

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-10/21	<b>Course title:</b> Academic Skills
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing assessment - 100 points for activities and assignments. Final assessment- the points from ongoing assessment are counted up and the grades of the final assessment are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> The aim of the course is to develop key academic skills that students will use during their university studies. Students will gain information about the basics of research methodology and writing and presenting scientific papers. They will be able to work with scientific texts (from searching activities to the actual processing of the text and its presentation). The course further develops educational competencies, the ability to learn, individual and group work skills, digital skills, creative and critical thinking, communication skills and cultivated language skills.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Scientific vs. lay knowledge and language</li> <li>2. Research plan</li> <li>3. Research topic and problem</li> <li>4. Research goals, hypotheses, and questions</li> <li>5. Searching for scientific sources</li> <li>6. Digital skills.</li> <li>7. Critical reading of scientific sources.</li> <li>8. Basics of scientific writing.</li> <li>9. Academic integrity and ethics.</li> <li>10. IMRaD structure.</li> <li>11. Communication and teamwork.</li> <li>12. Presentation skills.</li> </ol>	

**Recommended literature:**

American Psychological Association (2020). Publication manual of the American Psychological Association. American Psychological Association.

Bailey, S. (2011). Academic writing. A handbook for international students. Routledge.

Hartley, J. (2008). Academic writing and publishing. A practical handbook. Routledge.

Hopkins, D., & Reid, T. (2018). The Academic Skills Handbook. Sage.

Simpson, S. (2015). Essential study skills. Bookboon.

**Languages necessary to complete the course:**

English

**Notes:****Past grade distribution**

Total number of evaluated students: 25

A	B	C	D	E	FX
80,0	16,0	0,0	0,0	4,0	0,0

**Lecturers:** Mgr. Katarína Greškovičová, PhD.

**Last change:** 23.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-280/21	<b>Course title:</b> Bachelor Thesis Seminar 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Analysis of selected bachelor thesis from ÚAP FSEV - maximum 40 points, Presentation of research project - maximum 30 points, Research project (written form) – maximum 30 points. In order to obtain an E rating, at least 60 points must be obtained, at D 66 points, C 73 points, B 81 points and A at least 91 points.	
<b>Learning outcomes:</b> Students will gain the knowledge of ethical principles in the performance of psychological and research activities, as well as the ability to apply these principles. Students are able to design and implement a simple research plan, which includes in particular skills in data collection and their subsequent quantitative or qualitative analysis. They can orient themselves in current professional sources and search for relevant literature in the field, interpret the results of studies, write professional texts and present the assigned tasks, goals and results to the working team. Students have the ability to appropriately and professionally present their own views, creative and flexible thinking. In the bachelor's thesis they apply the acquired competence to carry out research using quantitative and qualitative procedures, they are independent in solving theoretical and practical problems in a broader context, they can effectively use argumentation strategies, independently and critically evaluate arguments, express their opinion cultivated in professional speech.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Information sources- good-quality</li> <li>2. Professional / academic style of writing</li> <li>3. Research projects, their creation and structure</li> <li>4. IMRaD structure of scientific empirical works</li> <li>5. Content of the key parts of empirical works: theoretical background, research problem, research method, results, discussion (abstract, introduction, conclusion).</li> <li>6. Directive of the UK in BA for the thesis</li> <li>7. Citation, paraphrasing, references according to APA</li> <li>8. Formal standards (design of title page, content, tables, graphs, list of bibliographic references, appendices)</li> </ol>	

9. Ethics of the thesis					
10. Presentation of the thesis					
<b>Recommended literature:</b> American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lukáš Bakoš, PhD., Mgr. Martina Baránková, PhD., Mgr. Katarína Greškovičová, PhD., prof. Mgr. Júlia Kanovská Halamová, PhD., Mgr. Katarína Křížová, PhD., doc. Mgr. Elena Lisá, PhD., doc. PhDr. Radomír Masaryk, PhD., doc. Mgr. Miroslav Popper, PhD., Mgr. Bronislava Strnádelová, PhD., Mgr. Karol Kováč, PhD., Mgr. et Mgr. Václav Linkov, PhD., prof. Mgr. Andrea Madarasová Gecková, PhD., doc. Mgr. Lenka Sokolová, PhD.					
<b>Last change:</b> 23.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-260/21	<b>Course title:</b> Bachelor Thesis Seminar 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active continuous fulfillment of tasks related to bachelor thesis - max. 50 points Presentation of particular section of the bachelor's thesis and its completion - max. 50 points. In order to obtain an E rating, at least 60 points must be obtained, at D 66 points, C 73 points, B 81 points and A at least 91 points.	
<b>Learning outcomes:</b> Students are able to design and implement a simple research plan, which includes in particular skills in data collection and their subsequent quantitative or qualitative analysis. They are able to orientate themselves in current professional sources and search for relevant literature in the field, interpret study results, write professional texts and present assigned tasks, goals and results to the working team, they have the ability to present their own opinions appropriately and professionally.	
<b>Class syllabus:</b> The course is focused on the implementation of research project, evaluation and processing of data, writing and submission of bachelor's thesis, its completion and presentation	
<b>Recommended literature:</b> American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. Smernica rektora Univerzity Komenského v Bratislave o základných náležitostiach záverečných prác, rigorózných prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na Univerzite Komenského v Bratislave <a href="https://uniba.sk/fileadmin/ruk/legislativa/2013/Vp_2013_12.pdf">https://uniba.sk/fileadmin/ruk/legislativa/2013/Vp_2013_12.pdf</a>	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 04.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-560/21	<b>Course title:</b> Clinical Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of an assigned topic (20 points) - presentation is required to admission to final examination Test (20 points)- test is required to admission to final examination Final examination (60 points) A- at least 91 points, B- at least 81 points, C- at least 73 points, D- at least 66 points, E- at least 60 points.	
<b>Learning outcomes:</b> Course provides a reflection on the applied discipline. Student gains information about general clinical psychology and about clinical picture of mental disorders.	
<b>Class syllabus:</b> 1. Subject and history of CP 2. Etiology of mental disorders 3. Pathopsychology and psychosomatics 4. The basics of neuropsychology 5. Anxiety disorders 6. Affective disorders 7. Schizophrenia spectrum disorders 8. Personality disorders 9. Addictions and eating disorders 10. Developmental disorders	
<b>Recommended literature:</b> American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). APA. Heretik, A. & Heretik, A. jr. a kol. (2016). Klinická psychológia (2. vyd.). Psychoprof. Kramer, G. P., Bernstein, D. A., Phares, V. (2013). Introduction to clinical psychology. Pearson.	
<b>Languages necessary to complete the course:</b> English	



<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 11					
A	B	C	D	E	FX
54,55	18,18	18,18	0,0	9,09	0,0
<b>Lecturers:</b> Mgr. Katarína Křížová, PhD.					
<b>Last change:</b> 15.07.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-130/21	<b>Course title:</b> Cognitive Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student can get 100 points: 10 points for presentation during the seminar (minimum to pass – 1 point) 30 points for midterm test 60 points for final written examination. At least 91 points are necessary to gain an A, at least 81 points necessary to gain a#B, at least 71 points are necessary to gain a#C, at least 61 points are necessary to gain a#D, and at least 51 points are necessary to gain an E.	
<b>Learning outcomes:</b> Student will learn about core topics of cognitive psychology – one of the main psychological disciplines. Apart from getting knowledge about theoretical base of psychology, student will also work on his presentation skills during seminar and work on his ability to speak in professional manner. In this class students learn information necessary to understand human cognitive processing, which is base for understanding of other psychological disciplines. Students will improve their ability to think about psychological processes in general.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Perception</li> <li>3. Attention</li> <li>4. Memory</li> <li>5. Memory processes</li> <li>6. Situation awareness</li> <li>7. Midterm test</li> <li>8. Knowledge organization</li> <li>9. Decision making, problem solving and creativity</li> <li>10. Thinking and reasoning</li> <li>11. Language: reading and comprehension</li> <li>12. Language production</li> <li>13. Neural networks</li> </ol>	

**Recommended literature:**

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2015). Memory. Psychology Press.  
Barrouillet, P., & Camos, V. (2015). Working Memory. Loss and Reconstruction. Psychology Press.  
Endsley, M. R., & Jones, D. G. (2004). Designing for Situation Awareness. An Approach to User-Centered Design. Boca Raton, CRC Press.  
Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology. A Students Handbook. Psychology Press.  
Goldstein, E. B. (2019). Cognitive Psychology. Connecting Mind, Research, and Everyday Experience. Cengage Learning.  
Sternberg, R. J., & Sternberg, K. (2012). Cognitive Psychology. Cengage Learning.

