

## Course descriptions

### TABLE OF CONTENTS

1. A-moPS-646/00	Applied Statistics.....	2
2. A-moPS-640/00	Autogenic Training.....	4
3. A-moPS-233/16	Clinical Neuropsychology.....	6
4. A-moPS-821/22	Clinical Psychology ( <b>state exam</b> ).....	8
5. A-moPS-184/22	Clinical addictology.....	12
6. A-moPS-171/22	Counseling and Life-Span Development.....	14
7. A-moPS-169/22	Counseling and Psychotherapeutic Approaches.....	16
8. A-moPS-819/22	Counselling Psychology ( <b>state exam</b> ).....	18
9. A-moPS-619/00	Couple and Marital Counselling 1.....	21
10. A-moPS-186/22	Developmental Psychopathology.....	23
11. A-moPS-180/22	Developmental Psychopathology - Seminar.....	25
12. A-moPS-270/20	Distant Psychological Counselling.....	27
13. A-moPS-668/12	Dynamic Psychotherapy.....	29
14. A-moPS-217/15	Forensic Psychology.....	30
15. A-moPS-680/16	Individual Psychology.....	32
16. A-moPS-269/20	Introduction into CBT.....	34
17. A-moPS-236/17	Introduction to Logotherapy.....	36
18. A-moPS-610/00	Introduction to Process-oriented Psychology.....	38
19. A-moPS-174/22	Introduction to social, affective, cognitive and behavioral neuroscience.....	39
20. A-moPS-990/15	Master's Degree Thesis Defence ( <b>state exam</b> ).....	42
21. A-moPS-260/20	Master's Degree Thesis Seminar.....	44
22. A-moPS-659/22	Methods in Human Resources Management.....	47
23. A-moPS-632/12	Methods of School Psychology.....	49
24. A-moPS-822/22	Occupational Psychology ( <b>state exam</b> ).....	51
25. A-moPS-216/22	Personnel Management.....	54
26. A-moPS-181/22	Prevention and intervention strategies in group-based activities in the classroom.....	56
27. A-moPS-167/22	Psychological Diagnostics in Practice.....	59
28. A-moPS-624/00	Psychological Sexuology 1.....	61
29. A-moPS-182/22	Psychological interventions in the elderly.....	63
30. A-moPS-256/22	Psychological practice.....	65
31. A-moPS-661/11	Psychology in Marketing and Advertising.....	68
32. A-moPS-203/22	Psychopatology.....	70
33. A-moPS-670/14	Psychophysiology.....	72
34. A-moPS-629/00	Psychosomatic Medicine in Gynaecology and Obstetrics.....	74
35. A-moPS-183/22	Qualitative Research.....	76
36. A-moPS-226/22	Quantitative Methodology.....	77
37. A-moPS-612/00	Rorschach Method 1.....	79
38. A-moPS-166/22	School Psychology.....	81
39. A-moPS-820/22	School Psychology ( <b>state exam</b> ).....	84
40. A-moPS-179/22	Selected Issues in Developmental Psychology.....	87
41. A-moPS-175/22	Selected Issues in Personality Psychology.....	90
42. A-moPS-177/22	Selected Issues in Social Psychology.....	93
43. A-moPS-662/11	Selecting Employees by Psychological Methods.....	95
44. A-moPS-658/10	Traffic psychology.....	97
45. A-moPS-206/22	Training in Social Psychology 1.....	99

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-646/00	<b>Course title:</b> Applied Statistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> ABSENCE: Students' participation in classes is mandatory. Absence may be justified on grounds of serious personal, or medical reasons. However, a maximum of 5 hours. SUBJECT EVALUATION: Conditions for passing the course: 60 points written examination at the end of the semester, 40 points 4 continuously submitted prepared assignment of statistical procedures - a total of a maximum of 100 points Course evaluation: A = 90 +; B = 84-89; C = 78-83; D = 72-77; E = 65-71; Fx = 64 The condition for completing the semester is a gain of min. 30 points in written examination Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain knowledge and practical skills in the field of practical management of statistical procedures in the processing of research projects typical of psychology and social sciences in the SPSS and JASP programs. Students will understand the statistical parameters usually published in professional journals, they will be able to statistically evaluate the usual types of psychological research.	
<b>Class syllabus:</b> 1. Scientific research in psychology and the importance of statistics <ul style="list-style-type: none"> <li>• the concept of significance and the basics of statistical reasoning in science</li> <li>• variability and null hypothesis</li> <li>• one-sided and two-sided hypothesis</li> </ul> 2. Summary and organization of data <ul style="list-style-type: none"> <li>• types of variables and their notation in spss and jasp</li> <li>• descriptive statistics, central tendency rates and variability</li> </ul>	

3. Comparison of two groups <ul style="list-style-type: none"> <li>• nominal data: chi-square</li> <li>• Quantitative data: t-test, when what type to use?</li> <li>• degrees of freedom in statistics</li> </ul> 4. Comparison of several groups <ul style="list-style-type: none"> <li>• variance and its significance</li> <li>• intergroup and intragroup variability, F-ratio</li> <li>• single input ANOVA</li> <li>• two-input ANOVA</li> <li>• repeated measures and mixed research design, interpretation of main effects and interactions</li> <li>• MANOVA - basics</li> </ul> 5. Correlation and regression research <ul style="list-style-type: none"> <li>• possibilities and limitations of correlations</li> <li>• causal modeling in correlation research</li> <li>• regression analysis, basics</li> </ul> 6. Research plan and selection of statistical procedures					
<b>Recommended literature:</b> Pallant, J. (2016). SPSS Survival Manual (6th ed.). Open University Press. Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications. Note We chose the American Psychological Association (APA) citation format because it works o The dominant international citation standard not only for the field of psychology but also other social ones and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.					
<b>Languages necessary to complete the course:</b> Slovak, alt. Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 294					
A	B	C	D	E	FX
61,9	24,15	8,16	5,44	0,34	0,0
<b>Lecturers:</b> PhDr. Martin Jakubek, PhD.					
<b>Last change:</b> 13.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-640/00	<b>Course title:</b> Autogenic Training
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1.) written and practical tasks 2.) written exam Full participation in classes is mandatory. Absence may be excused for serious personal or health condition reasons, up to a maximum of 2 hours. Class reporting and submitting a written paper is a condition for completing the course, a responsible, systematic approach and adherence to methodological guidelines is required. If the student does not complete min. 85% of the classes will be assessed by FX. Absences cannot be replaced by any other tasks. Scale of assessment (preliminary/final): ongoing evaluation 70%, trial period 30%	
<b>Learning outcomes:</b> The course provides basic theoretical knowledge about the issue and the opportunity to practice and master the relaxation-concentration method, attention is focused on stress management, self-control, self-experience and self-improvement. Students will be familiar with the issues of relaxation methods, they will understand the context and principles of the method and will be prepared to practically use the method in working with clients in various areas of psychological practice as well as in further developing their own personality.	
<b>Class syllabus:</b> Relaxation methods - history and present Stress theories - overview Physiology of stress Psychology of stress J.H. Schultz - the author of Autogenic training (AT) Basic principles of AT Levels of AT The standard exercises Training conditions and procedure General, specific, clinical indications The effects of AT - research results	

**Recommended literature:**

Vojáček, K. (1988). Autogenní trénink. Avicenum.

Konig, W. & di Pol, G., Schaeffer, G. (1989). Autogenný trénink. Psychodiagnostické a didaktické testy.

Hašto, J. (2004) Autogenní trénink. Triton.

Hašto, J. (2018) Autogenný trénink. Vydavatel'stvo F.

Víchová, V. (2016) Autogenní trénink a autogenní terapie. Portál.

**Languages necessary to complete the course:**

Slovak

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

Total number of evaluated students: 380

A	B	C	D	E	FX
45,0	34,74	15,0	3,16	0,26	1,84

**Lecturers:** PhDr. Katarína Ludrovská, PhD.

**Last change:** 15.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-233/16	<b>Course title:</b> Clinical Neuropsychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> ABSENCES: A maximum of 2 absences are allowed, for which no confirmation is required. In case of a larger number of absences, the situation will be solved individually. COURSE EVALUATION: 30% of the student is awarded during the semester (assignments to seminars and activity) and 70% of the written test in the credit week. Scale 91 - 100% - A 90-81% - B 80 - 73% - C 72-66% - D 65 - 60% - E <60% - FX Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course is designed as a theoretical and practical, while the student should be able to describe the basic knowledge of the principles of compiling a neuropsychological examination in relation to the purpose, to master approaches to the identification of cognitive deficits, to know the specifics of its clinical manifestations in selected psychiatric and neurological disorders. Upon completion, he will be able to apply adequate neuropsychological diagnostic methods to examine target cognitive function; and cognitive impairment in selected types of psychiatric and neurological diseases. At the same student should acquire the skills necessary to formulate a clinical neuropsychological finding, including adequate communication of the test results to the patient.	
<b>Class syllabus:</b> 1. History of neuropsychology 2. Cognitive functions, cognitive impairment and approaches to its identification 3. Methodological aspects of neuropsychological diagnostics 4. Overview of neuropsychological methods	

5. NEUROPSY project
6. Neuropsychological screening (MoCA, MMSE and others) and their practical application
7. Cognitive deficit in elderly patients (MCI, dementia)
8. Cognitive deficit in patients with depressive disorder
9. Cognitive deficit in patients with schizophrenia and psychotic disorders
10. Cognitive deficits in patients with selected neurological diseases (multiple sclerosis, epilepsy, Parkinson's disease, traumatic brain injury)
11. The relationship between cognitive deficit and daily functioning
12. Neuropsychological rehabilitation and cognitive remediation

**Recommended literature:**

Koukolík, F. 2012 Lidský mozek. Galén.

Kulišťák, P. 2011 Neuropsychologie Portál.

Lezak, M.D., Howieson, D.B., Bigler, E.D., Tranel, D., 2012. Neuropsychological Assessment. Oxford University Press.

Preiss, M., Kučerová, H., 2006. Neuropsychologie v psychiatrii. Grada Publishing a.s.

Preiss, M., Kučerová, H., 2006. Neuropsychologie v neurologii. Grada Publishing a.s.

\* Note: We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

Slovak language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 169

A	B	C	D	E	FX
49,7	27,22	17,75	0,59	3,55	1,18

**Lecturers:** doc. PhDr. Michal Hajdúk, PhD., Mgr. Petra Brandoburová, PhD.

**Last change:** 04.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-821/22	<b>Course title:</b> Clinical Psychology
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPs/A-moPS-821/15	
<p><b>Course requirements:</b></p> <p>The student can take the state exam:</p> <ul style="list-style-type: none"> <li>a) after obtaining at least such a number of credits that, after obtaining credits for successful completion of state examinations, he / she achieves the required number of credits for the proper completion of studies,</li> <li>b) after successful completion of required courses, compulsory elective courses and elective courses in the composition determined by the study program,</li> <li>c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,</li> <li>d) if no disciplinary proceedings are conducted against him.</li> </ul> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination commission decides by consensus on the evaluation of the state examination or its part. If the examination commission does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>In accordance with the wording of the study regulations of the faculty (VP 5/2020, Art. 15), the framework dates of state examinations are set by the dean and with the faculty study schedule. Departments are obliged to publish their state exam dates on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the date of its holding.</p> <p>The student is entitled to one regular and two resit dates of the state exam. The regular term is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular date of the state exam, the student can make the corrective dates of the state exam:</p> <ul style="list-style-type: none"> <li>(a) in the following dates for the holding of state examinations in the relevant academic year or</li> <li>b) in terms of state examinations in any of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ul> <p>If a student is unable to attend the date of the state examination for which he / she has registered, he / she is obliged to apologize in writing to the chairman of the examination commission in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented him from apologizing in advance. If a student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination commission does not acknowledge his / her excuse, he / she is assessed with the FX mark from the given date of the state examination.</p> <p>91 - 100% - A</p>	



<p>90 - 81% - B  80 - 73% - C  72 - 66% - D  65 - 60% - E  &lt; 60% - FX</p> <p>Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.</p> <p>Scale of assessment (preliminary/final): 0/100</p>
<p><b>Learning outcomes:</b></p> <p>After passing the state exam in clinical psychology, a student will be able to identify and describe the most common mental disorders occurring in childhood, adolescence, adulthood and old age. He / she will have current knowledge about their epidemiology, etiology and pathogenesis. He / she will have acquired basic information about the possibilities of their psychotherapeutic influence. He / she will understand the structure of the current classification systems DSM-5 and MKCH-11. Student will be able to apply the acquired knowledge to the ability and skills to identify in practice mental difficulties or mental disorders using standard interview methods and other psychodiagnostic methods. The student will be able to provide a basic differential-diagnostic consideration and a proposal for a therapeutic approach to the presented case.</p> <p>Required courses</p> <p>Psychopathology in Adults (profile)</p> <p>Psychopathology in Childhood and Adolescence (required)</p> <p>Psychodiagnostics in Practice (required)</p> <p>Counseling and Psychotherapeutic Approaches (required)</p> <p>Psychological practice (profile)</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The student arrives on the registered date of the state exam according to the schedule set by the department.</li> <li>2. The student receives one question and one case study from the subject of the state exam, which are entered in writing and anonymously in the form of a random selection of printed questions and case studies.</li> <li>3. The examination board will give the student a reasonable amount of time to prepare an oral answer to the question.</li> <li>4. The student presents the prepared answer to the selected question and answers the supplementary questions.</li> <li>5. The student answers the questions of the examination commission in relation to psychopathology, differential diagnostics, psychodiagnostics and therapy of mental disorders.</li> <li>6. After the completion of the student's answer, the examination commission will decide on the results of the state examination, which will take place in a closed session of the examination commission.</li> <li>7. The student will be informed about the result of the evaluation through the Academic Information System on the day of the exam.</li> </ol>
<p><b>State exam syllabus:</b></p> <p>Areas from which the questions of the state exam and the areas of knowledge that the student will need to apply in the elaboration of the case study:</p> <ol style="list-style-type: none"> <li>1. The subject of clinical psychology, its position in the system of psychological sciences, areas and narrower specializations of CP.</li> <li>2. Definitions of health, criteria of normality and abnormality, current diagnostic and classification systems ICD-10 and DSM-5 and their alternatives</li> </ol>

