



## All Work and No Play? Creativity in Doctors' Professional and Personal Development

### 1. IMPRINT

<b>Academic Year</b>	2025/2026
<b>Department</b>	Faculty of Medicine
<b>Field of study</b>	Medicine
<b>Main scientific discipline</b>	Medical sciences
<b>Study Profile</b>	General academic
<b>Level of studies</b>	Uniform MSc
<b>Form of studies</b>	Full time studies
<b>Type of module / course</b>	Non-compulsory
<b>Form of verification of learning outcomes</b>	Completion
<b>Educational Unit / Educational Units</b>	Studium Psychologii Zdrowia [Department of Health Psychology] ul. Litewska 14/16, 00-575 Warszawa, Tel. +48 22 116 92 11 zpikm@wum.edu.pl
<b>Head of Educational Unit / Heads of Educational Units</b>	Professor Dorota Włodarczyk, MA, PhD
<b>Course coordinator</b>	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
<b>Person responsible for syllabus</b>	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
<b>Teachers</b>	Elżbieta Łazarewicz-Wyrzykowska, MA, PhD (ela.lazarewicz.wyrzykowska@gmail.com)

### 2. BASIC INFORMATION

<b>Year and semester of studies</b>	Years 1-, Semesters 1 and 2 (winter and summer)	<b>Number of ECTS credits</b>	2.00
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**Załącznik nr 4C do Procedury opracowywania i okresowego przeglądu programów studiów**  
 (stanowiącej załącznik do Zarządzenia nr .../2024 Rektora WUM z dnia .....2024 r.)

FORMS OF CLASSES	Number of hours	ECTS credits calculation
<b>Contacting hours with academic teacher</b>		
Lecture (L)		
Seminar (S)	30	1.5
Classes (C)		
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
<b>Unassisted student's work</b>		
Preparation for classes and completions	15	0.5

<b>3. COURSE OBJECTIVES</b>	
O1	To broaden students' understanding of creativity in its relation to personal wellbeing, learning, professional development and innovation in the medical field.
O2	To develop students' understanding of creative process.
O3	To help students build up ideas and strategies for individual and team creativity, in academic, professional and personal contexts.

<b>4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING</b>	
<b>Code and number of the effect of learning in accordance with standards of learning</b>	<b>Effects in the field of:</b>

<b>Knowledge – Graduate* knows and understands:</b>	
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<b>Skills – Graduate* is able to:</b>	
D.U7	develop and improve self-awareness, self-reflection and self-care, and reflect with others on their own way of communicating and behaving

\* In appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019 „graduate”, not student is mentioned.

<b>5. ADDITIONAL EFFECTS OF LEARNING (non-compulsory)</b>	
<b>Number of effect of learning</b>	<b>Effects in the fields of:</b>

**Knowledge – Graduate knows and understands:**

K1	the notion of creativity and its connection with wellbeing, learning and work, as well as psychological and neurological basis of these connections.
K2	connection between creativity, play and innovation.
K3	dynamic of creative process, its challenges and obstacles.
K4	the place of creativity in burnout prevention.
K5	the notion of 'flow'.

**Skills – Graduate is able to:**

S1	reflect on own experience of creative process and 'serious play', in individual and group settings.
S2	apply the experience and principles of creative process in the context of academic skills.
S3	start and resume creative process in individual and group work.
S4	address challenges and obstacles in creative process.
S5	identify creative and 'serious play' techniques suitable for one's own needs and in team dynamic.