**Languages necessary to complete the course:**

English

**Notes:****Past grade distribution**

Total number of evaluated students: 23

A	B	C	D	E	FX
21,74	26,09	8,7	4,35	26,09	13,04

**Lecturers:** Mgr. et Mgr. Václav Linkov, PhD.

**Last change:** 04.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-140/21	<b>Course title:</b> Counselling Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Homework (30 points) Written activities (70 points) At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E. Total score is calculated by the summation of points accumulated for each course requirement.	
<b>Learning outcomes:</b> After completing the course, the students gain theoretical knowledge in counseling psychology. Students are able to describe a counseling process, a role of a therapeutic relationship, and ethical principles guiding the therapeutic process and relationship. The student acquires basic counseling skills with individuals and groups. The student also acquires basic skills in assessment and diagnosing. The student is able to conduct a presentation in front of a colleague. The student is able to independently solve specific issues in a changing environment and independently solve theoretical and practical issues while considering a wider context. The student is able to plan their own education. The student is able to present their own ideas appropriately and professionally. The student is able to take a stance when considering individual and societal issues and make a decision grounded in moral values. The student is also able to responsibly make a decision when considering moral, societal, legal, and economic context of the profession.	
<b>Class syllabus:</b> Introduction to counseling psychology, stages of a counseling process, common factors and effectiveness, process of change, therapeutic relationship, ethical guidelines	
<b>Recommended literature:</b> Cozolino, L. (2004). The making of a therapist. Norton. Kottler, J. A. (2017). On being a therapist. Oxford University Press. Nelson-Jones, R. (2015). Basic counseling skills: A helper's manual. Sage.	
<b>Languages necessary to complete the course:</b> English	

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 14					
A	B	C	D	E	FX
92,86	0,0	7,14	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Křížová, PhD.					
<b>Last change:</b> 04.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1050/21	<b>Course title:</b> Cross-cultural Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to pass the course, student have to participate on presentation of assigned academic article in seminar, present his or her own term paper and submit the term paper for evaluation. 20 points could be gained for presentations (10 points each) and 80 points for the term paper. Student can get 100 points. At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E.	
<b>Learning outcomes:</b> Course introduces cross-cultural, cultural and indigenous psychologies. Focus will be on indigenous psychologies in countries where are these psychologies developed. Class should improve students' cross-cultural understanding. Student will get information about actual development in the field of cross-cultural and indigenous psychologies, knowledge about theoretical basis of these fields and specific issues related to their methodology. Course covers cross-cultural issues in psychological diagnostics. Student will also learn how to search for literature in cross-cultural and related psychological disciplines, improve in writing of professional text and presenting it in public. Student should learn to independently solve assigned problems and present in professional manner. Course also covers ethical, moral and global contexts of psychological science.	
<b>Class syllabus:</b> 1. Introduction. Cross-cultural, cultural and indigenous psychology. 2. Methodological problems. 3. Classifications of cultures. Acculturation. 4. Cultural differences in emotions. Cultural differences in cognition. Cross-cultural intelligence testing. 5. Indigenous psychology: China 6. Indigenous psychology: Korea 7. Indigenous psychology: Japan. 8. Indigenous psychology: Philippines, India, other countries 9. Guest lecture	

10. Cross-cultural differences in language use. Sapir-Whorf hypothesis.
11. Racism and racial stereotypes. Prejudices. Intergroup relations. Ostracism.
12. Cross-cultural differences in traffic behavior and psychopathology. Cross-cultural communication.

**Recommended literature:**

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2012). Cross-cultural psychology. Research and applications. Cambridge University Press.

Choi, S.-Ch., Han, G., & Kim, Ch.-W. (2007). Analysis of cultural emotion. Understanding of indigenous psychology for universal implications. In J. Valsiner & A. Rosa, The Cambridge Handbook of Sociocultural Psychology (s. 318-342). Cambridge University Press.

Choi, S.-Ch., & Han, G. (2008). Shimcheong psychology: A case of an emotional state for cultural psychology. International Journal for Dialogical Science, 3, 205-224.

Chen, X.-P., & Chen, Ch. C. (2004). On the intricacies of the Chinese guanxi: A process of guanxi development. Asia Pacific Journal of Management, 21, 305–324.

Hwang, K.-K. (1987). Face and favor: The Chinese power game. The American Journal of Sociology, 92, 944-974.

Lewis, R. D. (2006). When Cultures Collide: Leading Across Cultures. Nicholas Brealey International.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

A	B	C	D	E	FX
75,0	25,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. et Mgr. Václav Linkov, PhD.

**Last change:** 04.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1340/21	<b>Course title:</b> Current Topics in Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Participation in lectures/ seminars. Preliminary assessment: 40 points for activities and assignment. Final assessment: 60 points for written elaboration of group project. The points are counted up and the grades of the final assessment are awarded as follows: A = 91 – 100 points B = 81 – 90 points C = 73 – 80 points D = 66 – 72 points E = 60 – 65 points FX = 59 – 0 points	
<b>Learning outcomes:</b> At the course, students will be acquainted with current research projects and research findings of all members of the Institute of applied psychology. Various topics and their methodological grasping will enable them to orient themselves in authentic current approaches to the observed phenomena and facilitate the preparation of their own research projects for the final thesis.	
<b>Class syllabus:</b> Diagnostics at work and organizational behavior. Using Artificial Intelligence to find and recruit job seekers. Self-managed teams. Counseling psychology and psychotherapy. Emotions. Self-compassion and self-criticism as a form of inner talk. Eye-tracking. Peer tutoring. Alternative parenthood. Family relationships - bonding and attachment. Anxiety disorders in children. Hoaxes and vaccinations. Stress, burn-out, compassion fatigue. Cross-cultural psychology. Education in psychology. Psychology of people with special needs. Transportation psychology.	



Psychology of health.					
<b>Recommended literature:</b> Halamová, J., Koróniová, J., Kanovský, M., Túniyová, M. K., & Kupeli, N. (2019). Psychological and physiological effects of emotion focused training for self-compassion and self-protection. <i>Research in Psychotherapy: Psychopathology, Process and Outcome</i> , 22(2). Halamová, J., Kanovský, M., & Pacúchová, M. (2017). Robust psychometric analysis and factor structure of the forms of self-criticizing/attacking and self-reassuring scale. <i>Ceskoslovenska Psychologie</i> , 61(4). Baránková, M., & Vaňurová, K. (2021). Effectiveness of emotion focused training for self-compassion and self-protection in individuals with increased narcissism. Under review. Lisá, E. (2020). Dispositional traits as predictors of self-efficacy. In: <i>Psychology Applications &amp; Developments VI</i> . (32-44). InScience Press. Masaryk, R., Sokolová, L., & Kénesy Túnyiová, M. (2018). Academic Self-Concept and the Use of Tablet Technologies in Czech and Slovak Schools. <i>Studia Psychologica</i> , 60(3), 167-182. Popper, M., Lukšík, I., Kanovský, M. (2020). Quality of life in children brought up by married and cohabiting couples. <i>Human Affairs</i> , 30, 1, 47-59. Greškovičová, K., & Mrázková, K. (2020). Transgenerational effect: remembered attachment, attachment to partners and bonding towards newborns. In C. Pracana, M. Wang (Eds.), <i>Psychological Applications and Trends 2020</i> (pp. 184-188). InScience Press. Smithee, L., Krizova, K., Guest, J. D., & Case Pease, J. (under review). Utilizing Theraplay as a Family Treatment for Mother and Child Anxiety: A Pilot Study. Strnádelová, B., Halamová, J., & Kanovský, M. (2019). Eyetracking of facial emotions in relation to self-criticism and self-reassurance. <i>Applied Artificial Intelligence</i> , 33(10), 839-862.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lukáš Bakoš, PhD., Mgr. Martina Baránková, PhD., Mgr. Katarína Greškovičová, PhD., prof. Mgr. Júlia Kanovská Halamová, PhD., Mgr. Katarína Křížová, PhD., doc. Mgr. Elena Lisá, PhD., doc. PhDr. Radomír Masaryk, PhD., doc. Mgr. Miroslav Popper, PhD., Mgr. Bronislava Strnádelová, PhD., prof. Mgr. Andrea Madarasová Gecková, PhD., Mgr. Karol Kováč, PhD., doc. Mgr. Lenka Sokolová, PhD.					
<b>Last change:</b> 04.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-40/21	<b>Course title:</b> Developmental Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written Exam (40 points) In-Class Activities (20 points) Presentation (10 points) Seminar paper (30 points) At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E. Total score is calculated by the summation of points accumulated for each course requirement.	
<b>Learning outcomes:</b> After completing the course, the students gain theoretical knowledge about stages of human development across life span. Students are able to understand and describe changes in physical, cognitive, emotional, and social domains across each stage of human development. After completing the course, the student is able to write a scholarly text informed by relevant literature. The student is also able to conduct a presentation in front of their colleagues. The student is able to independently solve theoretical and practical issues while considering a broader context. The student is able to express their opinion professionally and effectively use communication strategies that are informed by theoretical and empirical knowledge gained in this course. The student is also able to critically evaluate differing stances. The student is able to communicate (in writing and orally) in a professional manner. The student is able to take a stance when considering individual and community issues and make a decision grounded in moral values. The student is also able to responsibly make a decision when considering moral, societal, legal, and economic context of the profession.	
<b>Class syllabus:</b> This course will introduce basic principles of human development of the individual from conception to death: prenatal development, infancy & toddlerhood, preschool years, middle childhood, adolescence, young adulthood, middle adulthood, older adulthood	
<b>Recommended literature:</b>	

