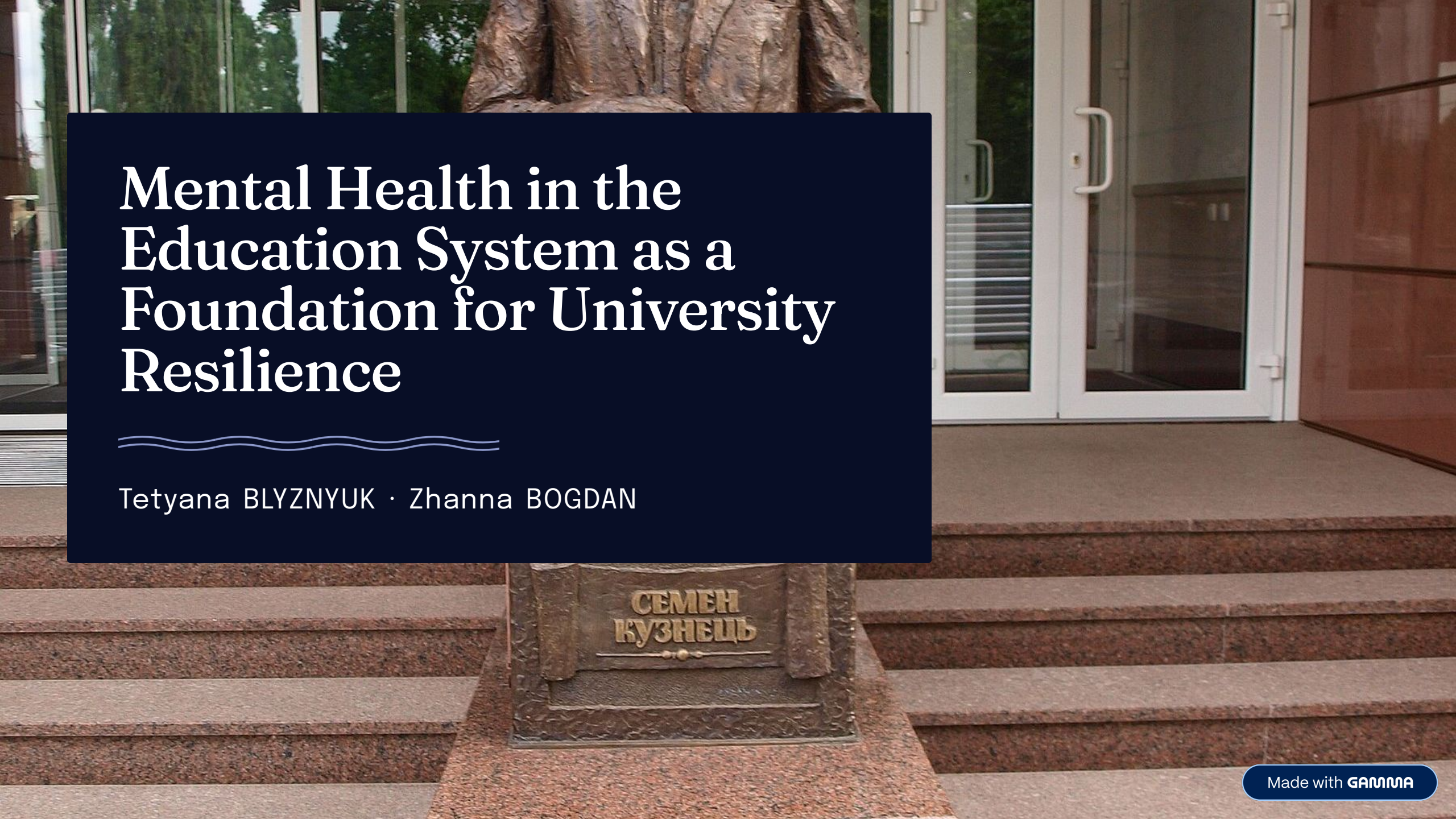


Mental Health in the Education System as a Foundation for University Resilience

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THE STARTING CONDITION

University resilience begins with psychological safety



Ukrainian higher education operates amid war, uncertainty, disrupted routines, and prolonged stress.



Students need conditions that support emotional regulation, motivation, relationships, and participation.

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The gap is not a lack of activities — it is fragmentation

TODAY

Separate practices

Psychological exercises, communication techniques, reflection, and creative practices are often delivered separately.

THE NEED

One integrative model

Educators need a way to support students without becoming therapists.

Research objective: ground an integrative trauma-informed learning model for emotional regulation and well-being.

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A BOUNDARY FOR PRACTICE

Protect learning. Do not diagnose.



What can shape learning

War, displacement, loss, and uncertainty can shape cognition, emotions, behavior, and social interaction.



What education can do

Reduce retraumatization and preserve safe participation.

The institution’s role is not to provide psychotherapy.

