from the educational videotapes.	Continuous assessment of the progress during seminars.

Topics	Contact work hours							Time and tasks of self-study	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total Contact Hours	Self study	Tasks
<b>1. Psychiatry</b>									
1.1. History of psychiatry. Principles of mental health care ethics, basic laws of mental health care. Methodology of examination of persons with mental disorders.			2				2	2	Prepare for a discussion on the history, ethics, and legal principles of psychiatry. To prepare for the examination of patients; to maintain contact with the patient.
1.2. Introduction. General psychopathology (I): disturbances of perception and thinking.	2		2	2			6	5	To prepare for practical work on disturbances of perception disturbances and disorders of thinking in terms of course and content;

									understand the underlying syndromes.
1.3. General psychopathology (II): disturbances of emotions, volition and drives.	2		2	2			6	4	Prepare for exercises on short-term emotional disorders, mood disorders, changes in will, and catatonia syndrome. Learn changes in cravings and variants of impulsive drives.
1.4. General psychopathology (III): disturbances of memory, attention, cognitive, psychoorganic, dementia, and unconsciousness disorders.	2		2	2			6	5	Prepare for exercises on memory, attention, cognitive impairment. Learn four psychoorganic variants. Be able to assess dementia and apply the MMSE questionnaire. Understand quantitative and qualitative disorders of consciousness.
1.5. Schizophrenia and other psychotic disorders. Principles of treatment.	2			2			4	4	Prepare for exercises on schizophrenia, schizoaffective, delusional, acute / short-term psychotic disorders, delusional and schizotypal disorders. Also the peculiarities of psychosis caused by organic diseases and psychoactive substances.
1.6. Affective, neurotic, somatoform disorders.	2		2	2			6	6	Prepare for depressive and bipolar disorders, dysthymia and cyclothymia, double affective disorder. Learn the main anxiety disorders: phobic, panic, generalized anxiety, obsessive-compulsive. Understand the consequences of the reaction to severe stress, post-traumatic stress disorder, adaptation difficulties. Also be familiar with dissociative, somatoform, depersonalization and derealization disorders.
1.7. Behavioral disorders related to physiological disorders and somatic factors.			2	2			4	4	Prepare about eating disorders, inorganic sleep disorders, sexual dysfunction, peculiarities of postpartum disorders.
1.8. Personality disorders.			2	2			4	4	To be prepared to examine specific personality disorders, aspects of gender identity. Also understand factitious (Münhausen) disorder.
1.9. Organic and symptomatic mental disorders.	2		2	2			4	4	To prepare for the examination of dementias of various origins, other mental disorders caused by brain injuries.
1.10. Addiction medicine.			2	3			7	6	Prepare for the analysis of mental and behavioral disorders using psychoactive substances. Also addictive to social networks.
1.11. Clinical psychopharmacology.	2		2	3			7	5	To learn the groups of antipsychotic drugs, antidepressants, benzodiazepines, hypnotics, nootropes, indications for use, contraindications and side effects.
1.12. Biological Methods of Treatment. Psychosocial rehabilitation.			2	2			4	4	To prepare for seminars about methods of Biological treatment: Light therapy; Electroimpulsive therapy; Transcranial magnetic stimulation; N. vagus stimulation. Also know the basic methods of Psychosocial Rehabilitation.