Dunn, W. L., & Craig, G. J. (2018). Understanding human development. Pearson.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 26					
A	B	C	D	E	FX
76,92	11,54	3,85	0,0	3,85	3,85
<b>Lecturers:</b> Mgr. Katarína Křížová, PhD.					
<b>Last change:</b> 04.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-550/21	<b>Course title:</b> Educational and School Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% ongoing assessment + 50% final assessment Ongoing assessment (50 points) – reading and video-based assignments on weekly basis (e.g., case study analysis, refutational reading, classroom observation etc. in LMS Moodle) Final assessment (50 points) – case study analysis – open-book exam based on criterial rubric. Assessment is awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> Students will gain knowledge of educational and school psychology, which primarily leads to the knowledge of the individual and psychological aspects of his/her behavior and experience within groups in the context of the school environment. Students can use theoretical knowledge and research results and based on theoretical knowledge can analyze various school situations and case studies from the school environment. After completing the course, the student has mastered the basic principles of diagnostics and evaluation in educational and school psychology, can search for relevant literature in the field and interpret the results of research. The subject further develops the competence to appropriately present one's own opinions, to plan and reflect on one's own education, to think flexibly and creatively, to react independently when solving theoretical and practical problems in a broader context.	
<b>Class syllabus:</b> 1. Introduction to educational and school psychology. The role of psychology in education. 2. Definition of the subject of educational and school psychology. Research methods of educational psychology. 3. School psychologist and his/her role in the school system, identification, intervention and	

<p>counseling activities of a school psychologist. Supervision and ethics in the work of a school psychologist. School counseling.</p> <p>4. Different concepts and models of learning and teaching and their applications. Traditional versus alternative educational concepts.</p> <p>5. Innovative didactic methods and approaches. Digital technology in education.</p> <p>6. Individual differences of students and the diversity of school class (personality, motivation, etc.).</p> <p>7. Teacher's personality, becoming a teacher, burnout syndrome, mobbing and bossing in the school environment.</p> <p>8. School class as a social group, dynamics of the school class, relations in the group, school climate.</p> <p>9. Approaches to classroom discipline. Analysis of school educational situations, misbehaviour in the classroom. Truancy.</p> <p>10. Bullying. Types of bullying, school interventions.</p> <p>11. School performance and evaluation. Causes of school failure and drop-out.</p> <p>12. Pupils with special educational needs and school inclusion (pupils with disabilities, learning disabilities, behavioral disorders, attention disorders, autism spectrum disorders and gifted children).</p> <p>13. Open-book test (case study analysis).</p>																	
<p><b>Recommended literature:</b></p> <p>Compulsory literature:</p> <p>Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson. Further recommended literature:</p> <p>Lemov, D. (2015). Teach like a champion 2.0. Wiley-Blackwell. Fontana, D. (1997). Psychology for teachers. Macmillan.</p> <p>Woofalk, A. (2013). Psychology in Education. Pearson.</p> <p>Dreikurs, R. et al. (1998). Maintaining Sanity in the Classroom: Classroom Management Techniques. Routledge.</p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 11</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>54,55</td><td>18,18</td><td>18,18</td><td>0,0</td><td>9,09</td><td>0,0</td></tr> </tbody> </table>						A	B	C	D	E	FX	54,55	18,18	18,18	0,0	9,09	0,0
A	B	C	D	E	FX												
54,55	18,18	18,18	0,0	9,09	0,0												
<p><b>Lecturers:</b> doc. Mgr. Lenka Sokolová, PhD.</p>																	
<p><b>Last change:</b> 04.03.2022</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1280/21	<b>Course title:</b> Environmental Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Semester (max. 50 points, a#minimum of 25 points is required in order to pass the course) Reading and active participation during the seminar (max. 10 points) Individual project work: social media post on selected issue (max. 10 points) Team work: creating a public awareness campaign (max. 10 points) Individual project work: evaluation and reflection of individual impact in climate change issue (max. 10 points) Online quizzes (max. 10 points) Final (max. 50 points, a minimum of 30 points is required in order to pass the course) Final exam The final grade is the sum of the points obtained during the semester and the final exam. At least 91 points must be obtained to obtain an A, at least 81 points to obtain a B, at least 73 points to obtain a C, at least 66 points to obtain a D and at least 60 points to obtain an E.	
<b>Learning outcomes:</b> Students will gain an overview of the psychological contexts coming from the interaction of an individual within the nature/environment. The course focuses mainly on the issue of climate change and the climate crisis, which has increasingly resonated in society in recent years, and will teach students to apply knowledge in the field of psychology in the context of the problem of climate change. Through the course, they will also learn current knowledge from other social sciences (economics, sociology, behavioural sciences) and their application to the problem of climate change. They will learn about working not only with the individual but also with broader communities and about the principles of social change. Students of the course will learn how to apply current knowledge in psychology to help in addressing and managing the climate crisis, in the development of campaigns, prevention programmes, support for activism, community action and individual psychological counselling. Students will develop the ability to reflect on value conflicts and ethically challenging issues in their work. They will learn how to work independently with the professional literature, master the skills of preparing a professional text and presenting professional findings, including arguing their position to professional and lay audiences. They will learn the skills necessary for the popularisation of	

science and the basic principles of clear communication to the public.					
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Environmental Psychology: An Introduction, the role of psychology in understanding the climate change</li> <li>2. Human and nature - historical, philosophical, psychological and sociological perspectives</li> <li>3. Climate change and risk perception</li> <li>4. Happiness, well-being and consumerism</li> <li>5. Why do we protect the environment and the role of defence mechanisms in responding the climate crisis.</li> <li>6. Environmental identity</li> <li>7. Situational, social impacts and the role of the community</li> <li>8. Climate crisis and its impact on mental health</li> <li>9. Change of behaviour and attitudes towards the environment and climate action</li> <li>10. Communication of climate change</li> <li>11. Compassion fatigue and burnout in the environmental protection, resiliency in the context of the climate crisis</li> <li>12. Ethical dilemmas and challenges of the psychology of climate change</li> </ol>					
<b>Recommended literature:</b> <p>Swim, J., Clayton, S., Doherty, T., Gifford, R., Howard, G., Reser, J., Stern, P. &amp; Weber, E. (2009). Psychology and global climate change: Addressing a multi-faceted phenomenon and set of challenges. A report by the American Psychological Association's task force on the interface between psychology and global climate change. Available online 5.11.2020 <a href="https://www.apa.org/science/about/publications/climate-change">https://www.apa.org/science/about/publications/climate-change</a></p> <p>Center for Research on Environmental Decisions. (2009). The Psychology of Climate Change Communication: A Guide for Scientists, Journalists, Educators, Political Aides, and the Interested Public. Available online 5.11.2020 <a href="http://guide.cred.columbia.edu/pdfs/CREDguide_full-res.pdf">http://guide.cred.columbia.edu/pdfs/CREDguide_full-res.pdf</a></p> <p>Maier, K. J., Whitehead, G. I., &amp; Walter, M. I. (2018). Teaching Psychology and Climate Change. Teaching of Psychology, 45(3), 226–234. doi:10.1177/0098628318779261</p> <p>Rosling, H.; Rosling, O., Rosling Ronnund, A. (2018). Factfulness. Sceptre.</p> <p>Thøgersen, J. (2014). Unsustainable consumption: Basic causes and implications for policy. European Psychologist, 19, p. 84-95. doi: 10.1027/1016-9040/a000176</p>					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 5					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Miroslava Šudila Žilinská					
<b>Last change:</b> 04.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1310/21	<b>Course title:</b> Externship in psychology
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 208s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 24	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The conditions for completing the externship: 1) a standard contract signed between the organization, the faculty and the student (or another form of an agreement with the organization that accepts the student; the agreement must be consulted with the lecturer in advance), which defines the goals and plan of the externship. This contract must be signed by each side BEFORE initiation of the externship. 2) Completion of 208 hours of externship at a specific workplace or collectively at several workplaces. In the case of several workplaces, a standard contract must be signed in advance with each workplace. 3) Confirmation of completion of externship (208 hours) from the workplace / workplaces. 4) Evaluation report by the mentor - in the form of an official document, where the mentor comments on the set goals and their fulfilment, the content of the externship and cooperation with the student. Finally, the mentor will assess the skills, abilities, and knowledge that the student has demonstrated or has lacked. The mentor can recommend to the student the areas in which one should improve. The mentor will also propose the grade for final assessment. 5) Evaluation report by the student - in the form of a video presentation (min. 5 min) containing answers to the following questions: <ul style="list-style-type: none"> <li>• What was the motivation of the student for choosing the given workplace?</li> <li>• What was the goal of the externship and how did the student fulfill it?</li> <li>• What did the student learn in externship?</li> <li>• What knowledge or skills taught at school did the student use?</li> <li>• What knowledge or skills did the student lack?</li> <li>• How will the completed externship contribute to the choice of employment after graduation?</li> <li>• What does the student take away from externship? How does the student evaluate the externship overall?</li> </ul> The grades of the final assessment are awarded as follows: A = 91 – 100 points B = 81 – 90 points C = 73 – 80 points D = 66 – 72 points	