3. Psychoanalysis of S. Freud, development of the theory of motivation, personality and interpretation of various manifestations of psychopathology.
4. Psychodynamic approaches - common characteristics, the most important representatives and their main contribution (C. G. Jung, A. Adler, K. Horney, S. Sullivan, O. Kernberg)
5. Behaviorism - theoretical basis of behavioral clinical psychology. Representatives and common features of cognitive-behavioral psychology.
6. Basic characteristics of humanistic approach in CP, contribution of C.R. Rogers and F. Perls, V. Frankl.
7. Etiology of mental disorders - biological factors: genetics, epigenetics, heredity, neuroscientific knowledge in connection with the development, manifestations and prognosis of mental disorders.
8. Etiology of mental disorders - basic psychological and social factors
9. Quantitative and qualitative research in clinical psychology - specific goals and methods, specific limits.
10. Ethics in practice (psychodiagnostics, psychotherapy) and research in clinical psychology.
11. Theoretical models of psychosomatics (Freud, Alexander et al.), The most common psychosomatic diseases.
12. Psychology of the disabled (Pathopsychology) - the most common disabilities and their clinical context.
13. Definition of psychotherapy, basic concepts and related fields, characteristics of mainstream psychotherapy.
14. Effective factors of psychotherapy - therapeutic situation, therapist's personality, client's personality, therapeutic relationship.
15. Therapeutic process - phases of therapy.
16. Determinants of sexual behavior - biological determinants, gender identity, sexual orientation, sexual behavior, experience of sexuality, sexual norm.
17. Disorders of sexual life - sexual dysfunctions and sexual deviations (paraphilia) - characteristics, psychodiagnostics, therapy.
18. Psychodiagnostics in clinical psychology - characteristics, assumptions of psychodiagnostic activity, purposes of examination, implementation of clinical-psychological examination in practice, psychological findings, its structure and requirements.
19. Intelligence tests in clinical psychology - one-dimensional and complex test methods, their characteristics, specific test methods and peculiarities of their use in practice.
20. Tests of individual mental functions (memory, attention, thinking and executive functions) in clinical psychodiagnostics of children and adults.
21. Organic mental disorders. Differential diagnosis of dementia - Alzheimer's dementia, vascular dementia, frontotemporal dementia. Differential diagnosis of depression and dementia. Cognitive function screening - MoCA test, MMSE and other tests. Neuropsychological diagnostics and rehabilitation.
22. Neurodevelopmental disorders - characteristics, classification, etiology. Delayed development and disorders of the intellect - diagnostic possibilities. General principles and goals of developmental diagnostics, methods of developmental diagnostics - screening and developmental scales (BSID).
23. Motor disorders, ADHD, specific learning disorders in children. Characteristics and possibilities of diagnostics. Identification of children at risk in the preschool period (literacy predictors).
24. Diagnosis of speech development, delayed and impaired development of language and speech skills - definition, developmental risks. Diagnosis of individual language levels and cognitive abilities.
25. Examination of intellect in preschool and school period. IQ tests - S-B, WISC, SON-R - theoretical background and specifics of use.

26. Personality assessment, behavior, emotions in children and adolescents - starting points, use of rating scales, multi-source evaluation, how to work with discreet findings, limits in diagnostics. An overview of the most commonly used methods.
27. Diagnostic approaches to measurement and evaluation in children - diagnostics based on standards, criteria, dynamic evaluation, clinical diagnostics - theoretical background, give an example of the method, evaluation of advantages / disadvantages, suitability for use.
28. Autism spectrum disorder - definition, etiology, symptomatology, diagnostics.
29. Disorders of the schizophrenia circuit. classification, symptomatology and diagnostics.
30. Affective disorders (depression, bipolar disorders) classification, symptomatology, diagnosis, therapy.
31. Anxiety disorders (neuroses) classification, symptomatology, diagnosis, therapy,
32. Stress-related mental disorders - acute stress disorder and post-traumatic stress disorder, symptomatology, diagnosis, therapy,
33. Eating disorders - etiology, diagnosis, therapy,
34. Substance and non-substance dependencies, common features and biological mechanisms, criteria, treatment options,
35. Personality disorders (psychopathy) classification, symptomatology, diagnosis of personality disorders and treatment options.

#### **Recommended literature:**

Comer, R. J., & Comer, J. S. (2017). Abnormal Psychology (Tenth edition). Worth Publishers. – vhodné sú aj staršie vydania.

Heretik, A., & Heretik, A., (2016). Klinická psychológia (2. preprac. a rozš. vyd). Psychoprof.

Kolibáš, E., Čaplová, T., Kořínková, V., Vajdičková, K., & Žucha, I. (1997). Všeobecná psychiatria. Univerzita Komenského.

Kratochvíl, S. (2017) Základy psychoterapie. Portál.

Říčan, P., Krejčířová, D. et al. (2006). Dětská klinická psychologie. 4. vyd. Grada

Vybíral, Z., Rouba, L J. (2010), Současná psychoterapie. Portál.

Pozn.: Citačný formát Americkéj psychologickéj Asociácie (APA) sme zvolili z dôvodu, že ide o dominantný medzinárodný citačný štandard nielen pre oblasť psychológie ale aj iné sociálne a behaviorálne vedy. Študentov od začiatku dôsledne vedieme k dôslednému písaniu podľa štandardov APA, čo sa týka nielen citácií ale aj štruktúry textu, formátov tabuliek a grafov a ďalších náležitostí. Rovnako postupujú aj zahraničné katedry z Európy a USA.

#### **Languages necessary to complete the course:**

Slovak and English

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-184/22	<b>Course title:</b> Clinical addictology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A maximum of 2 absences are allowed, for which it is not necessary to carry certificates. In case of a larger number of absences, the situation will be solved individually. Course evaluation: The student obtains 30% of the evaluation during the semester (participation and activity in seminars), 70% during the examination period in the form of a written examination. Ongoing evaluation: Participation in seminars and active participation in discussions and exercises during seminars. Max. 30 points. Written exam: The student will be admitted to the written exam only when the min. 15 points from the ongoing evaluation is reached. Passing the final test is a condition for passing the course. With the final test, the student obtains points (max. 70), which are included in the overall evaluation. Only one date is reserved for the final test. Alternative date is possible only if the student justifies his / her non-participation in advance. A - excellent, excellent results - 91 - 100% B - very good, above average results - 81 - 90% C - good, average results - 73 - 80% D - satisfactory, acceptable results - 66 - 72% E - sufficient, the results meet only the minimum criteria - 60 - 65% Fx - insufficient, results do not meet the minimum criteria - less than 60% Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student who completes the course will know the basic context of addictology practice and evidence-based procedures in the diagnosis and treatment of addictions. He / her will understand the factors leading to the development, maintenance, but also successful or unsuccessful treatment	

of addictions and will be able to participate in the diagnosis and treatment of patients with addiction under supervision.

**Class syllabus:**

1. Addiction as a disease and placement in classification systems, basic terminology
2. Common criteria and mechanisms of substance use disorders and addictive behaviors
3. Selected psychoactive substances and their addictological context
4. Addictive behaviors
5. Epidemiology of addictions
6. Etiology of addictions
7. Paradigms in addictology
8. Screening and diagnosis of addictions
9. Forms of prevention and treatment of addictions
10. Psychotherapeutic procedures in addiction treatment
11. Addictions and comorbid mental disorders
12. „Similar-to-addiction“ disorders (sex, work, shopping, eating)
13. Values and ethics in addictology

**Recommended literature:**

Izáková, Ľ. a kol. (2017). Závislosti (1. vyd.). Lundbeck Slovensko.

Kalina, K. (2013). Psychoterapeutické systémy a jejich uplatnění v adiktologii (1. vyd.). Grada.

Kalina, K. a kol. (2015). Klinická adiktologie (1. vyd.). Grada.

Nešpor, K. (2018). Návykové chování a závislost: Současné poznatky a perspektivy léčby (5. vyd.). Portál.

Note 1: Students will be acquainted with supplementary literature during the lessons.

Note 2: The American Psychological Association (APA) citation format was chosen because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistency writing according to APA standards, which concerns not only citations but also text structure, tables and graph formats and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 108

A	B	C	D	E	FX
39,81	30,56	20,37	6,48	1,85	0,93

**Lecturers:** Mgr. Adam Kurilla

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-171/22	<b>Course title:</b> Counseling and Life-Span Development
<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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-223/00 and FiF.KPs/A-moPS-214/00	
<b>Course requirements:</b> 1) Continuous evaluation during education part, consisting from seminar work presentation / case study (25 points) and continuous test (25 points). Term a themes of continuous evaluation will be published at the beginning of September. 2) Final test in exam period (50 points). Student will be able to take an exam only in case he or she received min. 30 points from continuous evaluation. Participation in the education is obligatory. Maximum two absence is accepted. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Classification scale: A (100 - 94 %), B (93 - 85%), C (84 - 76%), D (75 - 67%), E (66 - 60%), FX (59 - 0%). Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Student will learn developmental and ecological context of clients' problems. He or she will understand issues of normality and psychopathology of mental health in the aspects relevant for counselling psychology. Student will require knowledge from specifics of counselling psychology and psychological interventions depending up age and developmental aspects of client. Student will be able to communicate with professionals from field and elaborate case-study, involving developmental, social/relational and clinical aspects of counselling case.	
<b>Class syllabus:</b> 1. General questions of psychological development, developmental period, transitions, specific issues for counselling 2. Development of an individual, attachment, adverse childhood experiences, family constellation, transgenerational issues, influences of parents and siblings on personality. 3. Childhood. Counselling young children and their parents. 4. School age. Counselling older children and their parents. Play therapy.	

5. Adolescence. Counselling adolescents.
6. Family Counseling. Family in different stages, types of families, family break-ups, personal and alternate care
7. Marital and couple counselling
8. Specific issues of counselling in adulthood.
9. Counselling seniors.
10. Counselling specific groups of clients
11. Group counselling
12. Ethics, research and exetion of counsellors in Slovak Republic and abroad

#### **Recommended literature:**

Carlson, J., Sperry, L., Lewis, J.A. (2005). Family Therapy Techniques. Routledge, New York

Čechová, D. (2021). Intervencie v individuálnej psychológii. UK, Bratislava

BROWN, N., HORTON-Parker, R. (2002). The unfolding life: Counselling across the lifespan. Westport, Greenwood Press.

Gelso, C., Nutt Williams, E., & Fretz, B. (2014). Counseling psychology (3rd ed.). American Psychological Association.

Koščo, J. (1987). Poradenská psychológia. Slovenské pedagogické nakladateľstvo, Bratislava

Smitková, H. (2014). Kapitoly z poradenskej psychológie. UK, Bratislava

Tomulak, L. (2011). Developing your counselling and psychotherapy skills and practice. London: Sage Publications.

Watts, R.E., CARLSON, J. (1999). Interventions and Strategies in Counseling and Psychotherapy. Routledge, New York

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way

#### **Languages necessary to complete the course:**

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 2307

A	B	C	D	E	FX
38,53	29,61	18,38	8,67	3,77	1,04

**Lecturers:** doc. PhDr. Daniela Čechová, PhD., PhDr. Katarína Ludrovská, PhD., PhDr. Hana Smitková, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-169/22	<b>Course title:</b> Counseling and Psychotherapeutic Approaches
<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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-212/15	
<b>Course requirements:</b> The assessment of the course consists of three main parts: 1. elaboration and presentation of the topic in the team (30%) - submission of a seminar paper is a condition for completing the course. The seminar paper must be submitted no later than the day before the presentation, 2. active participation in classes, reading of required literature and its presentation in the final colloquium (max. 30%), 3. final exam (40%, while a minimum score of 50% is required to pass the exam). Classification scale: A (100 - 94%), B (93 - 85%), C (84 - 76%), D (75 - 67%), E (66 - 60%), FX (59 - 0%) . Absences: Attendance of students is mandatory. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 sessions. The student will notify the teacher of his / her non-participation in advance by e-mail to the teacher and will prove it with a document at the study department according to the instructions given in the Study Regulations. Otherwise, the absence may be considered unjustified. In the absence of 3 or more (unjustified) sessions, the student may be assessed by Fx. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The course provides students with an overview of the basic counseling and psychotherapeutic principles in working with the clients or patients. Students by completing the course: <ul style="list-style-type: none"> <li>- will understand the roles of counseling and psychotherapeutic theory for practice,</li> <li>- will be able to critically evaluate individual counseling and psychotherapeutic theoretical approaches,</li> <li>- will be able to integrate the acquired theoretical knowledge with examples from clinical practice,</li> <li>- will be able to work in a team on a topic.</li> </ul>	
<b>Class syllabus:</b>	



1. Basic concepts and history of psychological counseling and psychotherapy 2. Effective factors in psychotherapy and psychological counseling 3. Group psychotherapy 4. Classical psychoanalysis by S. Freud 5. Analytical psychotherapy C.G. Jung, and followers 6. Dynamic psychotherapy, neopsychoanalysis, Egopsychology, KIP 7. Adler's individual psychotherapy and counseling 8. Humanistic, process-oriented, existential and positive psychotherapy and counseling 9. Gestalt psychotherapy, logotherapy, systemic psychotherapy, transformational systemic psychotherapy by V. Satir 10. Behavioral and cognitive - behavioral psychotherapy 11. Psychotraumatology 12. Ethics and research in psychotherapy 13. Psychotherapy and counseling in clinical practice					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 745					
A	B	C	D	E	FX
31,95	30,07	19,06	11,28	5,37	2,28
<b>Lecturers:</b> Mgr. Radoslav Blaho, PhD., Mgr. Viera Cviková, PhD., doc. PhDr. Daniela Čechová, PhD.					
<b>Last change:</b> 08.05.2024					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-819/22	<b>Course title:</b> Counselling Psychology
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPs/A-moPS-819/15	
<p><b>Course requirements:</b></p> <p>A student can do a state exam:</p> <ul style="list-style-type: none"> <li>a) after earning the least minimum number of credits, so that after earning credits from succeeding on a state exam, he will have enough of credits to complete the studies,</li> <li>b) after successfully completing the mandatory courses, mandatory selective courses and selective courses in the study program,</li> <li>c) after completing the requirements stated by the §71, paragraph 3 letter b of the law about colleges,</li> <li>d) if he is not a subject of a disciplinary procedure.</li> </ul> <p>Successful completion of the state exam is one of the requirements for a successful completion of the study program. The state exam is assessed by a state exam committee by grades A to FX. The committee is deciding on the grade consensually. If the committee will not come to a consensus the grade will be set by voting.</p> <p>In accordance to faculty study regulation (VP 5/2020, article 15) and the study schedule, the range for exam dates is set by the dean. Departments have to announce their exam dates on their website at least five weeks in advance. Students are signing up for the exam through the academic information system at least three weeks in advance.</p> <p>The student has a right for one official attempt and two amendatory attempts. The first attempt that the students signed up for is considered the official attempt. If the student received grade FX at the official attempt he can go to the amendatory attempts:</p> <ul style="list-style-type: none"> <li>a) in the following exam dates in the present academic year or</li> <li>b) in the exam dates in the following academic years in accordance to the § 65, paragraph 2 of the law about colleges.</li> </ul> <p>If the student cannot attend the exam that he signed up for due to serious circumstances he is obliged to write a pardon letter to the committee chair in advance or up to three workdays after the exam or its part, in case the serious circumstances have not allowed him to send it earlier. If the student does not attend the exam or its part and does not ask for a pardon or if the committee chair does not accept the pardon letter he will receive grade FX.</p> <p>91 – 100% - A  90 – 81% - B  80 – 73% - C  72 – 66% - D  65 – 60% - E  &lt;60% - FX</p> <p>State exam procedure:</p> <ol style="list-style-type: none"> <li>1. The student will come to the date according to the department schedule he signed up for.</li> </ol>	

2. The student will obtain two questions from the state exam that are assigned in a written form and anonymously by random selection from the printed questions or from a generator.

