



## Medical Psychology

### 1. IMPRINT

<b>Academic Year</b>	2025/2026
<b>Department</b>	Faculty of Medicine and Dentistry
<b>Field of study</b>	English Dentistry Division
<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 e-mail: <a href="mailto:zpikm@wum.edu.pl">zpikm@wum.edu.pl</a>
<b>Head of Educational Unit / Heads of Educational Units</b>	Professor Dorota Włodarczyk, MA, PhD
<b>Course coordinator</b>	Magdalena Łazarewicz, MA, PhD <a href="mailto:magdalena.lazarewicz@wum.edu.pl">magdalena.lazarewicz@wum.edu.pl</a>
<b>Person responsible for syllabus</b>	Magdalena Łazarewicz, MA, PhD <a href="mailto:magdalena.lazarewicz@wum.edu.pl">magdalena.lazarewicz@wum.edu.pl</a>
<b>Teachers</b>	Magdalena Łazarewicz, MA, PhD <a href="mailto:magdalena.lazarewicz@wum.edu.pl">magdalena.lazarewicz@wum.edu.pl</a>

### 2. BASIC INFORMATION

<b>Year and semester of studies</b>	II year, 4 <sup>th</sup> semester	<b>Number of ECTS credits</b>	1.00
<b>FORMS OF CLASSES</b>			

Contacting hours with academic teacher	Number of hours	ECTS credits calculation
Lecture (L)	8	0.32
Seminar (S)	12	0.48
Classes (C)		
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
<b>Unassisted student's work</b>		
Preparation for classes and completions	5	0.20

<b>3. COURSE OBJECTIVES</b>	
O1	Gaining basic psychological knowledge in the context of medical help.
O2	Gaining knowledge on the state-of-art views on health and disease, impact of the social surrounding (family, social network) and social inequalities on health, socio-cultural differences and role of social stressors in health.
O3	Getting familiar with the concept of dental health related quality of life. Gaining knowledge on the psychosocial risk factors of somatic diseases and basic human psychological mechanisms of functioning in health and disease.
O4	Gaining knowledge and basic skills concerning psychological aspects of dental help.
O5	Gaining basic knowledge on working with pain and anxiety and on the basic of preventing dentophobia.
O6	Gaining knowledge on health promotion and diagnosing patients attitude towards health and illness. Familiarizing with basic methods of motivating patients for a health behavior change.
O7	Gaining knowledge on the principles of developmental psychology.
O8	Gaining knowledge on the professional burnout syndrome and the ways to prevent it.

<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>	
<b>D.W1.</b>	the notions of health and disease, the impact of the social environment (family, social networks), as well as socio-cultural circumstances (background, social status, faith, nationality, ethnic group) on the patient's health

<b>D.W2.</b>	human behaviours conducive to maintaining health, principles of health promotion, prophylaxis as well as primary and secondary prevention
<b>D.W4.</b>	social attitudes towards illness, disability, and old age, as well as particular influence of stereotypes, prejudice, and discrimination
<b>D.W6.</b>	Psycho-physical development of the human being from birth to death, considering the specifics of physical, emotional, cognitive, and social development
<b>D.W8.</b>	the role of the patient's family in the illness process (illness recognition, adaptation to illness, recovery) and ways of coping with difficult situations (illness progression, the process of dying, mourning)
<b>D.W9.</b>	zasady motywowania pacjenta do zachowań prozdrowotnych i zachowania człowieka sprzyjające zachowaniu zdrowia
<b>D.W11.</b>	the concept of stress, including eustress and distress, and the impact of stress on the aetiopathogenesis and course of somatic diseases and mental disorders, as well as mechanisms of coping with stress
<b>D.W12.</b>	symptoms of professional burnout syndrome in dentists and methods of prevention

**Skills– Graduate\* is able to:**

D.U5.	recognise and analyse difficult situations and communication challenges, including crying, strong emotions, anxiety, interruptions, awkward and sensitive issues, silence, withdrawal, aggressive and demanding behaviour, and deal with these in a constructive manner
D.U10.	take actions to improve the patient's quality of life and prevent its future deterioration
D.U11.	recognize the syndrome of professional burnout of a dentist and counteract it

\* 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 fields of:
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**Knowledge – Graduate knows and understands:**

K1	-
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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
Lectures	L1 - Lecture 1 – Stress and Professional burnout Definitions and models, development, early symptoms, prevention.  L2 - Lecture 2 – Modern perspective on health and disease Holistic perspective on human functioning, psychology and medicine,	<b>D.W11., D.W12., D.U11.</b>  <b>D.W1., D.W4., D.W8.</b>