E = 60 – 65 points FX = 59 – 0 points					
<b>Learning outcomes:</b> The student will gain experience with the real functioning of specialized departments or institutions operating in the field of psychology, with verify the knowledge, skills, and methods of work with which one has gained during one's studies. The student will gain practical experience in the application of psychology in various organizations. The aim is also to develop the professional identity of a psychology student and a future psychologist.					
<b>Class syllabus:</b> Work at a specific workplace (workplaces) in the field of psychology in various types of organizations, according to a pre-agreed externship plan with the workplace and a signed contract, under the supervision of a mentor= psychologist (in case of work psychology mentor could be a manager or HR professional). During the externship, the student gets acquainted with the workplace, the content of the work, methodological procedures and activities, preparation, and processing of materials, regularly consults with the mentor, prepares outputs according to the assignment of the mentor. At the end, the student asks the mentor for confirmation and evaluation report, and at the same time the student prepares one's evaluation of the externship in the form of a short video.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> according to the needs of the workplace where the internship is carried out					
<b>Notes:</b> The student arranges the externship himself / herself. The student can choose a workplace for practice from the IAP offer or find a workplace individually in any area of psychology. The student can also do the externship at another university at home / abroad and in the research area at IAP. There is one important condition- a mentor with a psychological education (in case of work psychology, a mentor can be a psychologist, manager, or HR professional even without psychological education). The workplace and the professional externship plan can be consulted in advance with the lecturer. The condition for completing the externship is also a signed contract between the workplace, the faculty, and the student prior to the externship itself. The student agrees to make the evaluation reports prepared by the mentor and him/herself available to other students and teachers of the IAP.					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lukáš Bakoš, PhD., Mgr. Katarína Greškovičová, PhD.					
<b>Last change:</b> 12.04.2021					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-250/21	<b>Course title:</b> Final Thesis and Thesis Defense
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5., 6..	
<b>Educational level:</b> I.	
<b>Course requirements:</b> Successful defense of final thesis. Final grades are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> The student integrates knowledge of the basic and selected applied disciplines of psychology, psychology skills and other transferable competencies acquired during a three-year bachelor's degree in psychology into the presentation and defense of their bachelor's thesis. In particular, the student will demonstrate the ability to design and implement a simple research plan (including an experiment), which includes, in particular, skills in data collection and their subsequent quantitative or qualitative analysis. He/she also demonstrates the ability to work with professional literature, interpret research results, present professionally and in a linguistically cultivated way the results of their work and respond relevantly to questions and feedback.	
<b>Class syllabus:</b> Final thesis defense: presentation of research results, tutor's and opponent's feedback, discussion.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association Smernica rektora Univerzity Komenského v Bratislave o základných náležitostiach záverečných prác, rigorózných prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na Univerzite Komenského v Bratislave <a href="https://uniba.sk/fileadmin/ruk/legislativa/2013/Vp_2013_12.pdf">https://uniba.sk/fileadmin/ruk/legislativa/2013/Vp_2013_12.pdf</a>	
<b>Languages necessary to complete the course:</b> English	
<b>Last change:</b> 09.03.2022	

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-270/21	<b>Course title:</b> General Psychology 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing evaluation - seminar work: 40% - ongoing test: 20% Exam evaluation - final exam: 40% Final rating - a sum of the ongoing evaluation and the exam evaluation. The tasks of the ongoing evaluation are open to being fulfilled until the exam period. The final exam is open for attendance during the exam period. Classification (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%	
<b>Learning outcomes:</b> Students acquire basic knowledge and terminology in psychology. They get an overview of the main directions in psychology and a view of psychology as to scientific discipline. They will gain a basic overview of the methodology of psychological research and knowledge of ethical principles in conducting psychological and research activities. Students orient in current professional sources, search for relevant literature and interpret the results of studies. They can present assigned tasks, goals, and results to the working team. They demonstrate independence and planning of education. They can take attitudes to individual and societal issues and make decisions based on value perspectives.	
<b>Class syllabus:</b> Psychology in the past and present, biological bases of psychological processes, development, sensory processes, perception, consciousness, learning.	
<b>Recommended literature:</b> Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgard's Introduction to Psychology. Cengage Learning.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 25					
A	B	C	D	E	FX
48,0	16,0	28,0	8,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Elena Lisá, PhD., Mgr. Kristína Mrázková					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-60/21	<b>Course title:</b> General Psychology 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FSEV.ÚAP/1-UAPen-270/21 - General Psychology 1	
<b>Course requirements:</b> Ongoing evaluation - seminar work: 60% Exam evaluation - final exam: 40% Final rating - a sum of the ongoing evaluation and the exam evaluation. The tasks of the ongoing evaluation are open to being fulfilled until the exam period. The final exam is available for attendance during the exam period. Classification (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%	
<b>Learning outcomes:</b> The objective of the course is to acquire basic knowledge and terminology of general psychology. Students will acquire basic knowledge and terminology in the field of general psychology. They will gain an understanding of history and current events in the area. Students will be able to design a simple research plan, orient themselves in existing professional resources, search for relevant literature in the field, interpret the results of studies, and present assigned tasks, goals, and results to the working team. They will learn to plan their education, to offer their own opinions appropriately and professionally. They will express their views in oral and written professional expression.	
<b>Class syllabus:</b> 1. Memory, 2. Thinking and language, 3. Motivation, 4. Emotions, 5. Stress, health, and coping	
<b>Recommended literature:</b> Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgard's Introduction to Psychology. Cengage Learning.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 23					
A	B	C	D	E	FX
60,87	21,74	4,35	4,35	4,35	4,35
<b>Lecturers:</b> doc. Mgr. Elena Lisá, PhD.					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-30/21	<b>Course title:</b> History of Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% ongoing assessment + 50% final assessment Ongoing assessment (50 points) – reading assignments on weekly basis (work with different types of texts and following quizzes assessing reading comprehension and the use of psychological terminology in LMS Moodle) Final assessment (50 bodov) – critical essay and peer review based on criterial rubric. Assessment is awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> Students will gain knowledge about the continuity of the development of psychological thinking and research. They will know the main directions and approaches in the development of psychological science and will be able to critically evaluate the research and clinical procedures of each approach and its contribution to current psychology. The acquired knowledge is focused also on the interdisciplinary aspects of psychological science, therefore students gain also basic knowledge of selected human, social and behavioural sciences. After completing the course, the student is able to search for relevant literature in the field, process professional text according to the assignment using relevant literature (including its correct citation), find and defend relevant arguments in the evaluation of psychological theories and research. The subject further develops the competence to appropriately present one's own opinions, to think flexibly and creatively, to use the argumentation strategies, to evaluate arguments independently and critically and to formulate one's opinions in a cultivated and professional form.	
<b>Class syllabus:</b> 1. Introduction to the history of psychology, schools and disciplines in psychology. 2. The origin of psychology as an independent science: philosophy, physiology, psychophysics.	