3. The exam committee will allow sufficient time for a student to prepare the oral answer to the assigned questions.

4. The student will present the prepared answer in front of the exam committee and answers also the follow-up questions.

5. After the student is finished the committee will decide the state exam results on a private meeting. The exam process and the result announcement are public.

Violations of academic ethical principles will result in annulation of the acquired points in the related item of assessment.

Scale of assessment (preliminary/final): 0/100

### **Learning outcomes:**

After completing the Counselling psychology state exam, students will gain deep theoretical knowledge about counselling theories and practice. They will understand different aspects of counselling psychology, its process, and methods in individual's life-long development, normal as well as atypical, and his family, group and system context. Students will be able to work in the area of counselling psychology as individuals as well as a part of a team; they will understand the role of collaboration in dealing with counselling issues from the perspective of client's internal experience and his social systems as well as the role of multidisciplinary approach in helping clients. They will develop basic counselling and psychotherapeutic skills which they will be able to apply in self-discovery and helping others.

### **Class syllabus:**

State exam courses

Psychologické poradenstvo v celoživotnom vývine (profile)

Poradenské a psychotherapeutické prístupy (mandatory)

Poradenské zručnosti (mandatory)

The state exams questions will be based on the following areas (exact wording of the questions will be available for students at the designated location in the prescribed time and format):

1. Counselling and psychotherapeutic theoretical approaches in international context.
2. History, legislation, and counselling psychology centres in Slovak republic in the school, work, social system and health resorts, etc.
3. The specifics of psychological counselling in lifelong development.
4. The specifics of psychological counselling with different types of clients.
5. Counselling and psychotherapeutic skills and counsellor's personality.
6. Ethics of psychological counselling, ethical standards, client information management.

### **State exam syllabus:**

### **Recommended literature:**

Carlson, J., Sperry, L., Lewis, J.A. (2005). Family Therapy Techniques. Routledge, New York.

Čechová, D. (2021). Intervencie v individuálnej psychológii. UK, Bratislava.

Brown, N., Horton-Parker, R. (2002). The unfolding life: Counselling across the lifespan. Westport, Greenwood Press.

Gelso, C., Nutt Williams, E., & Fretz, B. (2014). Counseling psychology (3rd ed.). American Psychological Association.

Koščo, J. (1987). Poradenská psychológia. Slovenské pedagogické nakladateľstvo, Bratislava

Smitková, H. (2014). Kapitoly z poradenskej psychológie. UK, Bratislava

Timulak, L. (2011). Developing your counselling and psychotherapy skills and practice. London: Sage Publications.

Watts, R.E., Carlson, J. (1999). Interventions and Strategies in Counseling and Psychotherapy. Routledge, New York

Note: We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioural sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. International departments from Europe and the USA are also using this format.

**Languages necessary to complete the course:**

Slovak, English, and Czech

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-619/00	<b>Course title:</b> Couple and Marital Counselling 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Upon successful completion of this course, students: Attendance of students is mandatory. Absence may be justified for serious personal or medical reasons, however a maximum of 2 hours. Grading criteria Elaboration of the topic and presentation, Active participation in classes 70% Final written reflection 30% Classification scale: A - 92-100 B - 82-91 C - 72-81 D - 62-71 E - 52- 61 FX - under 61% Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> After completing the course, students will have a broad overview of various aspects of couple life, they will understand the basic aspects of couple dynamics and be able to apply them to understand the problems and processes in couple / marriage counseling.	
<b>Class syllabus:</b> Specifics of couple counseling situations, basic types of interventions. Attractiveness - physical, psychological; theories of love, monogamy, polyamory; marriage, cohabitation; LGBT couples, couple and communication; conflict solving; divorce/separation; gender related violence; asexuality, BDSM; relationship and dating through applications, other technological influences - facebook, relationships via Internet, relationship with someone from another culture	
<b>Recommended literature:</b> Recources to study: Benedict, H. (2003). To není vaše vina. Jak se vyrovnat se sexuálním napadením.	

Fromm, E. (1966). Umění milovat. Orbis (a novšie vydania)

Gjuričová, Š, Kubička, J. (2009). Rodinná terapie. Systemické a naratívni prístupy. Grada

Holá, B. (2010). Psychoterapie mezi kulturami. In: Z. Vybíral, J. Roubal (Eds): Současná psychoterapie. Portál, str. 613.-622.

Kiczková, Z., Szapuová, M. (eds) (2011). Rodové štúdiá. Vydavateľstvo UK.

Ondrušek, D. (2014). Psychologické poradenstvo v práci s menšinami a psychologické poradenstvo v multikultúrnom poradenstve. In: H. Smitková (Ed) a kol.: Kapitoly z poradenskej psychológie. Vydavateľstvo UK. str. 198.-211.

Marková, D. (ed). Sexuality. Zborníky vedeckých príspevkov konferencií – rôzni vydavatelia, 2008 – 2017.

pinktherapy.com

Rothschild, B. : Pamäť tela. Psychofyziológia a liečenie traumy. Pro Familia, 2007.

Rothschild, B. : Pamäť tela. Kniha kazuistik. Pro Familia, 2011.

Sternberg, R.J. (1986). A triangular theory of love. Psychological review, 93 (2), 119.

Vodáčková, D. a kol: Krízová intervencie. Portál, 2002. [http://www.gender.gov.sk/?page\\_id=927](http://www.gender.gov.sk/?page_id=927)

Zampas a kol. (2011). Vypočítaná nespravodlivosť. Zlyhávajúce Slovenskej republiky v zabezpečovaní prístupu k antikoncepcným prostriedkom. Center for Reproductive Rights (New York), Možnosť voľby, Občan, demokracia a zodpovednosť <http://odz.sk/vypocitana-nespravodlivost-zlyhavanie-slovenskej-republiky-v-zabezpecovanipristupu-k-antikoncepcnym-prostriedkom/>

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 471

A	B	C	D	E	FX
67,3	23,78	7,43	0,21	0,0	1,27

**Lecturers:** PhDr. Hana Smitková, PhD.

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-186/22	<b>Course title:</b> Developmental Psychopathology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-205/15	
<b>Course requirements:</b> The student is entitled to justified absences according to the study regulations. - Continuous assessment - makes up 50% of marks. The student continuously works on individual and group assignments, which will be specified at the beginning of the semester. When preparing assignments, emphasis is placed on applying knowledge, critical thinking, self-study, group work, and argumentation skills. The assignment case studies used elements of problem-based learning and worked with. - Exam / final test - makes up 50% of the evaluation. A = 100-91b. B = 90- 81b. C = 80-73b. D = 72-66b. E = 65-60b. Fx = 59-0b Violation of academic ethics results in canceling the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The student will acquire an overview of basic information about developmental psychopathology, the etiology of mental disorders in childhood, the clinical presentation of neurodevelopmental disorders, and attention paid separately to pathopsychology and developmental aspects. The course's emphasis is on understanding individual conditions in the developmental context. Through assignments, the student will have the opportunity to better combine theoretical knowledge with application in practice. Working with case reports will allow students to practice clinical thinking.	
<b>Class syllabus:</b> 1. Introduction to developmental psychopathology 2. Etiology of the developmental disorders and research methodology of developmental psychopathology 3. Introduction to neurodevelopmental disorders. Global development disorder. 4. Disorders of the intellectual development 5. Disorders of communication skills - introduction, developmental language disorder 6. Disorders of communication skills - fluency disorders, disorder of social communication, developmental language disorders, acquired speech disorders 7. Autism spectrum disorders 8. Specific learning disorders (SLD) - dyslexia 9. Specific learning disorders (SLD) - dysorthography, dyscalculia 10. ADHD 11. Motor disorders, tics, disorder with stereotyped movements 12. Pathopsychology - visual and hearing impairment 13. Selected neurological disorders in childhood	

**Recommended literature:**

Lectures from the course. Students will receive a research study for each class, a specific chapter or article in the course team, or textbooks available in the faculty library. \* Note: We have chosen the American Psychological Association (APA) citation format since it goes the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, concern citations and text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding similarly.

**Languages necessary to complete the course:**

Articles on particular topics are in the English professional language.

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

Total number of evaluated students: 751

A	B	C	D	E	FX
20,24	29,96	25,43	14,38	7,06	2,93

**Lecturers:** Mgr. Margaréta Hapčová, PhD.

**Last change:** 08.05.2024

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-180/22	<b>Course title:</b> Developmental Psychopathology - Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course evaluation consists of a continuous evaluation consisting of 70% and 30% final exams. Continuous assessment will take a knowledge test, elaboration of individual assignments (preparation for group work), and group work in class. Rating scale: A = 100-91b. B = 90-81b. C = 80-73b. D = 72-66b. E = 65-60b. Fx = 59-0b. Violation of academic ethics will cancel the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> Students will acquire knowledge of the psychopathology of selected mental disorders and circumstances that occur in children and adolescents. The subject follows up on Psychopathology in Children and Adolescents, but its content captures a different area of difficulty. Students will be able to apply the acquired knowledge to specific case studies from practice. During the group work, students will learn and be able to analyze case studies from various theoretical backgrounds of developmental psychopathology.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Emotional regulation and psychopathology in children</li> <li>2. Executive dysfunctions in children</li> <li>3. Disrupted attachment</li> <li>4. Regulatory disorders in young children - sleep, biorhythm, crying, elimination disorders</li> <li>5. Eating disorders in young, school and adolescent age</li> <li>6. Selected psychosomatic difficulties and pain in children</li> <li>7. Anxiety disorders in children and adolescents</li> <li>8. Affective disorders in children and adolescents</li> <li>9. Neurotic disorders in children and adolescents</li> <li>10. Behavioral disorders in children and adolescents</li> <li>11. Trauma, stress and posttraumatic disorders in children</li> <li>12. Deprivation and institutional care</li> </ol>	
<b>Recommended literature:</b>	

<p>Materials and articles from the teacher to individual topics.</p> <p>Selected chapters:</p> <p>Cicchetti, D. (2016). Developmental psychopathology, vol 1, 3rd. ed., John Wiley &amp; Sons Inc.</p> <p>Cicchetti, D. (2016). Developmental psychopathology, vol 2, 3rd. ed., John Wiley &amp; Sons Inc.</p> <p>* Note: We have chosen the American Psychological Association (APA) citation format since it goes the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, concern citations and text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding similarly.</p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>Articles on particular topics are in the English professional language.</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 41</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>97,56</td><td>2,44</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>						A	B	C	D	E	FX	97,56	2,44	0,0	0,0	0,0	0,0
A	B	C	D	E	FX												
97,56	2,44	0,0	0,0	0,0	0,0												
<p><b>Lecturers:</b> Mgr. Margaréta Hapčová, PhD.</p>																	
<p><b>Last change:</b> 08.05.2024</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-270/20	<b>Course title:</b> Distant Psychological Counselling
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing evaluation 50%, trial period 50% 1.) group ongoing evaluation 2.) final paper presented as colloquium exam Full participation in classes is mandatory. Absence may be excused for serious personal or health condition reasons, up to a maximum of 2 hours. Successfully completed colloquium exam and submitting a written paper is a condition for completing the course. During field work, an active and responsible approach and adherence to the ethical principles of psychological work are required. If the student does not complete min. 85% of the classes will be assessed by FX. Absences cannot be replaced by any other tasks. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The course creates conditions for experiential education, the aim of the course is to provide and develop student's knowledge and skills in distance counseling and supervision. Students will be able to apply basic knowledge in the field of distance psychological counseling, they will understand the specifics of professional work and ethics in the online space. They will be able to assist in the activities of e-mail psychological counseling under supervision of an experienced professional.	
<b>Class syllabus:</b> Introduction into distance/online counseling Technologies, social media - assessment Legislation, ethical standards Specifics of online space Competence, anonymity, security Informend consent in distance counseling Expertise of a psychologist in an online environment Asynchronous forms of distance counseling E-mail counseling, chat	

Principles, methods and process Forms of help, types of clients Distance supervision					
<b>Recommended literature:</b> Evans, J. (2009) Online Counselling and Guidance Skills. A Practical Resource for Trainees and Practitioners. Sage Publications. Jones, G. & Stokes, A. (2009) Online Counselling. A Handbook for Practitioners. Palgrave Macmillan. Kraus, R. & Zack, J., G. Stricker, G., Speyer, C. (2004) Online Counseling. A Handbook for Mental Health Professionals. Elsevier Science. Williamson, J.N. & Williamson, D. G. (ed.) (2021) Distance Counseling and Supervision. Wiley.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 42					
A	B	C	D	E	FX
78,57	16,67	2,38	0,0	0,0	2,38
<b>Lecturers:</b> PhDr. Katarína Ludrovská, PhD.					
<b>Last change:</b> 15.05.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-moPS-668/12		<b>Course title:</b> Dynamic Psychotherapy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 384					
A	B	C	D	E	FX
79,95	17,45	1,82	0,52	0,26	0,0
<b>Lecturers:</b> Mgr. Viera Cviková, PhD.					
<b>Last change:</b> 04.11.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-217/15	<b>Course title:</b> Forensic Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Final test 100% Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The graduate should know basic information about application areas, tasks and methods of forensic psychology. He should understand the relationship of mental determinants and mental disorders to social failure and crime. After completing the prescribed internship and postgraduate education, he should be able to act as a forensic expert resp. penitentiary care worker.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Systematics and subject of forensic psychology</li> <li>2. Legal aspects of forensic-psychological practice</li> <li>3. Psychological determinants of social failure I- Global functions and cognitive abilities</li> <li>4. Psychological determinants of social failure II. Personality and behavior motivation</li> <li>5. Ontogenetic aspects in forensic psychology</li> <li>6. Forensically significant mental disorders I. Psychoreactive states and personality disorders</li> <li>7. Forensically significant mental disorders II. Psychosis and organic CNS damage</li> <li>8. Forensic aggression</li> <li>9. Victimology</li> <li>10. Forensic-psychological penology</li> <li>11. Forensic psychology of organized crime</li> <li>12. Psychological issues of prognosis and prevention</li> </ol>	
<b>Recommended literature:</b> Čírtková, L. (1998). Kriminální psychologie. Praha: Eurounion. Heretik, A. (2019). Forezná psychológia. Bratislava: Albatros/Linden, 4. preprac. vyd. Heretik, A. (2012). Extrémna agresia I. Forezná psychológia vraždy. Nové Zámky: Psychoprof, 2.vyd,	

