



# Medical Psychology

## 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>	Obligatory
<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
<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>	Magdalena Łazarewicz, MA, PhD (magdalena.lazarewicz@wum.edu.pl) Mariusz Jaworski, MA, PhD (mariusz.jaworski@wum.edu.pl) Tomasz Duda, MA, PhD (tomasz.duda@wum.edu.pl) Marcin John, MA (marcin.john@gmail.com)

## 2. BASIC INFORMATION

<b>Year and semester of studies</b>	III year, 1st semester	<b>Number of ECTS credits</b>	1.00
<b>FORMS OF CLASSES</b>	<b>Number</b>	<b>ECTS credits calculation</b>	

Contacting hours with academic teacher	of hours	
Lecture (L)		
Seminar (S)	10	0.34
Classes (C)	10	0.34
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
<b>Unassisted student's work</b>		
Preparation for classes and completions	10	0.32

### 3. COURSE OBJECTIVES

O1	Student acquires skills and knowledge on the psychological aspects of the medical patient care, is familiar with the concept of health-related quality of life and understands psychosocial consequences of hospitalization and chronic illness.
O2	Student understands and is able to identify psychosocial risk factors of somatic diseases, knows the mechanisms of human functioning in health and illness (including terminal disease).
O3	Student gets familiar with a problem of abuse and basic methods of psychological intervention.
O4	Student understands the elements of the patient's perspective, knows how to diagnose the patient's attitude toward illness and treatment; is familiar with motivational interviewing and health promotion methods.
O5	Student learns how age and age-related developmental needs can affect delivery of care and responses to illness and how to respond to them effectively.
O6	Student knows the signs of work stress and burnout and is familiar with available preventive methods.

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

D.K1	social dimension of health and illness, the impact of the social environment (family, social networks) and social inequalities as well as socio-cultural differences on health, as well as the role of social stress in health and self-destructive behaviour
D.K2	social factors influencing behaviour in health and disease, especially in chronic disease
D.K3	forms of abuse, models explaining family and institutional abuse, social bases of different forms of abuse and the doctor's role in recognizing it

D.K4	Social approached to the meaning of health, illness, disability and aging in the relation to social attitudes, social consequences of the somatic disease, disability and socio-cultural barriers, and the concept of health related quality of life
D.K7	psychosocial consequences of hospitalization and chronic disease
D.K9	basic human psychological mechanisms of functioning in health and disease
D.K10	the role of the family in the treatment process
D.K11	aspects of adaptation to the disease as a challenging situation, phases of adaptation to threatening situation, including dying and grief
D.K12	the role of stress in etiopathogenesis and progress of the somatic disease and recognizes coping mechanisms
D.K14	the principles of health promotion, its tasks and main lines of action, with particular emphasis on knowledge of the role of elements of a healthy lifestyle
D.K15	the principles of motivating the patient to health promoting behaviours and informing about unfavorable prognosis

**Skills– Graduate\* is able to:**

D.S1	in the whole therapeutic process, include patient's subjective needs and expectations resulting from socio-cultural background
D.S2	recognize signs of risk and auto destructive behaviours and reacts to them accordingly
D.S3	chooses treatment which minimizes social consequences of the disease for the patient
D.S10	recognizes signs of abuse and its risk factors and reacts accordingly
D.S11	applies basic psychological motivational and supportive interventions

\* 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)

Number of effect of learning	Effects in the field of:
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**Knowledge – Graduate knows and understands:**

K1	the concept of professional burnout and understands how it can be prevented
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**Skills– Graduate is able to:**

S1	-
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**Social Competencies – Graduate is ready for:**

SC1	-
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## 6. CLASSES

Form of class	Class contents	Effects of Learning
S	S1 - Seminar 1 – Psychosocial aspects of the medical profession	D.K1, K1, D.K12

	Introduction to Medical Psychology. The concept of professional burnout. Strategies of preventing burnout and coping with stress.	
	S2 - Seminar 2 – Stress and abuse. Theoretical bases of stress and coping. The role of a doctor in recognizing and preventing abuse/domestic violence. Basic psychological interventions in the situation of abuse. Biopsychosocial approach to patients in medical practice.	D.K3, D.K12, D.S10
	S3 – Seminar 3 - The role of psychosocial factors in etiopathogenesis of somatic disease. Promoting health in medical practice. Motivational interview – Applying basics of motivational interviewing in medical practice.	D.K2, D.K10, D.K12, D.K14, D.K15, D.S2, D.S11
C	C1 – Class 1 - The concept of health-related quality of life, psychosocial consequences of disease and adaptation to illness. Attitude towards health and illness.	D.K1, D.K4, D.K7, D.K9, D.K11, D.S1, D.S3
	C2 – Class 2 - Psychological aspects of disability. Health and illness across lifespan	D.K9, D.K11, D.S1
	C3 – Class 3 - Psychological aspects of death, dying, care for terminal patients and grief. Delivering bad news- Practice in delivering bad news, examples of protocols for delivering bad news to patients and their families.	D.K10, D.K11, D.K15, D.S1
S	S4 – Seminar 4 - Test	

## 7. LITERATURE

### Obligatory

PDF materials provided by the teacher during the course.

### Supplementary

Van Teijlingen E. & Humphris, G. (2019). Psychology and Sociology Applied to Medicine. Elsevier.  
Feldman, M & Christensen, J.(2014). Behavioral Medicine. A guide for Clinical Practice. McGraw-Hill Medical  
Ofri, D.(2014). What doctors Feel: How Emotions Affect the Practice of Medicine. Beacon Press.  
Gabe, J. & Monaghan, L.(2013). Key Concepts in Medical Sociology (SAGE Key Concepts series). Sage Publications  
The above textbooks are available for short rental from the Department of Psychology and Medical Communication library (single copies).

## 8. VERIFYING THE EFFECT OF LEARNING

Code of the course effect of learning	Ways of verifying the effect of learning	Completion criterion
D.K1-D.K4, D.K7. D.K9-D.K12, D.K14- D.K15, D.S1-D.S3, D.S10, D.S11, K1	Written colloquium - the colloquium consists of 5 questions and a case study. Two questions concern knowledge from the entire course (they do not relate to the case study). Three questions concern a case study and require students to use their knowledge and skills to solve a problem from clinical practice.	Min. 60% of correct answers

## 9. ADDITIONAL INFORMATION

**Attendance:** Students are expected to attend and actively participate in all seminars and classes. Only one excused absence is permitted during the course. In the event of such an absence, students must make up the missed work. They should notify the instructor as soon as possible to determine the method for covering the missed material (e.g., an additional question on the test or an oral response to the

instructor).

Group changes (during seminars) or subgroup changes (during classes) are allowed only with prior approval from the course coordinator. Punctuality is essential. Arriving more than 15 minutes late will be counted as an absence. Repeated lateness may require the student to complete additional work—such as an essay or brief literature review—at the instructor’s discretion, depending on the material missed. To maintain a productive learning environment, students must turn off or silence all electronic devices that could disrupt the class.

**Final Test:** The final test will be held during the last seminar (7th week of the course). It will consist of:

- Case Study – Analysis of a patient’s case, answered through short open-ended questions.
- Two Theoretical Questions – Open-ended responses.

Students may attempt the test up to three times in total (one initial attempt and two retakes).

Contact information to the **course coordinator**: 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