3. The beginnings of modern psychology as an independent scientific discipline.
4. Historical experimental psychological schools: Structuralism and functionalism.
5. Gestaltism (Leipzig and Berlin schools, neogestaltism).
6. Psychodynamic concepts I. (psychoanalysis).
7. Psychodynamic concepts II. (cultural psychoanalysis, neopsychoanalysis).
8. Behaviorism and neobehaviorism.
9. Existential and humanistic psychology. Positive psychology.
10. Cognitivist approach: the first and second cognitive revolution.
11. Postmodern trends in psychology and contemporary psychology.
12. History of Slovak and Czech psychology. History of the training of psychologists in Slovakia and the Czech Republic.
13. Final revision of the approaches in psychology and their methods.

**Recommended literature:**

Shiraeve, E., & Mason, G. (2015). A history of psychology: a global perspective. Sage.  
 Benjamin, L. T. (2014). A Brief History of Modern Psychology. Wiley.  
 Hock, R. R. (2009). Forty Studies that Changed Psychology: Explorations into the History of Psychological Research. Pearson/Prentice Hall.  
 Stuchlíková, I., & Sokolová, L. (2020). Training of psychologists in Czech and Slovak Republics: past and present. In: Teaching psychology around the world: Volume 5. Cambridge Scholars Publishing.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 27

A	B	C	D	E	FX
51,85	18,52	18,52	3,7	0,0	7,41

**Lecturers:** doc. Mgr. Lenka Sokolová, PhD.

**Last change:** 07.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-50/21	<b>Course title:</b> Introduction to Neurophysiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> I. Written Exam (40 points) II. Leading of a mindfulness activity (10 points) III. Two presentations summarizing assigned readings (30 points) IV. Submission of a reflection paper (20 points) At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E.	
<b>Learning outcomes:</b> After completing the course, the students will be able to understand composition and organization of brain and nervous system, their functions, and their connection to human mind.	
<b>Class syllabus:</b> This course will introduce basic principles of neuroscience: brain, central nervous system and their function in perception, attention, memory, language, executive functions, emotions, and social behaviors.	
<b>Recommended literature:</b> Dana, D. (2018). The polyvagal theory in therapy: Engaging the rhythm of regulation. W W Norton & Co. Siegel, D. J., & Payne Bryson, T. (2011). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind. Bantam Books. Ward, J. (2015). The student's guide to cognitive neuroscience (3rd ed.). New York: Psychology Press.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 26					
A	B	C	D	E	FX
69,23	11,54	7,69	3,85	3,85	3,85
<b>Lecturers:</b> Mgr. Katarína Křížová, PhD.					
<b>Last change:</b> 31.03.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-220/21	<b>Course title:</b> Methodology and Methods in Psychology: Qualitative Methods
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> ECTS scale is used to evaluate study results. The maximum number of points is 100. To achieve E (satisfactory grade) a student must obtain at least 60 points, 30 of that in course work evaluation (bonus points are not taken in regard for this purpose). Physical attendance in more than one half of sessions is required to obtain credit. Classification (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.	
<b>Learning outcomes:</b> The students shall familiarize themselves with the theory of qualitative research and its methods, including data collection and analysis, and presentation of results.	
<b>Class syllabus:</b> Definition of qualitative research. Historical and philosophical roots of qualitative research. Research design. Data collection and recording – interview, focus group, case study, observation. Data processing. Data analysis. Validity and quality	
<b>Recommended literature:</b> Bačová, V. (2009). Súčasné smery v psychológii. Veda. Masaryk, R. (2021). Ten druhý výskum: Úvod do kvalitatívnych metód v psychológii. Vydavateľstvo UK. Masaryk, R., Petrjánošová, M., Lášticová, B., Kuglerová, N., Stainton Rogers, W. (2019). A story of great expectations. Qualitative research in psychology in the Czech and Slovak Republics, Qualitative Research in Psychology, 16, 3, 336-353. Miovský, M. (2006). Kvalitatívny prístup a metódy v psychologickom výskume. Grada. Plichtová, J. (2002). Metódy sociálnej psychológie zblízka. Media.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 12					
A	B	C	D	E	FX
50,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Radomír Masaryk, PhD.					
<b>Last change:</b> 06.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-150/21	<b>Course title:</b> Methodology and Methods in Psychology: Quantitative Methods
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing assessment- 60 points for assignments. Final written exam: 40 points Final assessment- the points from ongoing assessment and final written exam are counted up and the grades of the final assessment are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> Upon completion of the course the students will master the principles and standards of psychological research (including ethical research principles) and develop skills in the field of quantitative psychological research. Students will be able to work with scientific texts (from searching activities to text presentation), will gain information and practise about writing and presenting quantitative scientific papers. Students are also engaged into current research activities at the faculty. The course uses student-centered approach and further develops educational competencies, the ability to learn, individual and group work skills, creative and critical thinking, communication skills and cultivated language skills.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction to methodology</li> <li>2. Ontogenesis of scientific research</li> <li>3. Research projects</li> <li>4. Research topic, problem, and purpose</li> <li>5. Research questions and hypotheses</li> <li>6. Population and research sample</li> <li>7. Data collection methods</li> <li>8. Variables and measurement</li> <li>9. Experimental design</li> <li>10. Correlational design</li> </ol>	

11. Comparison designs 12. IMRaD structure					
<b>Recommended literature:</b> Creswell, J. W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research. Pearson Education.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 11					
A	B	C	D	E	FX
36,36	27,27	9,09	9,09	0,0	18,18
<b>Lecturers:</b> Mgr. Katarína Greškovičová, PhD.					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-110/21	<b>Course title:</b> Organizational and Work Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Assessment: - preliminary assessment: - final assessment: Final Project Presentation Classification (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.	
<b>Learning outcomes:</b> By completing the course, the student acquires basic knowledge about the application of psychology in organizations during the entire employee cycle - from obtaining candidates for the organization, through recruitment and selection, development and management, to the termination of employment. At each of the given stages, students will have the opportunity to understand the added value of organizational and work psychology for the successful functioning of the organization.	
<b>Class syllabus:</b> 1. Application of psychology in the organization 2. Employer Branding 3. Recruitment and selection of employees 4. Development and training of employees 5. Corporate culture and values 6. Performance management 7. Management styles and management structures 8. Motivation and remuneration 9. Termination of employment, dismissal, outplacement	
<b>Recommended literature:</b> Amodt, M. (2013): Industrial/Organizational Psychology: An Applied Approach, Cengage, Boston Armstrong, M. (2005): A Handbook of Management and Leadership, Kogan Page, London Cantore, S. Passmore, J. (2012): Top Business Psychology Models, Kogan Page, London Drucker, P.F. (2007): The Effective Executive, Elsevier, Oxford Laloux, F. (2014): Reinventing Organizations, Nelson Parker, Brussels Stack, J. (2013): The Great Game of Business, Profile Books, London	
<b>Languages necessary to complete the course:</b> English	



<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 12					
A	B	C	D	E	FX
16,67	66,67	8,33	0,0	0,0	8,33
<b>Lecturers:</b> Mgr. Lukáš Bakoš, PhD.					
<b>Last change:</b> 07.04.2021					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-SS6/21	<b>Course title:</b> Psychology
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5., 6..	
<b>Educational level:</b> I.	
<b>Course requirements:</b> Oral examination The grades are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> The student integrates knowledge of the basic and selected applied disciplines of psychology with emphasis on the field of general and social psychology. He/she demonstrates the ability to combine knowledge of psychological disciplines, formulate ideas in a linguistically cultivated and professional way, critically evaluate individual approaches, research and clinical methods related to given thematic areas of psychology and apply knowledge to specific practical examples and situations.	
<b>Class syllabus:</b> The exam covers the application of knowledge from the subject General Psychology and the ability to interconnect and integrate with the knowledge gained in other subjects of the bachelor's study: psychology and historical foundations of psychology, biological foundations of psychology, psychological development, sensory processes, perception, consciousness, learning and conditioning, emotions, intelligence (individual differences), personality, stress, health and coping. The exam covers the application of knowledge from the subject of Social Psychology and the ability to interconnect and integrate with the knowledge gained in other subjects of the bachelor's study: subject, methods and history of social psychology, man, society and culture, identities, interpersonal perception, communication, attitudes and social representations, social influence, conformity and obedience, groups and group dynamics, scientific vs. social knowledge.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgard's Introduction to Psychology. Cengage Learning. Hogg, M. A., & Vaughan, G. M. (2008-2018). Social Psychology. Prentice Hall/Pearson.	
<b>Languages necessary to complete the course:</b> English	