<p>Kubík, O. (2012). <i>Investigatívna psychológia</i>, Bratislava: Eurokódex.</p> <p>*We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.</p>					
<p><b>Languages necessary to complete the course:</b> Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b> Total number of evaluated students: 1196</p>					
A	B	C	D	E	FX
24,33	25,42	23,33	14,46	12,04	0,42
<p><b>Lecturers:</b> prof. PhDr. Anton Heretik, CSc.</p>					
<p><b>Last change:</b> 11.04.2022</p>					
<p><b>Approved by:</b></p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-680/16	<b>Course title:</b> Individual Psychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students' participation is obligatory. Non-participation can be excused from the serious personal, or health reasons, maximal 2 hours. Absence is not replaced by the other work. 1) continuous test - (max. 40 %) – succesful completion of the continuous test (min. 51 %) is a requirement of completion of the course. 2) review (max 10%) 3) case-study (max. 50 %) – succesful completion of oral colloquium, including written analysis of lifestyle is a requirement of completion of the ccourse. Classification: A- 91-100 B- 81-90 C- 71-80 D-61-70 E- 51-60 FX - <60% Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students demonstrate uderstanding of the theory of Individual Psychology of A. Adlera. They will acquire methods of analysis of personality, particularly, family constellation assessment, and demonstrate their capability of the creative synthesis of knowledge by submitting and defencing lifestyle asesement case study.	
<b>Class syllabus:</b> Alfred Adler – person and founder of Individual Pscyhology History of establishment of Individual Psychology abroad and in Slovakia Theoretical concepts of Individual Psychology: Fenomenology, purpossivness, teology, subjectivity Theory of personality of Individual Psychology Lifestyle as a system of beliefs	



Family Constellation, influence of parents and siblings at beliefs Early recollections Skills of conducting semi-structured interview, feedback, Self- assessment Lifestyle assessment Elaboration of the case-study by the methods of Individual Psychology					
<b>Recommended literature:</b> Abramson, Z. (2021). Základné koncepty adlerovskej teórie. SAIP, Bratislava Čechová, D. (2013). Životný štýl - osobnosť ako súbor presvedčení. In: Životný štýl, tvorivosť a reziliencia adolescentov [elektronický zdroj]. - Bratislava : Univerzita Komenského Dreikurová-Fergusonová, E. (2005). Adlerovská teória. Slovenská adlerovská spoločnosť, Bratislava Dreikurs, R., Soltzová, V. (2012). Deti ako výzva. Adlerovská psychoterapeutická spoločnosť, Bratislava Eckstein, D., Baruth, L., Mahrer, D. (1992). Life-Style Assessment. Kendall/Aunt, Dubuque Marková, D., Čechová, D. (2016). Adlerian Ethics: Applications in Counselling and Psychotherapy. London : Adlerian society UK Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 295					
A	B	C	D	E	FX
54,24	25,08	16,61	1,69	1,36	1,02
<b>Lecturers:</b> doc. PhDr. Daniela Čechová, PhD.					
<b>Last change:</b> 04.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-269/20	<b>Course title:</b> Introduction into CBT
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment during the teaching part consisting of assessment of the submitted reflection and continuous assignments specified by the teacher at the beginning of the course (100%). Classification scale: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; <60% - FX Students' participation in classes is mandatory. Absence may be justified in unavoidable cases cases if the student informs about his / her absence in advance, e.g. mail. If the student does not attend min. 85% of the classes, they will be assessed by FX. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course provides students with basic information about the cognitive behavioral approach in psychotherapy (CBT). After completing the course, the student should know the basic procedures KBT approach, understand the theoretical basis of each method, and be able to use it CBT approach to conceptualize situations from one's own life.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Basic principles of CBT approach.</li> <li>2. Historical cross-section of the KBT approach and main theoretical concepts.</li> <li>3. Vicious circle in CBT (thoughts, emotions, bodily feelings, behavior).</li> <li>4. Problem formulation in CBT. Behavioral impact assessment</li> <li>5. Anxiety. Basic methods in working with anxiety.</li> <li>6. Depression. Client activation, activity planning.</li> <li>7. Cognitive restructuring.</li> <li>8. Communication skills training. Assertiveness.</li> <li>9. Behavioral experiments.</li> <li>10. The third wave of CBT. Mindfulness approaches.</li> <li>11. Introduction to schematherapy, modes. Experiential work with modes</li> <li>12. Course reflection.</li> </ol>	

**Recommended literature:**

Praško, J. & Prašková, H. (1996). Asertivitou proti stresu. Grada.

Praško, J., Možný, P., Šlepecký, M. a kol. (2007). Kognitivně behaviorální terapie psychických poruch. Triton.

Praško, J., Vyskočilová, J., & Prašková, J. (2008). Úzkost a obavy jak je překonat. (2nd ed.). Portál.

Pešek, R., Praško, J., & Štípek, P. (2013) Kognitivně behaviorální terapie v praxi pro terapeuty, studenty a poučené laiky. Portál.

Šlepecký, M., Praško, J., Kotianová, A., & Vyskočilová J. (2018) Třetí vlna v kognitivně-behaviorální terapii nové směry. Portál.

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 134

A	B	C	D	E	FX
63,43	30,6	5,22	0,0	0,75	0,0

**Lecturers:** Mgr. Jakub Rajčáni, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-236/17	<b>Course title:</b> Introduction to Logotherapy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment consists of: 1. activity in lectures, 2. written personal reflection of Frankl's book Man's Search for Meaning, 3. presentation of selected topics from logotherapy and existential analysis at seminars. Deadline for submitting written assignment is 10th session of semester. Presentation date is assigned to students in the 1st session of semester. Presence during lectures and seminars is mandatory. Absence is allowed under reasonable circumstances defined in The Study Order of The Faculty and is subject to justification.	
<b>Learning outcomes:</b> The course's content provides a basic overview of Logotherapy as a psychotherapeutic method and a philosophical basis applicable in professional practice and in life situations, too. Part of the course is self-diagnosis of perceived meaningfulness in life by using psychodiagnostic tools.	
<b>Class syllabus:</b> - 10 Theses About the Person, - Logo-test, - Logotherapy and it's place in psychotherapy, - central terms of Logotherapy, - dimensions of human, - meaning of life, - values in Logotherapy, - diagnostics in Logotherapy, - research in Logotherapy, - meaning in different psychological concepts.	
<b>Recommended literature:</b> 1. Batthyány, A. (Ed.). (2016). Logotherapy and Existential Analysis. Springer. 2. Batthyány, A., & Russo-Netzer, P. (Eds.). (2014). Meaning in Positive and Existential Psychology. Springer.	

3. Dezelic, M. S., & Ghanoum, G. (2015). Meaning-Centered Therapy Manual: Logotherapy & Existential Analysis Brief Therapy Protocol for Group & Individual Sessions. Presence Press International.
4. Frankl, V. (2007). Man's Search for Meaning. An Introduction to Logotherapy. Beacon Press.
5. Frankl V. (2019). The Doctor and the Soul. From Psychotherapy to Logotherapy. Vintage Books.
6. Kosová, M. a kol. (2014). Logoterapie: Existenciální analýza jako hledání cest. Grada.
7. Lukasová, E. (2020). Logotherapy Principles and Methods. Elisabeth-Lukas-Archiv.
8. Russo-Netzer, P., Schulenberg, S. E. & Batthyány, A. (Eds.). (2016). Clinical Perspectives on Meaning. Springer.
9. Shantall, T., (2020). The Life-changing Impact of Viktor Frankl's Logotherapy. Springer.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 153

A	B	C	D	E	FX
51,63	37,91	7,84	0,0	0,65	1,96

**Lecturers:** Mgr. Viktor Svetský, PhD.

**Last change:** 24.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-moPS-610/00		<b>Course title:</b> Introduction to Process-oriented Psychology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 273					
A	B	C	D	E	FX
84,98	13,55	0,73	0,37	0,0	0,37
<b>Lecturers:</b> prof. PhDr. Anton Heretik, CSc., Mgr. Slávka Takáčová					
<b>Last change:</b> 08.01.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-174/22	<b>Course title:</b> Introduction to social, affective, cognitive and behavioral neuroscience
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-263/21	
<b>Course requirements:</b> The course consists of a series of lectures on predefined topics. The course ends with a test in credit week. To complete the course, the student must obtain a min. 60% success rate. The test has no correction date. Absence from the test is justifiable only for serious medical conditions or personal reasons. However, the student must inform the teachers about his / her absence in advance, at the latest two days before the test date. Subsequently, an alternative date will be set for him / her. Clasification: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; < 60% - FX Violation of academic ethics will result in the cancellation of earned points in the relevant item evaluation.	
<b>Learning outcomes:</b> The aim of the course is to present current knowledge in the field of neuroscience with a special focus on cognitive, affective, social and behavioral neuroscience at the human level. After completing this course, students should be able to understand selected aspects of biological regulation of behavior and experiencing regarding these dynamically evolving approaches and findings, which bring a revision of classical knowledge in psychology. Knowing the current methods of data collection and research methodology in neurosciences. The course deals with the application of neuroscience knowledge on the continuum of norm and pathology (neuropsychiatric diseases). Completing the course requires a basic understanding of brain neuroanatomy and neurophysiology at the level of bachelor degree in psychology.	
<b>Class syllabus:</b> What is neuroscience and why does it have so many attributes (medical, behavioral, cognitive, affective, social)? Social Neuroscience - Social Cognition and Second Person Neuroscience The role of cortical and subcortical structures in the emergence of psychopathological manifestations (depression, addiction, schizophrenia)	

Predictive coding and the Bayesian brain

Affective neuroscience - principles, methods and a few surprising challenges for classical psychological theory of emotions

Neurobiological bases of personality and its disorders - from temperament theories, Big Five and its links to functional brain systems to examining the dynamics of feeling and experiencing of own Self.

Cortical and subcortical structures in cognition.

Cognitive neuroscience - a computational approach to metacognition

Functional organization of PFC in relation to memory with a focus on autobiographical memory - identity, self in relation to autobiographical memory

Factors and functions of emotion regulation, possibilities of regulation, structure and function of the brain in regulation. Relationship between cognitive processes and emotions in regulation, limits of research on emotion regulation.

Cultural neuroscience.

Stress and cognitive processes.

Decision making and free will.

Adolescent brain vs aging brain.

Synesthesia.

### **Recommended literature:**

Beran, M. J., Brandl, J. L., Perner, J., & Proust, J. (Eds.). (2012). Foundations of metacognition. Oxford University Press.

Crosson, Bruce & Haaland, Kathleen. (2003). Subcortical functions in cognition: Toward a consensus. Journal of the International Neuropsychological Society. 9. 1027 - 1030.

Frisch, Stefan. (2014). How Cognitive Neuroscience could be more biological – and what it might learn from Clinical Neuropsychology. Frontiers in Human Neuroscience. 8. 10.3389/fnhum.2014.00541.

Kube, T., & Rozenkrantz, L. (2021). When Beliefs Face Reality: An Integrative Review of Belief Updating in Mental Health and Illness. Perspectives on Psychological Science, 16(2), 247–274.

Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin.

McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: central role of the brain. Physiological reviews, 87(3), 873-904.

Montag, C., & Panksepp, J. (2017). Primary Emotional Systems and Personality: An Evolutionary Perspective. Frontiers in Psychology, 8. <https://doi.org/10.3389/fpsyg.2017.00464>

Porcelli, S., Van Der Wee, N., van der Werff, S., Aghajani, M., Glennon, J. C., van Heukelum, S., Mogavero, F., Lobo, A., Olivera, F. J., Lobo, E., Posadas, M., Dukart, J., Kozak, R., Arce, E., Ikram, A., Vorstman, J., Bilderbeck, A., Saris, I., Kas, M. J., & Serretti, A. (2019). Social brain, social dysfunction and social withdrawal. Neuroscience and biobehavioral reviews, 97, 10–33.

Vuilleumier, P., & Armony, J. (eds) (2013). The Cambridge Handbook of Human Affective Neuroscience. Cambridge University Press.

Schilbach, Leonhard. (2016). Towards a second-person neuropsychiatry. Philosophical Transactions of the Royal Society B: Biological Sciences, 371(1686), 20150081. <https://doi.org/10.1098/rstb.2015.0081>

Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin.

Šolcová Poláčková, I. (2018). Emoce. Regulace a vývoj v průběhu života. Praha: Grada, 240 s.

Wolf, O. T. (2009). Stress and memory in humans: twelve years of progress?. Brain research, 1293, 142-154.

### **Languages necessary to complete the course:**

The course is taught in Slovak, however, knowledge of English is also required to study the texts.