**Social Competencies – Graduate is ready for:**

SC1	
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<b>6. CLASSES</b>		
<b>Form of class</b>	<b>Class contents</b>	<b>Effects of Learning</b>
S	S1 – Seminar 1 (seminar and discussion) - Introduction to creativity and its relation to play, learning and work. Psychological and neurological basis of this relation. Understanding the connection between creativity, play and innovation. The role of creativity in professional and personal burnout prevention. Experience of various creative / artistic techniques. Development of the ability to find the technique most suitable for individual needs.	D.U7, K1, K2, K4, S1, S3, S4
S	S2 – Seminar 2 - Understanding creative process, challenges and obstacles it can encounter (M. Csikszentmihalyi's model). Identifying ways of coping with such obstacles. Creativity in a team – theory and practice. Reflection on the experience of	D.U7, K3, K4, K5, S1, S2, S3, S4

	individual and team 'serious play' and creativity. Application of the experience of own artistic creative process in the context of academic skills (writing, presenting).	
S	S3-S4 – Seminar 3- 4 - Students' presentations of their projects and feedback from teacher and fellow students.	D.U7, S1, S2, S4

<b>7. LITERATURE</b>
<b>Obligatory</b>
'Reshaping a Brain through Play An Interview with Ruth Codier Resch' in AJP, vol. 3 (3), 2011, 273-281. <a href="https://www.museumofplay.org/journalofplay/issues/volume-3-number-3/">https://www.museumofplay.org/journalofplay/issues/volume-3-number-3/</a>
<b>Supplementary</b>
1. Csikszentmihalyi, M. (1996) Creativity: the Psychology of Discovery and Invention. Harper. 2. Kaufman, J.C. and R.J. Sternberg (2019), The Cambridge Handbook of Creativity. 2nd edition. CUP. 3. Robinson, K. (2011) Out of Our Minds: The Power of Being Creative. Wiley. <b>The above textbooks are available for short rental from the teacher (single copies).</b>

<b>8. VERIFYING THE EFFECT OF LEARNING</b>		
<b>Code of the course effect of learning</b>	<b>Ways of verifying the effect of learning</b>	<b>Completion criterion</b>
D.U7, K1-K5, S1-S3	Active participation in all discussions and exercises during classes	Minimal acceptable level of performance
S1, S2, S4	Presentation on either (a) own experience of creative process, or (b) suggestions of applying the knowledge and understanding of creative process for burnout prevention in the academic or professional context, or c. simple creative activity.	Minimal acceptable level of performance

<b>9. ADDITIONAL INFORMATION</b>
It is a weekend course that takes place on:
Weekend 1, 28 <sup>th</sup> February – 1 <sup>st</sup> March 2026
<ul style="list-style-type: none"> <li>• Session 1: Saturday, 28<sup>th</sup> February 10am-4pm</li> <li>• Session 2: Sunday, 1<sup>st</sup> March 10am-4pm</li> </ul>
Weekend 2, 14 <sup>th</sup> – 15 <sup>th</sup> March 2026
<ul style="list-style-type: none"> <li>• Session 3: Saturday, 14<sup>th</sup> March 10am-3:15pm</li> <li>• Session 4: Sunday, 15<sup>th</sup> March 10am-3:15pm</li> </ul>
<b>All sessions will take place at ul. Litewska 14 room -103 (level “-1”).</b>
Attendance: 90% attendance is required. Partial absence (max. 3h teaching hours = 135min) has to be credited with additional task. Students are expected to come to the class on time and participate actively.

Assignment: presentation, oral or practical 10 minutes, or 5-7 slides, on a topic chosen from a list presented by the teacher at the first session.

To provide good learning environment for everyone, students are requested to turn off electronic devices that might disturb the class.

**Maximum 22 students are accepted to the course.**

Contact information to the coordinator of all ED courses run by the Department of Health Psychology:

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[magdalena.lazarewicz@wum.edu.pl](mailto:magdalena.lazarewicz@wum.edu.pl)

The Department of Health Psychology runs the Psychological Students Science Club “Psyche” (in English) (contact information: [magdalena.lazarewicz@wum.edu.pl](mailto:magdalena.lazarewicz@wum.edu.pl)).

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**ATTENTION**

The final 10 minutes of the last class of the block/semester/year should be allotted for students to fill out the Survey of Evaluation of Classes and Academic Teachers