<b>Last change:</b> 09.03.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1230/21	<b>Course title:</b> Psychology of Creativity
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Participation in lectures/ seminars. Ongoing assessment- 100 points for activities and assignments. Final assessment- the points from ongoing assessment are counted up and the grades of the final assessment are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required)	
<b>Learning outcomes:</b> Students will gain basic and current theoretical knowledge of creativity, the basics in identification and development of creativity in various fields of psychology. Emphasis is placed on the development of one's own creative thinking, therefore part of the subject is also devoted to the analysis of one's own creative personality. Students will be able to work with scientific texts (from searching activities to text presentation), independently solve theoretical and practical problems, present a competent opinion and decide on moral and social consequences. The course further develops educational competencies, the ability to learn, individual and group work skills, communication skills and cultivated and professional language skills.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction to creativity</li> <li>2. Types, degrees, styles, and expressions of creativity</li> <li>3. Main aspects and components of creativity</li> <li>4. Creative personality</li> <li>5. Barriers to creativity</li> <li>6. Promoting creativity</li> <li>7. Developmental characteristics of creativity</li> <li>8. Identification of creativity</li> <li>9. Development of creativity</li> </ol>	

10. Theories and models of creativity					
11. The dark side of creativity					
<b>Recommended literature:</b> Kaufman, J. C., & Sternberg, R. (2000). The Cambridge Handbook of Creativity. Cambridge University Press.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Greškovičová, PhD.					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1260/21	<b>Course title:</b> Psychology of Drug Use
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> This course is a mixture of lectures and seminar formats, therefore regular active participation is expected and will be reflected in the grade. Semester (max. 50 points, a minimum of 25 points is required in order to pass the course) Active participation during the seminar (max. 10 points) Reading (max. 10 points) Individual project work: designing interventions on selected case studies (max. 20 points) Team work: presentation about the selected organization working with drug-related issue (max. 10 points) Final (max. 50 points, a minimum of 30 points is required in order to pass the course: Final exam The final grade is the sum of the points obtained during the semester and the final exam. At least 91 points must be obtained to obtain an A, at least 81 points to obtain a B, at least 73 points to obtain a C, at least 66 points to obtain a D and at least 60 points to obtain an E.	
<b>Learning outcomes:</b> Students will gain a basic theoretical overview of psychoactive substances and trends in their use, and of traditional and modern approaches of psychological counselling, psychological specialization and helping professions to drug use and addiction treatment. The course develops an understanding of working not only with the individual but also with vulnerable communities at risk. It also teaches a critical reflection of the methodology in evaluating prevention programs. Students will be able to critically evaluate the available literature, independently prepare a professional text and defend their professional position. The course promotes the development of critical thinking and the application of ethical principles in counselling work, including arguing one's position, even in sensitive social issues. Graduates will acquire basic counselling skills by practicing the counselling interview in the context of addictions and drug use.	
<b>Class syllabus:</b> 1. Introduction: what is the difference between drug use and drug addiction? 2. Summary of selected drugs 3. Theories of drug use and addiction 4. Psychological and social contexts of drug use and drug addiction	

5. Alcohol as a part of drug counseling 6. Drug use among vulnerable groups and groups at risk (children, women, homeless people, marginalized Roma communities) 7. Drug prevention - tradition and controversy 8. How to help: counseling, treatment and resocialization 9. Harm reduction 10. Co-dependence, working with family 11. Current trends and challenges in the field of drug counseling (new psychoactive substances, decriminalization, legalization, chemsex, medical research of psychoactive substances) 12. Ethics in drug counseling, public health policies					
<b>Recommended literature:</b> Seddon, T. (2010). A#history of drugs: drugs and freedom in liberal age. Routledge. European Monitoring Centre for Drugs and Drug Addiction (2017). Communities That Care (CTC): a comprehensive prevention approach for communities. Luxemburg: EMCDDA, Publications Office of the European Union. Available online 9.11.2020 <a href="https://www.emcdda.europa.eu/">https://www.emcdda.europa.eu/</a> Kohútová, K., & Almašiová, A. (2018). Typology of Adolescents in Terms of their Leisure-time Substance Use. Adiktologie, 18(3–4), 179–187. WHO. (2004). Neuroscience of psychoactive substance use and dependence. WHO.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 9					
A	B	C	D	E	FX
33,33	44,44	11,11	0,0	0,0	11,11
<b>Lecturers:</b> Mgr. Miroslava Šudila Žilinská					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1350/21	<b>Course title:</b> Psychology of Family
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Book Chapter Presentation (25 points) Genogram Presentation (25 points) Final Reflection (50 points) At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E. Total score is calculated by the summation of points accumulated for each course requirement.	
<b>Learning outcomes:</b> After completing the course, the students gain theoretical knowledge about the dynamics of family systems, including family functions, family roles, and communication patterns. At course completion, the student is able to understand and work with theoretical and empirical literature from the field and conduct a presentation in front of their colleagues. The student is able to independently solve theoretical and practical issues while considering a broader context. The student is able to communicate (in writing and orally) in a professional manner. The student is able to take a stance when considering individual and societal issues and make a decision grounded in moral values.	
<b>Class syllabus:</b> Psychology of Family explores family processes that shape family members' interactions and communication. The purpose of this class is to identify functional and dysfunctional patterns of behavior, understand the impact of the dysfunctional patterns, and learn how to facilitate greater well-being and healthier communication in families. Students will also analyze their genograms to understand the behavior patterns in their families.	
<b>Recommended literature:</b> Bancroft, L. (2003). Why does he do that? Inside the minds of angry and controlling men. Berkley Books. Gehart, D. R., & Tuttle, A. R. (2002). Theory-based treatment planning for marriage and family therapists: Integrating theory and practice. Cengage Learning.	



Gottman, J. M., & Silver, N. (2015). The seven principles for making marriage work. Penguin Random House.

Johnson, S. (2008). Hold me tight. Little, Brown Spark.

Katherine, A. (1991). Boundaries: Where you end and I begin. Hazelden.

Levine, A., & Heller, R. (2010). Attached. Penguin Random House.

Nichols, M. P. (2020). The essentials of family therapy. Pearson.

Nagoski, E. (2015). Come as you are. Simon & Schuster.

Perel, E. (2017). The state of affairs. Harper.

Thomas, K. W. (2015). Conscious uncoupling. Harmony Books.

Webb, J., & Christine, M. (2013). Running on empty: Overcome your childhood emotional neglect. Morgan James Publishing.

Wolynn, M. (2017). It did not start with you. Penguin Random House

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 15

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Katarína Křížová, PhD.

**Last change:** 07.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1060/21	<b>Course title:</b> Psychology of Health
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of online lectures, tests, elaboration of seminar assignments and active participation in the colloquium Students are expected to complete four blocks of online lectures, with each block ending with a separate test (4x10 points). Students will use the knowledge gained from lectures, study of literature and seminar work in the elaboration of an individual essay, which they will prepare independently and submit (10 points). Each block of lectures will be followed by a seminar (4x 12.5 points), before which students will receive an assignment requiring teamwork, while the elaboration of the proposal will be evaluated (definition of goal and target group, justification of the problem and opportunity, description and justification of the solution, indicators of participation, availability, feasibility / sustainability, efficiency) and the final solution (adherence to the structure, content, form, scope and quality of the presentation). For the overall participation in the seminars, students can also get an evaluation for teamwork, innovation and creativity, precision of elaboration (bonus evaluation 3x10 points). A 90-100, B 80-89, C 70-79, D 60-69, E 50-59, Fx less than 50	
<b>Learning outcomes:</b> To provide students with basic information in the field of health psychology, ie the significance of psychological factors in maintaining good health, preventing disease, managing negative health conditions, providing psychological assistance to patients during recovery and coping with chronic diseases. To teach students to work with professional literature, to create a knowledge base, but also their own opinion, attitude to social problems, to present their knowledge and attitudes, to discuss basic social problems.	
<b>Class syllabus:</b> Health, social determinants of health, health related behaviour, change in health-related behaviour, health promotion. Stress and health, stress management, social support. Perception of symptoms, search for health care, social model of the disease, chronic illness and quality of life, adherence, health literacy, complementary, alternative and integrative medicine in patient care. Availability and responsiveness of the system of health services, the doctor-patient relationship, medical	