<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 222					
A	B	C	D	E	FX
12,61	23,42	29,73	17,12	6,76	10,36
<b>Lecturers:</b> Mgr. Petra Brandoburová, PhD., Mgr. Jakub Rajčáni, PhD., doc. PhDr. Michal Hajdúk, PhD., Mgr. Daniela Turoňová, PhD., prof. Mgr. Anton Heretik, PhD.					
<b>Last change:</b> 04.04.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-990/15	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 15	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Submission of the thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The thesis is submitted in a printed version in two hard copies (at least one is in the hardcover) at the relevant department and in an electronic version via AIS. The work must meet the parameters specified in the Internal Regulation no. 12/2013 Directive of the Rector of Comenius University on the basic requirements for final theses, rigorous theses and habilitation theses, control of their originality, storage, and access to Comenius University in Bratislava. The provisions of article 27 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the master's thesis as a subject of the state examination. The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student will know the basic procedures for writing a final thesis. They will understand the connection of theoretical knowledge to the research plan or research project of their work, including the formulation of a research problem, research questions, or hypothesis. Based on the literature review and consultations with their supervisor or consultant, the student will be able to elaborate the chosen topic at the level of scientific study with a representative selection of scientific literature, with appropriately selected scientific procedures and hypotheses that can be verified. The master's thesis will be a contribution in the relevant field of study.</p>	
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The contribution of the thesis for the given field of study depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately elaborate the selected topic at the level of scientific study with a representative selection of scientific literature, whether the chosen scientific procedures are appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should be a contribution in the relevant field of study;</li> <li>2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register, to the results of which the supervisor and the opponent comment in their opponents' reviews;</li> <li>3. Accuracy and correctness of the information provided by the sources, research results of other authors and author groups, precision of the description of methods and procedures of other authors or author groups;</li> <li>4. Compliance of the structure of the final thesis with the prescribed composition defined by Internal Regulation no. 12/2013;</li> </ol>	

<p>5. Respecting the recommended scope of the final thesis (the recommended scope of the master's thesis is usually 50 - 70 standard pages - 90,000 to 126,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor;</p> <p>6. Linguistic and stylistic level of work and formal arrangement;</p> <p>7. The method and form of the final thesis defense and the student's ability to adequately respond to comments and questions within supervisor's and opponent's opinions on the thesis.</p>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>According to orientation of the thesis' topic</p>
<b>Last change:</b> 04.04.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-260/20	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Absences can be excused in unavoidable situations. The student is required to inform the tutor about absences in advance. The student will receive grade FX if not attending at least 85% of classes. Absences cannot be substituted by an alternative assignment. The student will send a complete thesis manuscript, including all formal and content requirements, to the tutor at least 14 days before the submission due date. If empirical research, or part of it, is to be part of the thesis, approval by the departmental Ethics Committee is required. Evaluation scale: 91 – 100% - A 90 – 81% - B 80 – 73% - C 72 – 66% - D 65 – 60% - E <60% - FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course goal is to teach students the process of producing a graduate thesis in an adequate professional manner. The thesis reflects the education of the student throughout the master's degree study of psychology as well as show an adequate level of studying the problem that relates to the master's thesis topic. After completing the course, the student will be able to clearly formulate theoretical background of the thesis including the research problem description and articulate the aim of the research. The student will understand and be able to discuss the methodological questions related to his research. The student will be able to conduct the practical part of the research and analyse the results. The student will be able to individually discuss and evaluate the benefits of his research. The student will develop skills in working with scientific literature, including the identification of the scientific resources, elementary evaluation of the quality of the scientific articles and	

monographs or other scientific resources, and identification of methodological and thematic limitations of the studied scientific literature. At the same time, he is trying to plan the research activities in a way that he manages to simultaneously complete all other steps required for the completion of the final version of the thesis. The course aims to stimulate student's critical thinking and teach the student to support his thoughts with arguments and to get ready for the thesis defence through individual consultations with the tutor. Violations of academic ethical principles will result in annulment of the acquired points in the related item of assessment.

#### **Class syllabus:**

Scheduling the preparation and realisation of the thesis, identifying the steps necessary for a successful completion of the course.

Formulating the research problem and identifying the goals of the thesis.

Working with scientific literature, including research, analysing texts identifying the core elements of the scientific articles structure IMRaD.

Writing abstract and picking relevant keywords.

What should introduction include.

Describing research methodology and methods in thesis.

Requirements of a research proposal.

Describing the research findings – results, discussion, and conclusion. This includes choosing an adequate structure of the results description, selecting relevant visual tools (tables and figures), and presenting the results of the statistical analysis and conclusions.

Efficiently phrase the thesis discussion.

Editing citations and bibliography according to American Psychological Association standards (APA standards)

#### **Recommended literature:**

Mandatory:

American Psychological Association (2020). Publication Manual of the American Psychological Association. Seventh edition. (2020). APA, Washington, DC.

Staroňová K. (2011). Vedecké písanie. Ako písať akademické a vedecké texty. Osveta, Bratislava.

Optional:

Beins, B.C., Beins, A.M. (2013). Effective writing in psychology. Wiley-Blackwell.

Carson, S.H. et al. (2012). Writing for psychology. A guide for psychology concentrators. Harvard College.

Note: We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioural sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. International departments from Europe and the USA are also using this format.

#### **Languages necessary to complete the course:**

Slovak and English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 237

A	B	C	D	E	FX
78,48	12,24	5,06	2,11	1,69	0,42

#### **Lecturers:**

<b>Last change:</b> 17.05.2024
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-659/22	<b>Course title:</b> Methods in Human Resources Management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student prepares an individual / group assignment. Submission, presentation of the assignment is a condition for completing the course and it is not possible to replace it with another task. Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. Maximum of 2 hours. Classification scale: A 92-100; B 84-91; C 76-83; D 68-75; E 60-67; FX <60. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will recognize selected methods used in human resource management processes in the organization with emphasis on their objectivity, validity, reliability, standardization. They will understand the theoretical and practical context in the selection and application of relevant methods. They will be able to assess the importance of selected methods in achieving the goals within the individual personnel processes in connection with the goals of the organization. They will be able to design appropriate procedures and methods for selected areas and goals of working with people in the organization.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Strategic human resources management. Methodology of creating human resources management strategy.</li> <li>2. Corporate culture, values and their connection to competencies and competence models.</li> <li>3. Onboarding - socialization of new employees.</li> <li>4. Selection interview - preparation, schedule, opening, closing, asking questions, types of questions, conclusions from the interview.</li> <li>5. Performance management (e.g. "corporate" vs. "small business").</li> <li>6. 360 ° feedback - preparation, designing 360 ° evaluation, selection of competencies, description of competencies in behavioral categories, observation / measurement, evaluation.</li> </ol>	

7. Assessment center / Development center - design and implementation of AC / DC, selection of competencies, description of competencies in behavioral categories, evaluation of behavior / competencies, feedback, report from AC.
8. Psychological testing in organizational practice. Tests, psychometric, ethical standards, current trends.
9. Stress management in organizations (best practice).
10. Leadership, programs to support People management for managers.

**Recommended literature:**

Chmiel, N., Fraccaroli, F., Sverke, M. (2017). An Introduction to Work and Organizational Psychology. An Internationale Perspective (3te ed.). Wiley Blackwell.

Kubeš, M., Spillerová, D., Kurnický, R. (2004). Manažerské kompetence. Praha: Grada Publishing.

Vaculík, M. (2010). Assessment centrum: Psychologie ve výběru a rozvoji lidí. NC Publishing.

Seitl, M. (2015). Testové psychodiagnostické metody pro výběr zaměstnanců. Univerzita Palackého v Olomouci.

Wagnerová I. a kol. (2011). Psychologie práce a organizace (nové poznatky), Grada.

Continuously recommended additional professional and scientific texts will be available in the MS Teams during the course.

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

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

**Lecturers:** doc. PhDr. Eva Rošková, PhD.

**Last change:** 30.03.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-632/12	<b>Course title:</b> Methods of School Psychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Running attendance, activity.100%. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Practical work of school psycholgis at schol with pupils.	
<b>Class syllabus:</b> School mature Social relations at school and class Family relations and styles of family education Personal characteritics of pupils Universal and special abilities Disorder of behavior	
<b>Recommended literature:</b> Gajdošová,E.(1998). Školský psychológ a jeho vstup do humanizácie našich škôl. Príroda Bratislava Gajdošová,E., Herényiová,G. (2006). Rozvíjení emoční inteligence žáku. Praha: Portál Gajdošová,E.-Herényiová,G., Valihorová,M. (2010). Školská psychológia. Bratislava Stimul Svoboda,M.- Krejčířová,D.-Vágnerová, M. (2001). Psychodiagnostika detí a dospívajících. Portál Praha Vonkomer, J.(1990). Psychologická diagnostika v škole. Psychodiagnostické a didaktické testy,Bratislava Note : The American Psychological Association (APA) citation format was chosen because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistency writing according to APA standards, which concerns not only citations but also text structure, tables and graph formats and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.	
<b>Languages necessary to complete the course:</b>	

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 362					
A	B	C	D	E	FX
99,72	0,0	0,28	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Gabriela Herényiová, CSc., Mgr. Diana Demkaninová, PhD.					
<b>Last change:</b> 10.04.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-822/22	<b>Course title:</b> Occupational Psychology
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPs/A-moPS-822/15	
<p><b>Course requirements:</b></p> <p>The student can request a state exam:</p> <ul style="list-style-type: none"> <li>a) after obtaining a minimum number of credits, so after obtaining credits for successful completion of state examinations, he / she achieves the required number of credits for the proper completion of studies,</li> <li>b) after successful completion of mandatory subjects, mandatory selected subjects and elective courses in the composition determined by the study program,</li> <li>c) after fulfilling the student's obligations arising from § 71 par. 3 letter b of the Higher Education Act,</li> <li>(d) if no disciplinary action is taken against him / her.</li> </ul> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination commission decides by consensus on the evaluation of the state examination or its part. If the examination commission does not reach a consensus, the evaluation of the state examination or its part is decided by voting. In such a wording of the study regulations of the faculty (VP 5/2020, Art. 15), the framework dates of state examinations are set by the dean and with the faculty study schedule. Departments are obliged to publish their dates for state exams in electronics just 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the date of its holding. The student is entitled to one regular and two resit dates of the state exam. The regular term is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular date of the state exam, the resit dates of the state exam may be applied by the student:</p> <ul style="list-style-type: none"> <li>(a) at the following dates of the State examinations in the relevant academic year; or</li> <li>b) in the term of state examinations in some of the following academic years in accordance with § 65 par. 2 of the Higher Education Act.</li> </ul> <p>If the student is unable to attend the date of the state examination for which he / she has applied, he / she must apologize in writing to the chairman of the examination commission in advance or at the earliest within three working days after the date of the state examination or its part, if there were serious obstacles prevented themselves from apologizing in advance. If a student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination commission does not acknowledge his / her excuse, he / she is assessed with the FX mark from the given date of the state examination.</p> <p>91 - 100% - A 90 - 81% - B 80 - 73% - C 72 - 66% - D 65 - 60% - E &lt;60% - FX</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<b>Learning outcomes:</b>	

After passing the state exam in the subject of Work Psychology, the student will know selected theories explaining work behavior, consumer, shopping behavior, attitudes, motivation of people in an organizational context. He / she will have up-to-date knowledge of key processes regulating the functioning of people in the organization (recruitment and selection of employees, performance management, development and training, work-life balance, regulation of work stress, stress ...). Will be able to apply knowledge from psychological research in the field of personnel psychology, critically evaluate the results of job analysis, define appropriate criteria and methods for selecting employees, schedule an interview, explain the rules for using psychodiagnostic methods in selection, design a suitable way to measure and evaluate performance and competencies, and analysis of other psychological problems. The student will know selected theoretical concepts, research trends and practical psychological methods used to explain driver behavior, will be able to identify appropriate preventive tools to prevent dangerous and risky driver behavior. They will understand the basics of customer psychology, the manifestation and use of mental processes and states, abilities and personality traits in consumer decision-making and behavior.

### **Class syllabus:**

Subjects of the state exam:

Personnel Psychology (profile)

Selection of employees by psychological means (mandatory selected)

Psychology in Market and Advertising (mandatory selected)

Traffic Psychology (mandatory selected)

Questions for the state exam in Work Psychology will cover the following areas (the specific wording of the questions will be available to students at a designated place, in the prescribed time and format):

1. Personnel psychology, personnel management. Subject, position, role in the organization. PP priorities today. Ethical and legal frameworks of working with people in the organization.
2. Job / Task / Work / Competency Analysis. Job Crafting, Job Evaluation.
3. Recruitment and selection of employees. Criteria, selection methods, validity, ethical aspects. Selective, behavioral interview.
4. Employment contract vs. psychological contract. Onboarding, adaptation of new employees.
5. Job attitudes: commitment, engagement, identification, job satisfaction. Antecedents and organizational consequences.
6. Work behavior: performance, organizational citizenship behavior, counterproductive behavior. Antecedents and organizational consequences.
7. Performance management, employee evaluation, criteria, methods, errors, evaluation ethics.
8. Motivation and remuneration of employees. Motivation theories and their application in practice, individual differences in employee motivation.
9. Learning and development in the organization. Theories, methods, techniques.
10. Leadership strategies in the organization - leadership.
11. Dismissal of employees. Outplacement. Psychological, ethical and legal contexts.
12. Consumer, shopping behavior. Psychological regulators. Perception, memory & learning, motivation & emotionality, attitudes, decision making, customer personality in terms of market behavior.
13. Safe, dangerous, risky driving. Models, antecedents, consequences.

### **State exam syllabus:**

### **Recommended literature:**

Chmiel. N., Fraccaroli, F., Sverke, M. (2017). An Introduction to Work and Organizational Psychology. An International Perspective (3th ed.). Wiley Blackwell.

Rošková, E., Schraggeová, M. (2020). Psychologické väzby v práci. Univerzita Komenského v Bratislave.

Kolman, L. a kol. (2010). Výběr zaměstnanců. Praha, Linde.

Porter, B. E (Eds.) (2011). Handbook of Traffic Psychology. Elsevier Inc. 536s.

Rošková, E. (2013). Rizikové správanie vodičov v cestnej doprave. Bratislava, Univerzita Komenského, 142 s.

Hradiská, E., Letovancová E.(2010). Psychológia v marketingovej komunikácii, Bratislava: Univerzita Komenského.

Hoyer W. D., MacInnis, D. J. & Pieters, R. (2018). Consumer Behavior. 7th ed., Cengage.

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Last change:** 03.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-216/22	<b>Course title:</b> Personnel Management
<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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-216/15	
<b>Course requirements:</b> The assessment of the course consists of an interim and a final assessment. The interim assessment includes: Completion of an assignment (individual/group), for which 20 points can be obtained. Topics and deadlines for assignments will be specified at the beginning of the semester. A midterm test during the semester for which 20 points may be earned. The final assessment in the examination period will take the form of a test for which 60 points may be obtained. A score of 60% of the total points is required to pass this test. Grading Scale: A 92-100; B 84-91; C 76-83; D 68-75; E 60-67; FX < 60. Active participation of students in class is mandatory and is a prerequisite for passing the course. Absence may be excused for serious personal or medical reasons. However, a maximum of 20% of the course is required. The weight of the midterm/final evaluation is 40/60. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> After completing the course, students will have knowledge of selected concepts, theories of personnel psychology and their application options in the field of effective human resource management in the organization. They will understand the integration of theoretical knowledge of psychological and behavioral disciplines into organizational practice - procedures, methods, tools in the field of functioning of people in the organization. After completing the course, students will be able to explain the ethical rules of working with people in the organization, apply knowledge from psychological research in the field of personnel psychology, critically evaluate the results of job analysis, define appropriate criteria and methods for selecting employees, schedule an interview, explain the rules for use psychodiagnostic methods in selection, to design a suitable way to measure and evaluate performance and competencies, to assess the development needs of the employee, to design appropriate development procedures and tools, to design effective tools for motivation, stimulation.	