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THE CONDITIONS

Six principles make psychologically safe learning possible

Apply them to communication, task design, assessment, and group interaction.



Psychological and physical safety



Predictability



Trust



Collaboration



Voluntary participation



Respect for personal boundaries

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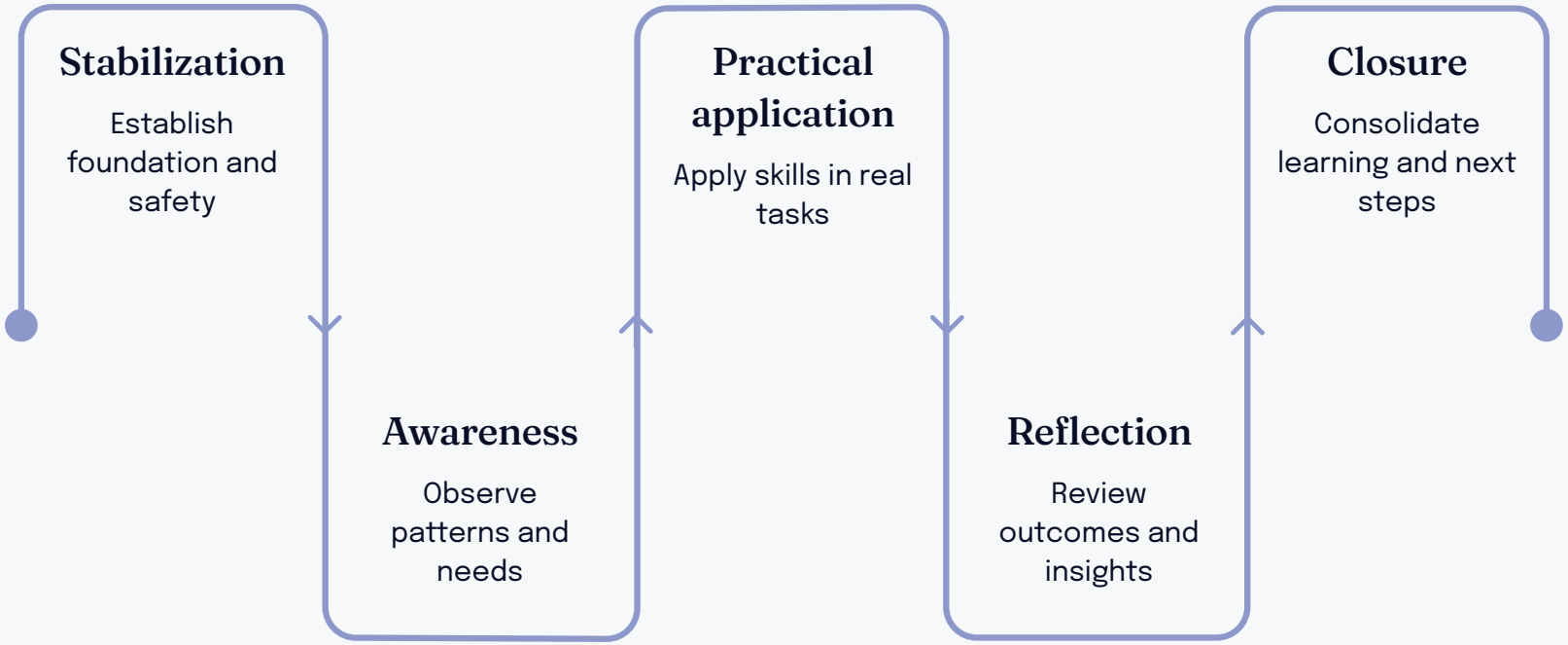
The integrative model connects purpose, conditions, practice, and outcomes



The model is theoretically justified; its psychological effectiveness still requires empirical validation.

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A repeatable session sequence gives sensitive learning a safe rhythm



Students control their level of involvement while educators keep the process structured and predictable.

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FROM MODEL TO PRACTICE

One course can turn the model into ordinary university practice

Course example: Psychological, Communication, and Visual Practices in Trauma Work

Students explore self-support, empathetic communication, visual expression, and reflection.

The aim is mental-health-aware education – not psychotherapy inside an academic course.



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“Map of Available Resources” makes self-support visible

Represent

Use words, colors, symbols, and images for people, places, activities, and strategies connected with support.

Recognize

Identify resources without requiring detailed personal disclosure.

Connect

Close with reflection, everyday application, and pathways to professional help.

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From a classroom model to resilient university communities

SCIENTIFIC CONTRIBUTION

A unified framework for psychology, communication, creative expression, and reflection.

PRACTICAL SIGNIFICANCE

Psychologically sensitive courses and accessible self-regulation practices across disciplines.

NEXT RESEARCH

Pilot the model, test accessibility and acceptability, measure outcomes, and use comparison groups where possible.

> Universities strengthen society’s recovery when they support the people who study, teach, and work within them.

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