



All Work and No Play? Creativity in Doctors' Professional  
and Personal Development  
Tylko praca i zero zabawy? Kreatywność w rozwoju zawodowym  
osobistym lekarzy

## 1. IMPRINT

|                                                       |                                                                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Academic Year                                         | 2026/2027                                                                                                           |
| Department                                            | Faculty of Medicine                                                                                                 |
| Field of study                                        | Medicine                                                                                                            |
| Main scientific discipline                            | Medical sciences                                                                                                    |
| Study Profile                                         | General academic                                                                                                    |
| Level of studies                                      | Uniform MSc                                                                                                         |
| Form of studies                                       | Full time studies                                                                                                   |
| Type of module / course                               | Non-compulsory                                                                                                      |
| Form of verification of learning outcomes             | Completion                                                                                                          |
| Educational Unit / Educational Units                  | Department of Health Psychology<br>ul. Litewska 14/16, 00-575 Warszawa<br>Tel. +48 22 116 92 11<br>zpikm@wum.edu.pl |
| Head of Educational Unit / Heads of Educational Units | Professor Dorota Włodarczyk, MA, PhD                                                                                |
| Course coordinator                                    | Magdalena Łazarewicz, MA, PhD<br>magdalena.lazarewicz@wum.edu.pl                                                    |
| Person responsible for syllabus                       | Magdalena Łazarewicz, MA, PhD<br>magdalena.lazarewicz@wum.edu.pl                                                    |
| Teachers                                              | Elżbieta Łazarewicz-Wyrzykowska, MA, PhD<br>elzbieta.lazarewicz-wyrzykowska@wum.edu.pl                              |

## 2. BASIC INFORMATION

|                              |                                |                        |      |
|------------------------------|--------------------------------|------------------------|------|
| Year and semester of studies | Years 4-5, Semester 1 (winter) | Number of ECTS credits | 2.00 |
| FORMS OF CLASSES             |                                |                        |      |

| Contacting hours with academic teacher  | Number of hours | ECTS credits calculation |
|-----------------------------------------|-----------------|--------------------------|
| Lecture (L)                             |                 |                          |
| Seminar (S)                             | 30              | 1.2                      |
| Classes (C)                             |                 |                          |
| e-learning (e-L)                        |                 |                          |
| Practical classes (PC)                  |                 |                          |
| Work placement (WP)                     |                 |                          |
| <b>Unassisted student's work</b>        |                 |                          |
| Preparation for classes and completions | 20              | 0.8                      |

### 3. COURSE OBJECTIVES

|    |                                                                                                                                                                 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                             |

### 4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING

| Code and number of the effect of learning in accordance with standards of learning | Effects in the field of: <i>(in accordance with appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019)</i> |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    |                                                                                                                                                    |

#### Knowledge – Graduate\* knows and understands:

|   |   |
|---|---|
| - | - |
|---|---|

#### Skills– Graduate\* is able to:

|   |   |
|---|---|
| - | - |
|---|---|

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

### 5. ADDITIONAL EFFECTS OF LEARNING *(non-compulsory)*

|                                                     |                                                                                                                                                      |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number of effect of learning</b>                 | <b>Effects in the fields of:</b>                                                                                                                     |
| <b>Knowledge – Graduate knows and understands:</b>  |                                                                                                                                                      |
| 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'.                                                                                                                                |
| <b>Skills– Graduate is able to:</b>                 |                                                                                                                                                      |
| 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.                                                    |
| <b>Social Competencies – Graduate is ready for:</b> |                                                                                                                                                      |
| SC1                                                 | -                                                                                                                                                    |

| <b>6. CLASSES</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Form of class</b> | <b>Class contents</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Effects of Learning</b> |
| S                    | Class 1. 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 identify the technique most suitable for current individual needs and preferences. Reflection on personal creative experiences, needs and preferences. | K1, K2, K4, S1, S3, S4     |
| S                    | Class 2. Understanding the 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. Communication in a team: understanding individual needs and preferences (DISC model). Reflection on the experience of individual and team 'serious play' and creativity. Application of the experience of artistic                                                                                             | K3, K4, K5, S1, S2, S3, S4 |

|   |                                                                                                                                                                                                                                                        |            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|   | creative process in the context of academic skills (writing, presenting).                                                                                                                                                                              |            |
| S | Class 3. Creativity at work: case studies of own or other creative projects, or demonstrations of a creative techniques; impact on wellbeing, learning and innovation. Students' presentations, followed by feedback from teacher and fellow students. | S1, S2, S4 |

## 7. LITERATURE

### Obligatory

'Reshaping a Brain through Play: an Interview with Ruth Codier Resch' in AJP, vol. 3 (3), 2011, 273-281.  
<https://www.museumofplay.org/journalofplay/issues/volume-3-number-3/>

### Supplementary

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.
- The above textbooks are available for short rental from the teacher (single copies).**

## 8. VERIFYING THE EFFECT OF LEARNING

| Code of the course effect of learning | Ways of verifying the effect of learning                                                                                                                                                                                                                                                                          | Completion criterion                    |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <i>e.g. G.K1, G.S1, K1</i>            | <i>This field defines the methods used for grading students e.g. pop quiz, test, written report etc.</i>                                                                                                                                                                                                          | <i>e.g. threshold number of points</i>  |
| 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 a creative process, b. case study of an individual or collective creative project, c. simple creative activity, demonstrating the understanding of the dynamic of creative process and its importance for burnout prevention in the academic or professional context. | Minimal acceptable level of performance |

## 9. ADDITIONAL INFORMATION

It is a weekend course that takes place on:

Weekend 1, 28<sup>th</sup> – 29<sup>th</sup> November 2026

- Session 1: Saturday, 28<sup>th</sup> November 10am-5:30pm
- Session 2: Sunday, 29<sup>th</sup> November 10am-5:30pm

Weekend 2, 5<sup>th</sup> December 2026

- Session 3: Saturday, 5<sup>th</sup> December 10am-5:30pm

**All sessions will take place at ul. Litewska 14 room -103 (level "-1").**

Attendance: 90% attendance is required. Partial absence (max. 3h teaching hours = 135min) must be credited with additional written 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:

Magdalena Łazarewicz, MA, PhD

[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