**Class syllabus:**

1. Personnel psychology, personnel management. Subject, position, role in the organization. PP priorities today. Ethical and legal frameworks of working with people in the organization.
2. Job / Task / Work / Competency Analysis. Job Crafting, Job Evaluation.
3. Recruitment and selection of employees. Criteria, selection methods, validity, ethical aspects. Selective, behavioral interview.
4. Employment contract vs. psychological contract. Onboarding, adaptation of new employees.
5. Job attitudes: commitment, engagement, identification, job satisfaction. Antecedents and organizational consequences.
6. Work behavior: performance, organizational citizenship behavior, counterproductive behavior. Antecedents and organizational consequences.
7. Performance management, employee evaluation, criteria, methods, errors, evaluation ethics.
8. Motivation and remuneration of employees. Motivation theories and their application in practice, individual differences in employee motivation.
9. Learning and development in the organization. Theories, methods, techniques.
10. Leadership strategies in the organization.
11. Dismissal of employees. Outplacement. Psychological, ethical and legal contexts.

**Recommended literature:**

Chmiel. N., Fraccaroli, F., Sverke, M. (2017). An Introduction to Work and Organizational Psychology. An Internationale Perspective (3th ed.). Wiley Blackwell.

Spector, P., E. (2011): Industrial & Organizational Psychology. Research & Practice (6th ed.). Wiley.

Wagnerová I. a kol.: Psychologie práce a organizace (nové poznatky), Grada, 2011.

Rošková, E., Schraggeová, M. (2020). Psychologické vazy v práci. Univerzita Komenského v Bratislave, 2020.

Continuously recommended professional and scientific publications in domestic and foreign sources.

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

Slovak, English

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

Total number of evaluated students: 743

A	B	C	D	E	FX
15,61	21,4	30,01	21,8	9,56	1,62

**Lecturers:** doc. PhDr. Eva Rošková, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-181/22	<b>Course title:</b> Prevention and intervention strategies in group-based activities in the classroom
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> A-moPS-166 School Psychology	
<b>Course requirements:</b> Course evaluation: 1/ Active participation on the partial assignments, activities and skills training. 2/ Designing a preventive and intervention strategy proposal for group work in the classroom, based on the assignment specifications. The proposal will be submitted in written form at the end of the semester. Any disrespectful action toward academic ethics will result in annulation of points gained in any part of course evaluation assignments. Classification scale: A 100 - 94 %, B 93 - 85%, C 84 - 76%, D 75 - 67%, E 66 - 60%, FX 59 - 0%. Continuous/ final assesment ratio: 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course is inspired by evidence-based practices in designing and evaluating group interventions in the school environment. The course will be based on active cooperation and will provide direct feedback on specific steps in designing and implementing related strategies. Students will be able to evaluate specific theoretical models/concepts in relation to their applicability in specific classroom conditions and to plan preventive strategies within school climate context and its specific characteristics. Students will gain a more complex understanding of specific problems related to the implementation of preventive programs, data collection, and evaluation of the effect of intervention in the school environment. They will be able to design a customized group preventive/ intervention strategy and will improve in specific social and professional skills, which are crucial for the realisation process in practice.	
<b>Class syllabus:</b> 1. Group prevention and intervention in the Slovak classrooms. Frequently used strategies	



- and preventive programs. .
2. Group dynamics, social relations in the classroom and their specifics in group intervention preparation process.
  3. School climate and preventive strategies as a tool to detect and prevent misbehavior in the future. Prosocial behavior and empathy in the classroom.
  4. Evidence-based approach in the realisation process within group supportive work in the classroom (RTI models).
  5. Theoretical models, conceptions and their implications in the preparation for group work in the classroom.
  6. Data collection and information gathering as a stage in the process of evidence-based intervention strategy planning. Antecedent variables, group processes in the classroom, and methods of their measurement.
  7. Group work with a classroom and intervention strategy realisation; phase I. Evaluation of the process, possible complications and problem solving.
  8. Intervention strategy realisation; phase II. Communication specifics in cooperation with children, teachers, parents. Teacher, classroom climate, and management.
  9. Intervention strategy realisation; phase III. The importance of cooperation, reflection and flexible reactions within the intervention dynamics as a process.
  10. The effect of intervention evaluation and monitoring of the outcomes, maintaining the contact with the group. Longterm individual child support following a group intervention.
  11. Preventive programs implementation and design specifics in schools I: Career counselling and professional orientation.
  12. Preventive programs implementation and design specifics in schools II: Social skills training and soft skills. Promoting empathy and prosocial behavior.
  13. Preventive programs implementation and design specifics in schools III.: Digital literacy, online sharing, cyber bullying, social media, multitasking and cognitive overload.

**Recommended literature:**

- Adelman, H.S., & Taylor, L. (2009). Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools. SAGE Publications,
- Bear, G. G. (2010). School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior. Guilford Publications.
- Brunner, J. M., & Lewis, D. K. (2008). Safe & Secure Schools: 27 Strategies for Prevention and Intervention. SAGE Publications.
- Durlak, J. A. (1995). School-Based Prevention Programs for Children and Adolescents. SAGE Publications.
- Grapin, S. L., Kranzler, J. H. (2018). School Psychology: Professional Issues and Practices. Springer Publishing Company.
- Hulac, D., Terrell, J., Vining, O., & Bernstein, J. (2010). Behavioral Interventions in Schools: A Response-To-Intervention Guidebook. Taylor & Francis Group.
- Kern, L., George, M. P., & Weist, M. D. (2015). Supporting Students with Emotional and Behavioral Problems: Prevention and Intervention Strategies. Brookes Publishing.
- Peacock G. G., & Collett, B. R. (2009). Collaborative Home/School Interventions: Evidence-Based Solutions for Emotional, Behavioral, and Academic Problems. Guilford Publications.
- \*\*all resources are available in electronic form through ProQuest database.**

**Languages necessary to complete the course:**

Slovak, English (reading comprehension)

**Notes:**

<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. Diana Demkaninová, PhD., Mgr. Silvia Harvanová, PhD.					
<b>Last change:</b> 13.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-167/22	<b>Course title:</b> Psychological Diagnostics in Practice
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Methodology, Personality Psychology, Psychopathology	
<b>Antirequisites:</b> FiF.KPs/A-moPS-204/00	
<b>Course requirements:</b> The evaluation of the course is based on the student's ongoing activities, which is emphasized. Part of the continuous work throughout the semester is individual preparation for lessons, submission of assignments, practical training in the administration and evaluation of diagnostic methods and active participation in classes. In the credit week, the student submits the evaluation report of the client on the basis of his administered, evaluated and interpreted psychological diagnostics. Rating scale: A = 100-91b. B = 90- 81b. C = 80-73b. D = 72-66b. E = 65-60b. Fx = 59-0b Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course provides students with theoretical and practical training to use psychodiagnostic tools in clinical practice with a focus on the adult population. Students will be able to train skills in specific real-life situations. Students will deepen their knowledge of selected diagnostic methods, which they will be able to administer and then be able to interpret and write a message to the client.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction to psychological diagnostics in practice</li> <li>2. First contact with the client</li> <li>3. Analysis of input information and creation of diagnostic / evaluation questions</li> <li>4. Selection of suitable diagnostic methods</li> <li>5. Practice with diagnostic methods 1</li> <li>6. Practice with diagnostic methods 2</li> <li>7. Practice with diagnostic methods 3</li> </ol>	

8. Practice with diagnostic methods 4
9. Observation - during the diagnostic / evaluation process
10. Integration of evaluation results
11. Causal cases with selected diagnostic methods.
12. Reporting

**Recommended literature:**

Teacher materials.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2015). Základy psaní zpráv z vyšetření. Propsyco, sro.

Máthé, R. (2016) Klinická psychodiagnostika – individuálny prístup ku klientovi. In: Heretik, A., Heretik, A. a kol.: Klinická psychológia. Nové Zámky: Psychoprof.

Svoboda, M. (ed), Humpolíček, P., Šnorek, V. (2013). Psychodiagnostika dospělých. Praha: Portál.

Svoboda, M. (ed.), Krejčířová, D., Vágnerová, M. (2015) Psychodiagnostika dětí a dospívajících. Praha: Portál.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

The course is implemented in small groups of 10-15 students. The individual groups have the same structure, but differ in the area in which psychological diagnostics is carried out. In this particular case, it is a clinical psychodiagnosics of adults.

**Past grade distribution**

Total number of evaluated students: 1278

A	B	C	D	E	FX
27,15	32,55	23,47	10,41	5,79	0,63

**Lecturers:** PhDr. Robert Máthé, PhD., doc. PhDr. Daniela Čechová, PhD., Mgr. Diana Demkaninová, PhD., doc. PhDr. Michal Hajdúk, PhD., Mgr. Margaréta Hapčová, PhD., PhDr. Martin Jakubek, PhD., Mgr. Petra Brandoburová, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-624/00	<b>Course title:</b> Psychological Sexuology 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. The condition for passing is a written exam. 40 points can be obtained for a 20-item test. Classification scale: 40-38 A, 37-35 B, 34-32 C, 31-29 D, 28-26 E, 25 and less Fx. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student will gain knowledge and understand the basic concepts of psychological sexology in relation to medical sexology. He will be able to take an erudite approach to solving problem areas in the field of sexology, which appear in relation to sexual behavior in practice.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. From the history of sexology,</li> <li>2. Medical and psychological sexology,</li> <li>3. Research strategies in recognizing human sexuality,</li> <li>4. Determinants of sexual behavior,</li> <li>5. Sexual roles - their formation,</li> <li>6. The regularity of psychosexual development,</li> <li>7. Partnerships,</li> <li>8. Gender differences in sexual reactivity,</li> <li>9. The issue of information in relation to sexuality,</li> <li>10. Sexuality of the somatically and mentally ill,</li> <li>11. Pornography and prostitution,</li> <li>12. Sex education.</li> </ol>	
<b>Recommended literature:</b> Máthé, R. (2016). Psychologická sexuológia. In: Heretik, Heretik a kol. Klinická psychológia. Psychoprof, Nové Zámky. Weiss, P. a kol. (2010): Sexuologie, Grada Praha	

Magazine SEXUOLOGY.					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 966					
A	B	C	D	E	FX
65,32	25,57	7,04	1,04	0,93	0,1
<b>Lecturers:</b> PhDr. Robert Máthé, PhD., prof. PhDr. Petr Weiss, DSc.					
<b>Last change:</b> 08.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-182/22	<b>Course title:</b> Psychological interventions in the elderly
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> ABSENCES: A maximum of 2 absences are allowed, for which no confirmation is required. In case of a larger number of absences, the situation will be solved individually. COURSE EVALUATION: 30% of the students evaluation is awarded during the semester (assignments to seminars and activity), 70% at the end of the examination period in the form of an oral examination. Scale 91 - 100% - A 90-81% - B 80 - 73% - C 72-66% - D 65 - 60% - E <60% - FX Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student will master the basic theoretical approaches to working with seniors and understand the specifics of senior as a client of psychological counseling. Student will be informed about the whole spectrum of practical interventions that take into account the needs of the elderly. Will be able to use the basic skills needed for their implementation.	
<b>Class syllabus:</b> 1. Specifics of a senior as a client of psychological counseling 2. Methods of working with autobiographical memory 3. Life story and narration 4. Reminiscence therapy 5. Validation according to Naomi Feil 6. Use of expressive therapies (music therapy, art therapy, drama therapy) 7. Lifestyle activation	

8. Reality orientation 9. Basal stimulation and Snoezelen therapy 10. Cognitive training 11. Support group for seniors 12. Distance and community services 13. Communication with family and interdisciplinary team.					
<b>Recommended literature:</b> Feil, N., & de Klerk-Rubin, V. (2015). Validácia. Cesta ako porozumieť starým dezorientovaným ľuďom. OZ Terapeutika. Janečková, H., & Vacková, M. (2009). Reminiscence. Portál. Smitková, H. a kol. (2014). Kapitoly z poradenskej psychológie. Vydavateľstvo UK. Špatenková, N. (2011). Reminiscenční terapie. Galén. articles from the teacher on individual topics * Note: We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.					
<b>Languages necessary to complete the course:</b> Slovak language and english language					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 32					
A	B	C	D	E	FX
96,88	0,0	0,0	0,0	0,0	3,13
<b>Lecturers:</b> Mgr. Petra Brandoburová, PhD.					
<b>Last change:</b> 04.04.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-256/22	<b>Course title:</b> Psychological practice
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 125s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-213/15	
<b>Course requirements:</b> Course requirements: Students complete 125 hours of practis (placement activities) at training place of employment (placement) of the Department of Psychology under supervision of mentor- psychologist. Consequently they will continue in analysis of their experience at the Department under supervision of tutor – university teacher in the extent of 25 hours. Continously at the placement – active participation at psychological practise, fulfillment of entrusted tasks – 60% Final evaluation: summarisation of practical knowledge, elaboration of case study under supervision of university teacher – 40%: Summarization of knowledge from practice, elaboration of a case study and elaboration of a psychological examination in a format which corresponds to the relevant specialization in the practice of a psychologist (especially, but not only in the field of clinical, school, counseling, work psychology). Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> Learning outcomes: Students will acquire specific skills according relevant specialisation, demonstrate acquirement application knowledge a will be capable to conceptualise it into a case study according types of their placement.	
<b>Class syllabus:</b> Syllabus: In the counselling psychology field students: - will become acquainted with systems of counselling facilities, school support teams, third sector and non-governmental organisations where counselling psychologists are employed - will participate, assist, under supervision of counsellor administrate and evaluate basic psychodiagnostic methods, will participate in group examinations and preventative activities,	

<p>stimulating programs, programs of professional orientation and other professional activities in accordance with work ethics</p> <ul style="list-style-type: none"> <li>- will learn about interdisciplinary functioning of counseling facilities.</li> </ul> <p>In the organisational psychology field students:</p> <ul style="list-style-type: none"> <li>- will learn about functioning of organisation and with tasks and responsibilities of psychologist</li> <li>- get acquainted with processes, psychologist in organisation can take a share</li> <li>- get acquainted and test psychological instruments used in organisational practice</li> </ul> <p>In the clinical psychology field students:</p> <ul style="list-style-type: none"> <li>- get acquainted with functioning of clinical psychologist in health system and became involved in it</li> <li>- will test delivery basic psychodiagnostic, process of creation of diagnosis, formulation of findings, basic psychotherapy</li> <li>- get acquainted with the role of clinical psychologist in interdisciplinary collaboration</li> </ul> <p>In the educational psychology field students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the activities of school psychologists in a school or school facility</li> <li>- will participate in group activities primarily of a preventive but also an intervention nature, and also in individual work or consultations with students, teachers and parents</li> <li>- will perform an indicative diagnosis</li> <li>- get acquainted with the basic documentation in the work of a school psychologist as well as the functioning of the school psychologist within the wider system</li> </ul> <p>In the research field students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the basics of research in the context of the workplace in which they practice</li> <li>- will participate in the preparatory work of the research task, data collection, evaluation, or reporting the results of workplace research</li> <li>- acquire or practice new abilities and skills important for the analysis of research results</li> <li>- get acquainted with the procedures related to the preparation of research projects and their implementation.</li> </ul>
---

#### **Recommended literature:**

Recommended literature:

Henderson, P., Holloway, J., Millar, A. (2014). Practical Supervision. How to Become a Supervisor for the Helping Professions. Jessica Kingsley, London and Philadelphia

Note: citation format APA (American Psychological Association) was chosen because it is the dominant international standard for the psychological field of study as well as other social and behavioural sciences.