1.13. The problem of suicide.	2		2	2			6	4	To prepare for the epidemiological assessment of suicides, attitudes, risk factors, the process of suicidal behavior and the development of a prevention plan..
1.14. Written work.								10	Prepare written work. For example, academic medical history; assessment of mental condition; report; or other practical work assigned by the teacher.
<b>Psychiatry TOTAL</b>	<b>16</b>		<b>24</b>	<b>26</b>			<b>66</b>	<b>67</b>	
<b>2. Child and adolescent psychiatry (CAP)</b>									
2.1. Introduction to CAP, biopsychosocial paradigm. Diagnostic classification of CAP disorders (ICD-10, 11, DSM-V). Principles of communication, complex help and treatment of children and adolescents having the autistic disorder, mental retardation, other developmental disorders.	2		4	3			9	9	Prepare for the seminar about clinical and treatment aspects of autistic disorder, diagnosis and clinical picture of mental retardation and comorbid conditions, principles of multidisciplinary evaluation, treatment, rehabilitation. Find films, books about the autistic disorder. Self-work to prepare for the discussion about main theories of child psychosocial development and mental health, comprising risk and protective factors.
2.2. Attention deficit hyperactivity disorder (ADHD), tics, specific learning developmental disorders, and obsessive-compulsive disorder (OCD) in children and adolescents. Enuresis. Encopresis.	2		4	3			9	9	Preparation for the seminar and practicum about communication aspects with family members and treatment principles with children, adolescents with ADHD, learning disorders, tics, OCD, enuresis, encopresis.
2.3. Disorders of behaviour, conduct, emotions, attachment, selective mutism, mood, eating, social communication: clinical features, differential diagnosis, treatment.	4		4	3			11	11	Prepare for the seminar about the listed disorders and to the practicum of the application of biopsychosocial paradigm in understanding and treating CAP disorders.
2.4. Child abuse and neglect, types, consequences to the psychosocial development. Divorce and child mental health. Principles of family consultation. Self-harm, suicide attempts, psychotic and affective disorders in children and adolescents. Application of biopsychosomatic paradigm in outpatient and inpatient CAP clinical practice. Possibilities to use art therapy in clinical work with children, adolescent and adults.	2		4	3			9	9	Read literature, find scientific data, films about child abuse and neglect: forms, the risk for the developmental trajectories and mental health, principles of prevention, intervention, treatment possibilities. To analyse from the literature self-harm, suicidal attempts, psychoses, affective disorders in children and adolescents, comprising clinical picture, differential diagnosis, evaluation of risk for suicide and possibilities for the complex help and treatment..
<b>Child and adolescent psychiatry TOTAL</b>	<b>10</b>		<b>16</b>	<b>12</b>			<b>38</b>	<b>38</b>	
<b>3. Psychotherapy</b>									
3.1. Review of the history of psychotherapy, theoretical basis. Challenges of psychotherapy effectiveness research, latest research results.	1		3				4	4	To prepare for practical work on theoretical background of psychotherapy and recent research data.

Objectives and results of psychotherapeutic treatment..									
3.2. Common and specific factors of psychotherapy, their characteristics, significance for the effectiveness of treatment.	2		3	4			9	9	Prepare for the seminar on psychoanalytic understanding of personality. To prepare for a seminar on the features of psychoanalytic and psychodynamic psychotherapy, its clinical application in individual, group and family psychotherapy.
3.3.Approaches to psychotherapy, schools, methods. Application of psychotherapy in the clinic - individual and group forms of therapy, couples / family psychotherapy, crisis intervention. Possibilities to implement music therapy, dance-movement therapy and drama therapy in mental health clinical practice.	2		3	4			9	9	To prepare for seminar on theoretical concepts of the cognitive behavioural theories, therapeutic techniques of this approach and its clinical application. To prepare for the seminar on application of group psychotherapy in in-patients settings.
3.4. Ethics of psychotherapeutic work. Essential components of a code of ethics. Confidentiality. The concept of professional boundaries. Crucial characteristics of border crossings and violation. Maintaining professional boundaries online.	1		3	4			8	8	To prepare for seminar on professional ethics, confidentiality and its possible exceptions, on threats to cross professional boundaries in the online space.
<b>Psychotherapy TOTAL</b>	<b>6</b>		<b>12</b>	<b>12</b>			<b>30</b>	<b>30</b>	
<b>Adult, child and adolescent psychiatry, psychotherapy TOTAL</b>	<b>32</b>		<b>52</b>	<b>50</b>			<b>134</b>	<b>135</b>	