	<p>the state of art views on health and disease in the context of dental care, psychosocial risk factors of the somatic disease, salutogenesis.</p> <p>L3 - Lecture 3 – Dental Health Related Quality of Life Definitions of QoL, HRQoL, and DHRQoL; the importance of considering the patient's quality of life in clinical practice; subjective and patient-centered methods of measuring quality of life; the significance of health and disease in relation to social attitudes. Functioning in health and illness, selected aspects of adaptation to disease and disability as difficult situations (including terminal illness). The impact of stereotypes, prejudices, and discrimination.</p> <p>L4 - Lecture 4 – Principles of developmental psychology allowing to apply the acquired knowledge to work with a young patient Theories of the life-span development, stages of early development, dental care for children. Principles of communication with the child and their caregiver. Behavioral techniques in pediatric patient management.</p>	<p>D.W4., D.U10.</p> <p>D.W1., D.W6.</p>
Seminars	<p>S1-S2 - Seminar 1 and Seminar 2 - Stress and coping Definition of stress, the role of stress in etiopathogenesis and progress of the somatic disease and recognizes coping mechanisms, role of social stressors in health, basic relaxation techniques</p> <p>S3-S4 - Seminar 3 and Seminar 4 - Pain, anxiety and dentophobia Definition of pain, anxiety, dental anxiety, and dentophobia; development of dental anxiety; techniques for working with patients experiencing pain. Communication with patients suffering from negative emotions related to treatment.</p> <p>S5-S6 - Seminar 5 and Seminar 6 - Attitude towards illness and health, and health promotion Definition of attitudes toward illness and treatment; fundamentals of motivational interviewing and health promotion, illustrated by the example of a dental patient, with consideration of psychosocial factors.</p>	<p>D.W11., D.W12., D.U5., D.U11.</p> <p>D.U5.</p> <p>D.W2, D.W9</p>

## 7. LITERATURE

### Obligatory

PDF materials provided by the teacher during the course.

### Supplementary

1. Mostofsky D. I. & Fortune F. (2013). Behavioral Dentistry, 2nd Edition. Wiley-Blackwell.
2. Ayer W. Jr (2005). Psychology and Dentistry: Mental Health Aspects of Patient Care. Routledge.
3. Bochner S. (2011). The Psychology of the Dentist-Patient Relationship (Contributions to Psychology and Medicine). Springer.
4. Sugnani S. (2011). Developmental Child Psychology- Implications in paediatric dentistry. LAP LAMBERT Academic Publishing.
5. Weiner A. (2010). The Fearful Dental Patient: A Guide to Understanding and Managing. Wiley-Blackwell.
6. Mahadevan G. (2011). Theories of Child Psychology In Clinical Dental Practice: Extensive look into the theories of child psychology. LAP LAMBERT Academic Publishing.
7. Öst L-G. & Skaret E.(2013). Cognitive Behavioral Therapy for Dental Phobia and Anxiety. Wiley-Blackwell.

The above textbooks are available for short rental from the Department of Health Psychology 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.U5., D.U10., D.U11.	Performing tasks during seminar classes (work in pairs and small task groups) - Observation and assessment of practical skills	Active participation in the seminars
D.W1., D.W2., D.W4., D.W6., D.W8., D.W9., D.W11., D.W12., D.U5., D.U10., D.U11.	Written test including the content presented at lectures and seminars.	Test with Multiple Choice Questions (MCQ) with one of 4 answers positive, pairing, short open questions and 2 longer open questions > 55% of correct answers. Criterion assessment 2.0 (failed) 0-54% 3.0 (satisfactory) - 55-63% 3.5 (rather good)- 64-72% 4.0 (good) - 73-81% 4.5 (more than good) 82-90% 5.0 (very good) 91-100%

9. ADDITIONAL INFORMATION
<ol style="list-style-type: none"> <li><b>Lecture Attendance:</b> Attendance at lectures is an essential requirement for acquiring up-to-date knowledge and serves as the basis for examination questions. Attendance is recorded during both lectures and seminars. One excused absence is permitted; however, it must be made up by submitting a written essay.</li> <li><b>Punctuality:</b> Late arrival to class is generally not tolerated. Arrival more than 15 minutes after the start of class will be recorded as an absence. Repeated minor delays may result in additional requirements, such as submitting an essay, preparing a report, or demonstrating knowledge of the missed material to the instructor (depending on the content missed).</li> <li><b>Assessment:</b> The multiple-choice test (MCQ) will be conducted during the final class. Students are entitled to two retakes. Those who do not pass the second retake are granted the right to take a final retake examination before the Head of the Department.</li> <li><b>Student Research Opportunities:</b> The Department of Health Psychology hosts the Psychological Students' Science Club "Psyche" (in English). For more information, please contact: <a href="mailto:magdalena.lazarewicz@wum.edu.pl">magdalena.lazarewicz@wum.edu.pl</a>.</li> <li><b>Department Website:</b> <a href="http://zpk.wum.edu.pl/">http://zpk.wum.edu.pl/</a></li> </ol>

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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