Students are diligently lead to fulfil the standard of writing according to the APA, which concerns not only the citations but also the structure of the paper, table and graph formats and other aspects. Same as is common in other departments in Europe and USA.

#### **Languages necessary to complete the course:**

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 649

A	B	C	D	E	FX
98,0	1,54	0,46	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Eva Rošková, PhD., Mgr. Diana Demkaninová, PhD., doc. PhDr. Michal Hajdúk, PhD., Mgr. Margaréta Hapčová, PhD., prof. Mgr. Anton Heretik, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-661/11	<b>Course title:</b> Psychology in Marketing and Advertising
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 60 points written examination at the end of the semester, 40 points evaluation of the presentation during the semester - a total of a maximum of 100 points Rating: A = 90 +; B = 84-89; C = 78-83; D = 72-77; E = 65-71; Fx = 64 and less The condition for completing the semester is a gain of min. 30 points in written examination Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of mental processes and conditions, human personality, motivation, decision-making, they can apply to solving problems related to market, marketing and consumer behavior. They know how to apply their professional view in the field of marketing communication focusing on various aspects, e.g. creation of marketing and communication tools, connection to target group, use of research results focused on MC, etc	
<b>Class syllabus:</b> 1. Marketing - basic characteristics, main concepts and history, connections with human sciences, main ways of looking at customer behavior 2. Mental processes in connection with the market and advertising 3. Perception (adaptation, difference threshold, involvement, semiotics ...) 4. Memory (storage efficiency, customer knowledge, memory overload, semantic networks ...) 5. Learning (classical and operational conditioning, imitation and identification as mechanisms of market influence) 6. Motivation and emotionality, values, lifestyle, self-concept 7. Attitudes (meaning, formation, influencing, research of attitudes and their connection with shopping behavior) 8. Consumer personality - psychography, variables specifically related to shopping behavior 9. Consumer decision-making (phase model, working with alternatives and risks, prospect theory, post-purchase satisfaction / dissatisfaction ...)	

10. Basic concepts and history of advertising					
<b>Recommended literature:</b> Hoyer W., MacInnis, D. (2010). Consumer Behavior, 5th ed., Mason. Hradiská, E., Letovancová E. (2010). Psychology in Marketing Communication, Bratislava.) Vysekalová, J. & kol. (2012) Psychology of Advertising. 4. expanded and updated ed. Prague: Grada Publishing. Giles, D. (2012). Media psychology. Prague: Grada Publishing. Current publications and online resources specified at the beginning of the semester Note We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.					
<b>Languages necessary to complete the course:</b> Slovak and English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 513					
A	B	C	D	E	FX
56,14	27,88	12,67	1,95	1,36	0,0
<b>Lecturers:</b> PhDr. Martin Jakubek, PhD.					
<b>Last change:</b> 13.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-203/22	<b>Course title:</b> Psychopatology
<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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-203/00	
<b>Course requirements:</b> ABSENCES: A maximum of 2 absences are allowed, for which it is not necessary to carry certificates. In case of a larger number of absences, the situation will be solved individually. COURSE EVALUATION: 30% of the evaluation is given to the student during the semester (assignments at seminars and activity), 70% during the examination period in the form of an oral examination. Scale 91 - 100% - A 90 - 81% - B 80 - 73% - C 72 - 66% - D 65 - 60% - E < 60% - FX Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student should be able to describe the main psychopathological syndromes occurring across the diagnostic categories of disorders contained in current classification systems. He should be able to understand and explain the differences between traditional approaches based on the principles of descriptive psychopathology and modern psychometric or neurobiologically oriented approaches. After completing the course, the student should be able to identify the most common clinical symptoms and syndromes that may be encountered in clinical practice. At the same time, he should know the most important current knowledge about etiology, pathophysiology, epidemiology, gain an overview of the basic treatment options for the most common mental disorders in adulthood.	
<b>Class syllabus:</b> 1. Psychopathology as an interdisciplinary field	

2. Descriptive psychopathology - disorders of individual psychological functions 3. Classification systems - ICD 10/11 and DSM-5 4. Psychometric approaches - HiTOP and neuroscience approaches - RDoC 5. Comorbidity of mental disorders - models and significance for clinical practice 6. Mild cognitive impairment and dementia syndrome in neurodegenerative diseases 7. Schizophrenia and psychotic disorders 8. Affective disorders 9. Anxiety and stress disorders 10. Behavioral disorders in adulthood - eating disorders, self-harm, suicidality. 11. Addictions 12. Personality disorders					
<b>Recommended literature:</b> Casey, P. & Kelly, B. (2007). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry (3rd edition). RCPsych Publications. Comer, R. J., & Comer, J. S. (2017). Abnormal Psychology (Tenth edition). Worth Publishers. – vhodné sú aj staršie vydania. Heretik, A., Heretik, A., (2016). Klinická psychológia (2. preprac. a rozš. vyd). Psychoprof. Kolibáš, E., Čaplová, T., Kořínková, V., Vajdičková, K., & Žucha, I. (1997). Všeobecná psychiatria. Univerzita Komenského. Note: The American Psychological Association (APA) citation format was chosen because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistency writing according to APA standards, which concerns not only citations but also text structure, tables and graph formats and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.					
<b>Languages necessary to complete the course:</b> Slovak, to complete the course, it is also necessary to read articles that will be in English.					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 1270					
A	B	C	D	E	FX
39,21	35,12	16,46	5,12	2,36	1,73
<b>Lecturers:</b> doc. PhDr. Michal Hajdúk, PhD., prof. Mgr. Anton Heretik, PhD.					
<b>Last change:</b> 11.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-670/14	<b>Course title:</b> Psychophysiology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. However, a maximum of 2 hours. <b>SUBJECT EVALUATION:</b> Ongoing work 30%: 15% assignment 1: preparation of a simple design for laboratory measurement 15% assignment 2: study presentation 70% final thesis: home research Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Violation of academic ethics results in the cancellation of points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student who successfully completes the course knows the applied methods used in the field of Psychophysiology. Understands the basic mechanisms of the autonomic nervous system and the central nervous system in the context of Psychophysiology. He is able to independently carry out psychophysiological research.	
<b>Class syllabus:</b> The student of the course will get acquainted with the psychophysiological laboratory technique, which experimentally used in relation to various psychological variables (emotions, cognitive processes and other variables). 1. Autonomic nervous system 2. Central nervous system 3. Heart rate 4. Heart rate variability 5. Respiratory rate 6. Skin conductivity 7. Skin temperature	



8. Eye movements

9. Biofeedback

**Recommended literature:**

Stern, R., M., Ray, W., J., Quigley, K., S. (2001). Psychophysiological Recording. Oxford: Oxford University Press

Cacioppo, J., T., Tassinary, L., G., Berntson, G., G. (2007). Handbook of Psychophysiology. Cambridge: Cambridge University Press

Parasuraman, R., Rizzo, M. (2007). Neuroergonomics. The Brain at Work. Oxford: Oxford University Press

Orel, M. (2019). Anatomie a fyziologie lidského těla. Praha: Grada.

S doplňkovou literaturou budou studenti oboznámeni počas výučby.

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 114

A	B	C	D	E	FX
91,23	6,14	2,63	0,0	0,0	0,0

**Lecturers:** Mgr. Petra Soláriková, PhD., Mgr. Simona Vytykáčová, PhD.

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-629/00	<b>Course title:</b> Psychosomatic Medicine in Gynaecology and Obstetrics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend classes. Absence may be justified for serious personal or medical reasons, up to a maximum of 30% of a class. Students announce their absence in advance by e-mail to the lecturer. If the student does not complete min. 70% of the course, he / she will be evaluated by FX mark. Requirements for the successful completion of the course include active participation in seminars and achieving at least 60% in the final test at the end of the course. <b>COURSE EVALUATION:</b> 100% interim evaluation – active participation in seminars, final test at the end of the course. Grading scale: A 100 - 94% B 93 - 85% C 84 - 76% D 75 - 67% E 66 - 60% FX 59 - 0% The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon the successful completion of the course, students will have a basic overview of psychosomatic diseases and the basics of psychooncology. They will know the basic intervention procedures; they will get acquainted with psychodiagnostic methods used in practice. They will better understand the specifics of the work of a psychologist in somatic wards, as well as the specifics of the clientele - e.g., personality of the oncological patient or solving specific women's issues. They will be able to orientate in this area and rely on the knowledge gained in psychodiagnostic and psychotherapeutic procedures.	
<b>Class syllabus:</b> 1. Basic theories and approaches in PSBM. Psychodiagnostic procedures in PSBM. Psychotherapeutic and interventional procedures in PSBM 2. Doctor-patient communication. 3. Stress - resilience, risk and protective factors of health. Coping, hardiness, salutogenesis, alexityuria, burn-out concept. 4. Cardiovascular diseases from the PSBM aspect. Psychological aspects of heart transplantation. 5. GIT diseases, respiratory diseases, pain, psychoimmunology and psychosomatics. 6. Psychological aspects of overweight and eating disorders.	

7. Psychoneuroendocrinology of the menstrual cycle, premenstrual syndrome, menstrual disorders. Menopause (psychophysiology of the menopause, CNS dysfunctions, menopause syndrome, therapy).
8. Somatic diseases of the female genital system - psychological aspects. Psychosomatic aspects of fertility regulation (contraception, sterilization, abortion). Psychogenic pelvic problems. Pregnancy, childbirth, puerperium.
9. Neuropsychimmunological characteristics of oncological diseases. Stress and cancer. Psychological profile of an oncological patient. Stages of cancer survival.
10. Psychological and psychotherapeutic intervention in oncological diseases.
11. Relaxation and imaginative techniques.
12. Thanatotherapy as a part of palliative treatment.

**Recommended literature:**

Kaplan, R. M., Sallis, J. F. & Patterson, T. L. (1996). Zdravie a správanie človeka. SPN  
 Kondáš, O., Kratochvíl, S. & Syříšťová, E. (1985). Psychoterapia a reedukácia. Osveta.  
 Baštecký, J. a kol. (1993). Psychosomatická medicína. Grada Avicenum.  
 Kubler-Rossová, E. (1994). Otázky a odpovědi o smrti a umírání. Arica.  
 De Hennezel, M. 1997. Smrt zblízka. Praha, 1997.  
 Simonton, O. C. (1994). Návrat ke zdraví. Radost.  
 Siefel, B. C. (1994). Láska, medicína a zázraky. Radost.

\*Note: We chose the American Psychological Association (APA) citation format because it is dominant within international citing standards not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to writing according to APA standards, which concerns not only citations but also the text structure, table and graph formats and other requirements. Foreign departments in Europe and the USA proceed in the same way

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 290

A	B	C	D	E	FX
97,59	2,07	0,0	0,0	0,0	0,34

**Lecturers:** PhDr. Katarína Jandová, PhD., PhDr. Pavla Nôtová, PhD.

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-moPS-183/22		<b>Course title:</b> Qualitative Research			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 1., 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 53					
A	B	C	D	E	FX
28,3	22,64	35,85	11,32	1,89	0,0
<b>Lecturers:</b> doc. PhDr. Gabriel Bianchi, PhD.					
<b>Last change:</b> 31.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-226/22	<b>Course title:</b> Quantitative Methodology
<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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-226/15	
<b>Course requirements:</b> Course requirements: Absence: Students are required to attend classes. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 hours. Absence can only be justified if the student informs about his / her absence in advance, e.g., via mail. Absence cannot be replaced by another task. ASSESSMENT OF THE COURSE: Ongoing, consisting of three parts: activities (30% - in the form of 2-3 small assignments such as text evaluation, data extraction from meta-analyses, etc.), research project (30%) and written test (40%). The test does not have a correction deadline. An alternative date for the text evaluation and the final test is only possible if the student justifies/excuses his/her absence from the regular deadline in advance by stating that there are serious reasons. Grading Scale 91 - 100% - A 90 – 81% - B 80 – 73% - C 72 – 66% - D 65 – 60% - E < 60% - FX The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will be able to distinguish the weight of evidence based on different designs of empirical research. They will know the basic advantages and disadvantages of correlation, longitudinal and experimental research. They will understand the concept of reliability and validity according to the current standards for pedagogical and psychological testing. They will also be able to interpret the basic measures of substantive significance. Upon successful completion of the course, they will be able to independently implement simple research projects, from the planning phase to data	

collection and interpretation. At the same time, they will acquire basic skills in critical analysis of research studies.

**Class syllabus:**

Class syllabus:

1. Evidence-based psychology
2. Science and scientific method, scientific hypothesis and its testing
3. Effect size
4. Reliability, measurement error and validity
5. Participant selection and sample size planning
6. Observational studies
7. Experimental research
8. Intensive study of single case
9. Systematic reviews and meta-analyzes
10. Ethical issues in research
11. Replication crisis and open science initiative

**Recommended literature:**

Hajdúk, M. (2020). Metodológia a dizajny výskumu v klinickej psychológii (1st ed.). Univerzita Komenského v Bratislave.