Assessment strategy	Weight (%)	Assessment period	Assessment criteria
Written work in Psychiatry part. For example, academic medical history; assessment of mental condition; report; or other written work assigned by the teacher.	10%	On the last day of seminars and practical works.	Academic medical history is assessed: clear presentation of life and medical history, description of mental status, justification of diagnosis, differential diagnosis and justification of treatment.  Another form of written work is evaluated according to the criteria provided by the teacher.  The student can take the exam after doing the Written work and 100% completion of all three parts of the seminars and exercises.
The exam is considered in the form of a test questionnaire after the completion of lectures, seminars and practical works in all three parts of the subject. The exam takes place in the classroom.	90%	Appointed time of VU MF Study Department.	The test questionnaire consists of three parts, evaluated in proportions: Psychiatry share - 40%; Child and adolescent psychiatry - 30%; Psychotherapy - 20%.  The test questionnaire consists of a maximum of 100 closed-ended questions. The number of correct answers can be one or more.  Each part is assessed by a lecturer in charge of a specific discipline. Students must attend classes and complete all seminar and practice

			<p>assignments in all three parts of the course and only than can take the exam.</p> <p>The final cumulative grade consists of: Written work - 10% + Psychiatry - 40% + Child and adolescent psychiatry - 30% + Psychotherapy - 20%. In case of unsatisfactory assessment of at least one part of the course (<math>\leq 4</math>), the overall evaluation of the course is evaluated as unsatisfactory and is scored with 4.</p>
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Author	Year of publication	Title	No of periodical or vol. of publication	Publication place and publisher or Internet link
<b>Required reading</b>				
Ebert MH, Leckman JF, Petrakis IL.	2019	Current Diagnosis & Treatment: Psychiatry, Third Edition		<a href="https://accessmedicine.mhmedical.com/book.aspx?bookid=2509">https://accessmedicine.mhmedical.com/book.aspx?bookid=2509</a>
Thaylor DM.	2021	Maudsley Prescribing Guidelines in Psychiatry 14th Edition		<a href="https://www.kriso.lt/maudsley-prescribing-guidelines-psychiatry-14th-edition-db-9781119772224.html">https://www.kriso.lt/maudsley-prescribing-guidelines-psychiatry-14th-edition-db-9781119772224.html</a>
Semple D. et al.	2019	Oxford Handbook of Psychiatry 4th Revised edition		<a href="https://www.kriso.lt/oxford-handbook-psychiatry-4th-revised-edition-db-9780198795551.html">https://www.kriso.lt/oxford-handbook-psychiatry-4th-revised-edition-db-9780198795551.html</a>
Wright P, Stern J, & Phelan M.	2012	Core Psychiatry E-Book, Third Edition, Kindle Edition		<a href="https://www.clinicalkey.com#!/browse/book/3-s2.0-C20090532205">https://www.clinicalkey.com#!/browse/book/3-s2.0-C20090532205</a>
National Institute of Mental Health	2020	Suicide prevention		<a href="https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml#part_153181">https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml#part_153181</a>
Ed. Rey J. M.	2012	IACAPAP Textbook of Child and Adolescent Mental Health.		IACAPAP, Geneva <a href="http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health">http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health</a>
Stark, Martha M.D.	2016	How Does Psychotherapy Work?		<a href="https://www.freepsychotherapybooks.org/ebook/how-does-psychotherapy-work/">https://www.freepsychotherapybooks.org/ebook/how-does-psychotherapy-work/</a>
Nancy Mc Williams	2011	Psychoanalytic Diagnosis, Second Edition: Understanding Personality Structure in the Clinical Process		<a href="https://www.guilford.com/books/Psychoanalytic-Diagnosis/Nancy-McWilliams/9781462543694">https://www.guilford.com/books/Psychoanalytic-Diagnosis/Nancy-McWilliams/9781462543694</a>
<b>Recommended reading</b>				
The American Psychiatric Association	2013	Diagnostic and Statistical Manual of Mental Disorders DSM-5 Edition		Washington etc., American Psychiatric Publishing