consultation, medical competencies, patient safety, secondary victims, support of resilience in health professionals.					
<b>Recommended literature:</b> Ogden J. (2008). Essential Readings in Health Psychology. Open University Press Maidenhead. Weiner I. B. et al. (2003). Health Psychology: Handbook of Psychology. John Willey & Sons. Morrison V., & Bennett, P. (2016). Introduction to Health Psychology. Pearson Education Limited.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 13					
A	B	C	D	E	FX
76,92	15,38	0,0	0,0	0,0	7,69
<b>Lecturers:</b> prof. Mgr. Andrea Madarasová Gecková, PhD., Mgr. Viktória Sunyík, Mgr. Michaela Valachová					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-290/21	<b>Course title:</b> Psychology of Language
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to pass the course, student have to participate on presentation of assigned academic article in seminar, present his or her own term paper and submit the term paper for evaluation. 20 points could be gained for presentations (10 points each) and 80 points for the term paper. Student can get 100 points. At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E.	
<b>Learning outcomes:</b> The course will present selected themes from linguistics relevant for psychology. After the course, students should improve their understanding of how language is connected to certain social and cognitive issues and how it works in some linguistic environments different from those in Central Europe. Student will get theoretical understanding of how psychology approaches themes connected with languages and their usage. Student will also learn selected topics from linguistics as a behavioral science. He or she will learn how to get orientation in literature connected to psychology of language and how to search for relevant literature. Student will practice writing of professional academic text as well as its presentation to public. During the work on the term paper students should conduct independent work.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Meaningful units of language, language – biological basis</li> <li>3. Language production</li> <li>4. Language perception</li> <li>5. Measuring language, language and personality</li> <li>6. Language and lying, lying detection</li> <li>7. Language and Thought: Sapir-Whorf hypothesis, bilingualism</li> <li>8. Social aspects of language use, Language, politics and group behavior, language ostracism</li> <li>9. Psychological aspects of Chinese language</li> <li>10. Psychological aspects of Korean language</li> <li>11. Guest lecture</li> </ol>	

12. Formal model: Chomsky hierarchy of languages					
<b>Recommended literature:</b> Fernández, E. M., & Cairns, H. S. (2011). Fundamentals of Psycholinguistics. John Wiley & Sons. Fernández, E. M., & Cairns, H. S. (2018). The Handbook of Psycholinguistics. John Wiley & Sons. Fitch, K. L., & Sanders, R. E. (2005). Handbook of Language and Social Interaction. Lawrence Erlbaum Associates. Harley, T. A. (2014). The Psychology of Language. From Data to Theory. Psychology Press. Granhag, P. A., Vrij, A., & Verschuere, B. (2015). Detecting Deception. Current Challenges and Cognitive Approaches. Wiley. Menn, L. (2017). Psycholinguistics. Introduction and Applications. Plural Publishing. Spivey, M. J., McRae, K., & Joanisse, M. F. (2012). The Cambridge Handbook of Psycholinguistics. Cambridge University Press. Weatherall, A., Watson, B. M., & Gallois, C. (2007). Language, discourse and social psychology. Palgrave Macmillan.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 2					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. et Mgr. Václav Linkov, PhD.					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-160/21	<b>Course title:</b> Psychology of Life Cycle
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weekly Reflection (40 points) Seminar Presentation & Discussion Lead (25 points) Final Paper / Reflection (35 points) At least 91 points are necessary to gain an A, at least 81 points necessary to gain a B, at least 73 points are necessary to gain a C, at least 66 points are necessary to gain a D, and at least 60 points are necessary to gain an E. Total score is calculated by the summation of points accumulated for each course requirement.	
<b>Learning outcomes:</b> After completing the course, the students gain knowledge about the roles and tasks families encounter in each life cycle stage and describe how societal and cultural factors influence families across the life course. The students will also gain interdisciplinary knowledge, for example from sociology. The student is able to understand and work with current literature from the field, conduct a presentation in front of their colleagues, present their own ideas appropriately and professionally, and think in a flexible and creative manner. The student is able to independently solve theoretical and practical issues while considering a broader context. The student is able to express their opinion professionally and effectively use communication strategies that are informed by theoretical and empirical knowledge gained in this course. The student is able to communicate (in writing and orally) in a professional manner. The student is able to take a stance when considering individual and societal issues and make a decision grounded in moral values. The student is also able to responsibly make a decision when considering moral, societal, legal, and economic context of the profession.	
<b>Class syllabus:</b> Friendship, dating, marriage, parenting, older adulthood, social status and intersectionality	
<b>Recommended literature:</b> McGoldrick, M., Carter, B., & Garcia Preto, N. (2016). The expanding family life cycle: individual, family, and social perspectives. Pearson.	
<b>Languages necessary to complete the course:</b> English	

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Křížová, PhD.					
<b>Last change:</b> 07.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-170/21	<b>Course title:</b> Psychology of Marketing Communication
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% coursework evaluation + 50% final evaluation Coursework evaluation (50 points) consists of assignments throughout the course. The final evaluation (50 points) is based on submission of course project Grading scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Credits will not be awarded to a student who obtains less than 50% of points in any part. To successfully complete the course, it is necessary to obtain at least 60% of points.	
<b>Learning outcomes:</b> The student will gain knowledge and skills related to psychology of marketing communication and the most recent trends in the area. The aim of the course is to equip students to engage with the state-of-the-art research in the area as well as to acquire transferable skills. The course supports modern pedagogical approaches focused on the student (so-called student-centered-learning) by introducing experts in the field, and creates an environment that foster creative exchanges among students and marketing professionals. After completing the course, the student is able to understand processes of marketing communication and have the basic understanding of the field. In addition to theoretical knowledge the student should learn and improve their skills in the area of creating enticing visuals or texts (copywriting).	
<b>Class syllabus:</b> Introduction to Marketing Communication. Designing Marketing Research. Quantitative Marketing Research. Qualitative Marketing Research. Video & Photography in Marketing. Branding & Rebranding. Social Media. Public Relations & Crisis Communication. Event Marketing. Advertising.	



**Recommended literature:**

Armstrong, G., & Kotler, P. (2016). Marketing: An Introduction. Pearson.  
Draplin, A. J. (2016). Draplin Design Co.: Pretty Much Everything. Abrams.  
Evamy, M. (2021). Logo. Laurence King Publishing.  
Heath, Ch., & Heath, D. (2010). Switch: How to Change Things When Change Is Hard. Random House.  
Krueger, R. A., & Casey, R. A. (2000). Focus Groups. Sage.  
Moore, G. A. (1999). Crossing the Chasm. Harper Business.

**Languages necessary to complete the course:**

English

**Notes:****Past grade distribution**

Total number of evaluated students: 14

A	B	C	D	E	FX
50,0	50,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Radomír Masaryk, PhD.

**Last change:** 07.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-80/21	<b>Course title:</b> Psychology of Personality
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of an assigned topic (20 points) - presentation is required to admission to final examination Seminar work (20 points)- seminar work is required to admission to final examination Test (20 points)- test is required to admission to final examination Final examination (40 points) A- at least 91 points, B- at least 81 points, C- at least 73 points, D- at least 66 points, E- at least 60 points.	
<b>Learning outcomes:</b> The student will understand the concept of personality, biological, and social determination of personality, structure, and dynamics. Students will understand the differences between the theories of personality psychology and learn the basics of their application into practice. When writing a seminar paper, the student will work with a selected personality theory deeper.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction to personality psychology</li> <li>2. Methodology questions</li> <li>3. Typology and types of personalities</li> <li>4. Abilities and measurement, intelligence</li> <li>5. Trait approach, five-factor model of personality</li> <li>6. Psychoanalysis (S. Freud), analytical psychology (Jung)</li> <li>7. Ego-psychology (A. Freud, H. Hartmann, E. Erikson), neopschoanalysis (K. Horney, E. Fromm)</li> <li>8. Individual psychology (Adler), humanistic theories (Maslow, Rogers)</li> <li>9. Existential psychology (Binswanger, Boss, Frankl), social-cognitive theories (Badura, Seligman)</li> <li>10. Behavioral approach (Skinner, Dollard, Miller), cognitive theories of personality (Kelly)</li> </ol>	
<b>Recommended literature:</b> Ashcraft, D. (2015). Personality Theories Workbook. Cengage Learning. Hall, C.S. & Lindzey, G. (2002). Psychológia osobnosti. Úvod do teórie osobnosti. SPN. Schultz, D. P., Schultz, S. E. (2017). Theories of Personality. Cengage Learning.	

<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 24					
A	B	C	D	E	FX
16,67	29,17	25,0	16,67	8,33	4,17
<b>Lecturers:</b> doc. Mgr. Elena Lisá, PhD.					
<b>Last change:</b> 15.07.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-1300/21	<b>Course title:</b> School Psychology Interventions
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - preliminary assessment: 100% (individual or group case study) - final assessment: A (100-91%), B (90-81%), C (80-73%), D (72-66%), E (65-60%), Fx (59-0%)	
<b>Learning outcomes:</b> Students will gain practical skills in the field of diagnostic and intervention activities of a school psychologist, they will be able to identify the need of intervention in the school system, and they will be able to design and evaluate intervention procedures.	
<b>Class syllabus:</b> . The role of the school psychologist in the school system. Diagnostic and intervention activities of a school psychologist. 2. School readiness, intervention activities associated with the adaptation of children to the school environment. 3. Interventions in the field of adaptation of pupils in the transition to a higher level of education. 4. Interventions in the field of classroom dynamics (group cohesion, classroom relations, school and classroom climate). 5. Interventions in the field of problem behavior of students (bullying, cyberbullying, self-harm, truancy, vandalism, substance addiction). 6. Crisis intervention in the school environment (types of crisis events, school intervention team). 7. Interventions in the field of school performance of pupils, counseling for pupils with special educational needs. 8. Interventions in the field of affective problems of students (anxiety disorders, fear of school, stress, relationship problems). 9. Career counseling and professional orientation of students. 10. Promotion of mental health in the school environment, intervention activities for students, teachers and parents.	
<b>Recommended literature:</b>	

Gajdošová, E., Herényiová, G., & Valihorová, G. (2010). Školská psychológia. Bratislava: Stimul.

Hermochová, S. (2005). Skupinová dynamika ve školní třídě. Kladno: Aisis.

Hvozdík, J. (2017). Základy školskej psychológie. Košice: Filozofická fakulta UPJŠ.

Jimerson, S., Oakland, T., Farrell, P. (2006). An International Handbook of School Psychology. London: Sage.

Špatenková, N. (2011). Krizová intervence pro praxi. Praha: Grada.

Štech, S., & Zapletalová, J. (2013). Úvod do školní psychologie. Praha: Portál.

Vágnerová, M. (2005). Školní poradenská psychologie pro pedagogy. Praha: Karolinum.

Zapletalová, J., & Vaňková, H. (2006). Kariérové poradenství: přítomnost a budoucnost. Praha: IPPP ČR.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Lenka Sokolová, PhD.

**Last change:** 01.04.2021

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-70/21	<b>Course title:</b> Social Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of an assigned topic (20 points) - presentation is required to admission to final examination Seminar work (20 points)- seminar work is required to admission to final examination Test (20 points)- test is required to admission to final examination Final examination (40 points) A- at least 91 points, B- at least 81 points, C- at least 73 points, D- at least 66 points, E- at least 60 points.	
<b>Learning outcomes:</b> The student will gain knowledge about the development of psychological thinking and research with a focus on social psychology and the theoretical basis of social psychology with a focus on the functioning of the individual in social groups, the dynamics of social groups and research in social psychology.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. The origin, definition, subject, and development of social psychology</li> <li>2. Socio-cultural determination, human society and culture</li> <li>3. Socialization - types and theories of social learning</li> <li>4. Self and identity in social psychology</li> <li>5. Social attitudes and social representations, theories of attitudes, formation and change of attitudes</li> <li>6. Social groups and group dynamics</li> <li>7. Social behavior and communication</li> <li>8. Social cognition and perception</li> <li>9. Social impact</li> </ol>	
<b>Recommended literature:</b> HOGG, M. A., & VAUGHN, G. M. (2004). Social Psychology. Prentice Hall. STAINTON-ROGERS, W. (2011). Social Psychology. Open University Press. VÝROST, J., SLAMĚNÍK, I. & SOLÁROVÁ, E.: Sociální psychologie. Teorie/ Metody/ Aplikace. Praha: Grada Publishing a.s. 2019. 759 s.	

<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 27					
A	B	C	D	E	FX
40,74	22,22	7,41	11,11	11,11	7,41
<b>Lecturers:</b> doc. Mgr. Lenka Sokolová, PhD.					
<b>Last change:</b> 15.07.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-100/21	<b>Course title:</b> Social and Psychological Skills Training I.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Doing homework for the next lesson – maximum 36 points; writing a self-reflection every week – maximum 36 points; action plan – maximum 28 points The points are counted and the grades of the final evaluation are awarded as follows: A = 91 – 100 points B = 81 – 90 points C = 73 – 80 points D = 66 – 72 points E = 60 – 65 points FX = 59 – 0 points	
<b>Learning outcomes:</b> The course takes the form of active social learning and cultivates students' communication skills and emotional intelligence. Students will be trained to work with emotions to achieve relevant skills which are necessary for the profession of psychologist. Students will receive feedback from both the group and the lecturer, they will enlarge their self-reflection, identify their strengths, and develop them. The graduate masters the skill of conducting interviews, groups and observations. The graduate is also able to present the assigned tasks, goals and results, autonomy and responsibility in decision-making in relation to the problems of the field of study, planning their own education, the ability to present their own opinions appropriately and professionally. It responsibly decides on the ethical, social, legal and economic context of the fields.	
<b>Class syllabus:</b> Work with emotions, awareness, emotional expression, regulation, transformation of emotions, reflection, use of emotional intelligence in communication.	
<b>Recommended literature:</b> Ekman, P. (1995). Telling Lies. Clues to Deceit in the Market-place, Marriage and Politics. Norton. Ekman, P. (2003). Emotions Revealed. Understanding Faces and Feelings. Weidenfeld & Nicolson. Elliott, R., Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2004). Learning emotion-focused therapy: The process-experiential approach to change. American Psychological Association. Goleman, D. (1995). Emotional intelligence. Bantam-Dell.	



Greenberg, L. (2017). Emotion-focused therapy: Coaching clients to work through their feelings. American Psychological Association.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

A	B	C	D	E	FX
66,67	8,33	4,17	4,17	0,0	16,67

**Lecturers:** Mgr. Bronislava Strnádelová, PhD., Mgr. Katarína Greškovičová, PhD.

**Last change:** 09.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2021/2022	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚAP/1-UAPen-200/21	<b>Course title:</b> Statistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing assessment includes the elaboration of assignments during the semester, which are focused on practicing the curriculum and reading comprehension (50 points) Final written exam composed of practical and theoretical part (50 points) Final assessment- the points from ongoing assessment and final written exam are counted up and the grades of the final assessment are awarded as follows: A (100-91%, excellent - excellent results), B (90-81%, very good - above average), C (80-73%, well - routine reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - further work required) To complete the course, it is necessary to obtain at least 60% of points.	
<b>Learning outcomes:</b> The student will gain knowledge about current statistical approaches in the field of psychology. They will learn to use and independently apply appropriate procedures for processing quantitative data. After completing the course, the student is able to search for relevant literature in the field, understand the quantitative procedure in data analysis and interpret the results. The student is able to assess the nature of the data obtained and then use the relevant procedures in their analysis, with the ability to present them. Students will be involved in current research projects at the institute. The knowledge and competencies acquired in the course can be used in obtaining further education and writing theses.	
<b>Class syllabus:</b> 1. Introduction to statistics 2. Descriptive statistics I. - tables and graphs 3. Descriptive statistics II. - variability 4. Inference statistics - starting points 5. Hypothesis testing and statistical significance	

6. Correlation and causality 7. Chi-square 8. Parametric tests - t-tests 9. Nonparametric tests - U-test and Wilcoxon test 10. ANOVA and Kruskal-Wallis test 11. Repetition 12. Final testing					
<b>Recommended literature:</b> Compulsory literature: Aron, A., Coups, E. J., & Aron, E. N. (2013). Statistics for psychology. Pearson. Other recommended literature: Field, A. (2009). Discovering statistics using SPSS. SAGE Publications. Salkind, N. J. (2014). Statistics for people who (think they) hate statistics. Sage.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 11					
A	B	C	D	E	FX
36,36	18,18	9,09	27,27	9,09	0,0
<b>Lecturers:</b> Mgr. Katarína Greškovičová, PhD.					
<b>Last change:</b> 09.03.2022					
<b>Approved by:</b>					