World Health Organization	2019	International Classification of Diseases 11 <sup>th</sup> Revision. The global standard for diagnostic health information.		<a href="https://icd.who.int/en">https://icd.who.int/en</a> <a href="https://ec.europa.eu/cefdigital/wiki/display/EHSEMANTIC/ICD-11%3A+The+11th+Revision+of+the+International+Classification+of+Diseases">https://ec.europa.eu/cefdigital/wiki/display/EHSEMANTIC/ICD-11%3A+The+11th+Revision+of+the+International+Classification+of+Diseases</a>
44 Children's Books About Mental Health:				<a href="https://childmind.org/article/best-childrens-books-about-mental-health/">https://childmind.org/article/best-childrens-books-about-mental-health/</a>
ADD/ADHD   What Is Attention Deficit Hyperactivity Disorder? ADHD explained, 28 minute Primer:				<a href="https://www.youtube.com/watch?v=ouZrZa5pLXk">https://www.youtube.com/watch?v=ouZrZa5pLXk</a>
An Introduction to Autism and the Autism Spectrum, Yale Child study center:				<a href="https://www.youtube.com/watch?v=VJqaGkjsvKc">https://www.youtube.com/watch?v=VJqaGkjsvKc</a>
AACAP: Practice Parameter for the Assessment and Treatment of Children and Adolescents With Tic Disorders:				<a href="https://www.jaacap.org/article/S0890-8567(13)00695-3/pdf">https://www.jaacap.org/article/S0890-8567(13)00695-3/pdf</a>
McWilliams N.	2012	Lecture "What is Mental Health?"		<a href="https://www.youtube.com/watch?v=AacLpZajJa4">https://www.youtube.com/watch?v=AacLpZajJa4</a>
Barber, Jacques P., Crits-Christoph, Paul	2016	Dynamic Therapies for Psychiatric Disorders:Axis I		<a href="https://www.freepsychotherapybooks.org/ebook/dynamic-therapies-for-psychiatric-disordersaxis-i/">https://www.freepsychotherapybooks.org/ebook/dynamic-therapies-for-psychiatric-disordersaxis-i/</a>
Solms M.	2018	The scientific standing of psychoanalysis	BJPsych international. Vol. 15.1: 5–8.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6020924">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6020924</a>  <a href="https://npsa-association.org/videos/solms-scientific-standing-psychoanalysis-pt-2/">https://npsa-association.org/videos/solms-scientific-standing-psychoanalysis-pt-2/</a>
Shedler J.	2010	The Efficacy of Psychodynamic Psychotherapy	Vol. 65, No. 2, 98–109.	<a href="https://www.apa.org/pubs/journals/releases/amp-65-2-98.pdf">https://www.apa.org/pubs/journals/releases/amp-65-2-98.pdf</a>
Shedler J.	2018	Where is the Evidence for Evidence-Based Therapy?	Psychiatr Clin North Am. 2018	Paper - <a href="https://jonathanshedler.com/wp-content/uploads/2018/05/Shedle">https://jonathanshedler.com/wp-content/uploads/2018/05/Shedle</a>



			Jun;41(2):319-329. doi: 10.1016/j.psc.2018.02.001. PMID: 29739529.	<a href="#">r-2018-Where-is-the-evidence-for-evidence-based-therapy.pdf</a> <a href="#">Lecture -</a> <a href="https://www.youtube.com/watch?v=3UpHI9kucce">https://www.youtube.com/watch?v=3UpHI9kucce</a>
Linden D.	2006	How psychotherapy changes the brain – the contribution of functional neuroimaging.	Mol Psychiatry 11: 528–538.	<a href="https://www.nature.com/articles/4001816">https://www.nature.com/articles/4001816</a>  <a href="https://doi.org/10.1038/sj.mp.4001816">https://doi.org/10.1038/sj.mp.4001816</a>
Sharf RS.	2012	Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition		<a href="https://www.academia.edu/41658879/Theories_of_Psychotherapy_and_Counseling_Concepts_and_Cases_5th_Edition_Richard_S_Sharf">https://www.academia.edu/41658879/Theories_of_Psychotherapy_and_Counseling_Concepts_and_Cases_5th_Edition_Richard_S_Sharf</a>