Kazdin, A. E. (2002). Research Design in Clinical Psychology (4 edition). Pearson. Shaughnessy, J. J., Zechmeister, & Zechmeister. (2012). Research methods in psychology. McGraw-Hill.

We chose the American Psychological Association (APA) citation format because it is dominant within international citing standards not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to writing according to APA standards, which concerns not only citations but also the text structure, table and graph formats and other requirements. Foreign departments in Europe and the USA proceed in the same way.

**Languages necessary to complete the course:**

Slovak; English for scientific papers reading

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

Total number of evaluated students: 741

A	B	C	D	E	FX
19,57	36,98	25,51	10,93	3,78	3,24

**Lecturers:** doc. PhDr. Michal Hajdúk, PhD., Mgr. Jakub Januška, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-612/00	<b>Course title:</b> Rorschach Method 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Clinical psychology, Psychology of personality, Psychopathology, Psychodiagnostics	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. The condition for passing is a written exam. 40 points can be obtained for a 20-item test. Classification scale: 40-38 A, 37-35 B, 34-32 C, 31-29 D, 28-26 E, 25 and less Fx. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> Ability to administer the Rorschach's method, conduct inquiries, sign recorded answers (apperception, determinants, contents, usual or original answers), quantitative processing of the protocol. interpretation of the results obtained. Control of the call characteristics of individual tables.	
<b>Class syllabus:</b> History of projective techniques, Development of Rorschach method The theoretical basis of the Rorschach method, Instruction, Administration, Processing of the obtained protocol ROR interpretation	
<b>Recommended literature:</b> Máthé, R. (2009). Vyzývacie charakteristiky Rorschachových tabuliek. In: Telerovský, R., Čermák, I. (Eds.). Rorschach a projektivní metody 7/2009: Ženatý, J., Máthé, R.: Projektivní významy Rorschachových tabulí. Česká společnost pro Rorschacha a projektivní metody, Psychoprof, Praha, Nové Zámky. Máthé, R.: Prednášky k predmetu.	

Říčan, P. a spol. (1981). Úvod do Rorschachovy metody. Psychodig. a didakt. testy, Bratislava.

**Languages necessary to complete the course:**

Slovak, English, Hungarian.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 885

A	B	C	D	E	FX
41,92	29,04	16,16	6,78	5,65	0,45

**Lecturers:** PhDr. Robert Máthé, PhD.

**Last change:** 01.04.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-166/22	<b>Course title:</b> 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> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-225/15	
<b>Course requirements:</b> The condition for completing the course is mandatory participation at seminars, activity at seminars and continuously assigned tasks, handing in semester assignments and successful completion of a written and oral exam. Course assessment: 20% continuous - active participation, work on exercises and ongoing assignments, handover semester assignment specified at the beginning of the teaching part 30% continuous - written exam at the end of the teaching part of the semester 50% in the exam period - oral exam Students' participation in classes is mandatory. Absence may be justified by serious personal or health reasons. However, a maximum of 2 hours. Students announce their non-participation in advance by e-mail to the teacher. In case the student misses more than 2 hours for objective reasons, additional work may be required. However, if the student does not attend min. 70% of lessons, will be rated FX. - 20% of the evaluation is obtained by the student during the semester (continuous assessment) for the activity at exercises and small assignments and handover of the semester assignment. Elaboration and submission assignment in reasonable quality is a condition for admission to the final exam. - 30% of the evaluation is the result of the paper at the end of the teaching part of the semester. For admission to the oral exam is required to obtain a minimum of 50% of the total points on the test. - 50% of the evaluation will consist of a final oral exam during the examination period. Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Weight of the intermediate / final evaluation: 50/50 Classification scale: A 100 - 94 % B 93 - 85%	

C 84 - 76%  
D 75 - 67%  
E 66 - 60%  
FX 59 - 0%

**Learning outcomes:**

School psychology synthesizes knowledge of basic psychological disciplines and their use in school, within the activities of school psychologists and psychologists. The course brings current knowledge and trends in the field of school psychology (legislation, job description, ethical principles, crisis intervention), focusing on the practical application of this knowledge in the school environment. By completing the course, students will gain an overview of theoretical, methodological and application areas of school psychology and insight into the work of school psychologists in Slovakia. Students who successfully complete the course will know the basics legislative frameworks and guidelines, as well as the basic activities and working methods of school psychologists. They will understand the specifics of the work of school psychologists. They will be able to apply knowledge of basic theoretical disciplines in a specific school environment and in practical situations. They will be able to identify and evaluate the typical situations and propose optimal methods and solutions within preventive and interventional interventions in resolving situations in the school environment.

**Class syllabus:**

1. Basic information about school psychology. The position and education of school psychologists in the EU, Legislative anchoring and institutional frameworks. Inclusion, integration. Work concept of the school psychologist. Specifics of the work of a school psychologist and his activities.
2. Preventive, diagnostic and intervention activities of the environment. Methods of work of a school psychologist.
3. A beginning school psychologist at school. Adaptation of a school psychologist, adaptation education. Documentation.
4. School as a system. Cooperation as a necessary part of the work of a school psychologist. Model of effective cooperation between school and family: a scheme of action for school psychologists.
5. Cognitive processes in the developmental and educational context in the school environment. School maturity. Pupils' learning problems.
6. Pupils' problems in survival and behaviour. Emotionality, self-image and aggression in the school environment.
7. Family environment and relationship as important factors of child development. Communication and communication strategies with the parent.
8. Model of problem-solving in students' behaviour in school: characteristics, principles. Wrong goals behaviour and characteristics of individual types of behaviour and criteria for their diagnosis according to theory of Dreikurs. Intervention and prevention strategies and techniques in gaining attention, fighting for power, retaliation / inadequate behaviour
9. Social relations in the classroom. Peer relationships, social dynamics and their importance in management classes. Classroom management: characteristics of classroom management styles and their influence on behaviour and student survival.
10. Selected aspects of personal development and specific support of the child in the school environment. Preventive activity and preventive programs. Professional orientation and choice of profession of students. Encouragement, strength groups and the technique of unforgettable observations and their application in the practice of a school psychologist
11. Crisis intervention in the school environment

12. Ethical principles of work and ethical dilemmas of a school psychologist. Professional competences of school psychologist. The position and education of school psychologists in the EU.

**Recommended literature:**

Braun, R., Marková, D., & Nováčková, J. (2014). Praktikum školní psychologie. Praha: Portál.  
Čechová D. (2020). Intervencie v individuálnej psychológii. Univerzita Komenského  
Fagan, T. K. (2005). School psychology: past, present, and future. Bethesda: NASP.  
Gajdošová, E. (2015). Školská psychológia a školský psychológ pre 21. storočie. Žilina: Eurokódex.  
Gajdošová, E., Herényiová, G., & Valihorová, M. (2010). Školská psychológia. Bratislava: Stimul.  
Štech, S., & Zapletalová, J. (2013). Úvod do školní psychologie. Praha: Portál  
Students will be acquainted with additional literature during the course.

**Languages necessary to complete the course:**

Slovak, Czech, English (comprehension of written text)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 742

A	B	C	D	E	FX
35,18	29,92	18,73	9,7	4,72	1,75

**Lecturers:** doc. PhDr. Daniela Čechová, PhD., Mgr. Diana Demkaninová, PhD., Mgr. Silvia Harvanová, PhD., PhDr. Gabriela Herényiová, CSc.

**Last change:** 12.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-820/22	<b>Course title:</b> School Psychology
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPs/A-moPS-820/15	
<p><b>Course requirements:</b></p> <p>A student can do a state exam:</p> <ul style="list-style-type: none"> <li>a) after earning the least minimum number of credits, so that after earning credits from succeeding on a state exam, he will have enough of credits to complete the studies,</li> <li>b) after successfully completing the mandatory courses, mandatory selective courses and selective courses in the study program,</li> <li>c) after completing the requirements stated by the §71, paragraph 3 letter b of the law about colleges,</li> <li>d) if he is not a subject of a disciplinary procedure.</li> </ul> <p>Successful completion of the state exam is one of the requirements for a successful completion of the study program. The state exam is assessed by a state exam committee by grades A to FX. The committee is deciding on the grade consensually. If the committee will not come to a consensus the grade will be set by voting.</p> <p>In accordance to faculty study regulation (VP 5/2020, article 15) and the study schedule, the range for exam dates is set by the dean. Departments have to announce their exam dates on their website at least five weeks in advance. Students are signing up for the exam through the academic information system at least three weeks in advance.</p> <p>The student has a right for one official attempt and two amendatory attempts. The first attempt that the students signed up for is considered the official attempt. If the student received grade FX at the official attempt he can go to the amendatory attempts:</p> <ul style="list-style-type: none"> <li>a) in the following exam dates in the present academic year or</li> <li>b) in the exam dates in the following academic years in accordance to the § 65, paragraph 2 of the law about colleges.</li> </ul> <p>If the student cannot attend the exam that he signed up for due to serious circumstances he is obliged to write a pardon letter to the committee chair in advance or up to three workdays after the exam or its part, in case the serious circumstances have not allowed him to send it earlier. If the student does not attend the exam or its part and does not ask for a pardon or if the committee chair does not accept the pardon letter he will receive grade FX.</p> <p>91 – 100% - A  90 – 81% - B  80 – 73% - C  72 – 66% - D  65 – 60% - E  &lt;60% - FX</p> <p>Violations of academic ethical principles will result in annulation of the acquired points in the related item of assessment.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	

**Learning outcomes:**

After completing the School psychology state exam, students will know the theoretical and legislative background of school psychology. They will be able to apply knowledge about cognitive, emotional and social development as well as pupil personality in helping pupils, teachers and parents in education, teaching and upbringing. Students will understand the specifics of the work of a school psychologist, as well as his activities in the areas of prevention, diagnosis and interventions in working with the pupil, teacher, class as a group or school as a system. They will know the basic methods used in the work of school psychologists and will be able to work in multidisciplinary teams, with emphasis on the humanistic aspects of integration and inclusion of students and ethical principles. They will be able to design appropriate and effective prevention and intervention strategies in dealing with situations they may encounter in the school environment.

**Class syllabus:**

State exam procedure:

1. The student will come to the date according to the department schedule he signed up for.
2. The student will obtain one question and one practical task (case study) from the state exam that are assigned in a written form and anonymously by random selection from the printed questions or from a generator.
3. The exam committee will allow sufficient time for a student to prepare the oral answer to the assigned questions.
4. The student will present the prepared answer in front of the exam committee and answers also the follow-up questions.
5. The student will be asked direct questions by the committee about the practical task (case study).
6. After the student is finished the committee will decide the state exam results on a private meeting.
7. The student will be informed about the grade through the Academic information system on the day of the exam.
8. The exam process and the result announcement are public.

The state exams questions will be based on the following areas (exact wording of the questions will be available for students at the designated location in the prescribed time and format):

- 1) School psychology as a science (history, object and position in the system of psychological sciences)
- 2) School psychologist as a job position (Position and education of school psychologists. Legislative anchoring and institutional frameworks. Job specifics. Adaptation of a school psychologist. School psychologist in the system. Cooperation. Evaluation of the effectiveness of the work of SP)
- 3) Documentation in the work of a school psychologist.
- 4) Work ethic of a school psychologist and its specifics in the school environment.
- 5) Activities of a school psychologist (Preventive, interventional and diagnostic activities. Crisis intervention)
- 6) Work methods of a school psychologist (Interview. Observation. Tests. Questionnaires. Projective methods. Sociometry)
- 7) Cognitive processes in the developmental and educational context in the school environment. (School maturity and competence of students. Problems of students in learning. School performance support. Prevention, intervention, diagnostics)
- 8) Social, emotional, and behavioural problems of students. (Internalised / externalised. Aggressive behaviour and bullying. Wrong goals. Addressing students' behavioural issues. Prevention. Interventions. Diagnostics)
- 9) Family environment as an important factor in child development. (Effective / ineffective parenting. Relationship. Supporting the family environment. Cooperation with parents. Prevention. Interventions. Diagnostics)

<p>10) Education (Rewards, punishments in education and logical consequences. Classroom management. Cooperation with teachers.)</p> <p>11) School class and social relations in the classroom. (Climate. Group dynamics. Prosocial behaviour and empathy. Diagnostics of classroom relationships. Preventive and interventional group strategies)</p> <p>12) Personal development, positive psychology in the school environment. (Encouragement. Resilience. Soft skills.)</p> <p>13) Preventive programs. (Creation and evaluation of the prevention and intervention strategies effect according to evidence-based approaches. Selected existing prevention programs.)</p>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>Adelman, H.S. &amp; Taylor, L. (2009). Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools. SAGE Publications,</p> <p>Braun, R., Marková, D. &amp; Nováčková, J. (2014).Praktikum školní psychologie.Portál.</p> <p>Čechová D. (2020). Intervencie v individuálnej psychológii. Univerzita Komenského</p> <p>Gajdošová, E. (2015).Školská psychológia a školský psychológ v21. storočí. Eurokódex.</p> <p>Gajdošová, E., Herényiová, G. &amp; Valihorová, M. (2010).Školská psychológia. Stimul.</p> <p>Grapin, S. L. &amp; Kranzler, J. H. (2018). School Psychology: Professional Issues and Practices. Springer Publishing Company.</p> <p>Svoboda, M. (ed.), Krejčířová, D., Vágnerová, M. (2015) Psychodiagnostika dětí a dospívajících. Portál.</p> <p>Zapletalová, J. &amp; Štech, S. (2013).Úvod do školní psychologie. Portál.</p> <p>Note: We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioural sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. International departments from Europe and the USA are also using this format.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English, and Czech</p>
<b>Last change:</b> 04.04.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-179/22	<b>Course title:</b> Selected Issues in Developmental 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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-219/15	
<b>Course requirements:</b> ABSENTIA: Student attendance is compulsory. Absence may be excused in unavoidable cases, but only if the student informs about his/her absence in advance, e.g. If the student is absent, the absence must be made prior to the absence by e-mail. <b>ASSESSMENT OF THE COURSE:</b> 60 % of the student's grade is obtained during the semester, 40 % during the course of the semester, 40 % during the course of the course. during the examination period in the form of a final test. Interim assessment. the relevant developmental-psychological topics on the basis of which the students in small groups (3-4) develop research projects, or each one individually 3 relevant studies on the selected topic. Their term papers - group projects or individual studies - students will present at colloquia on the individual topics. The defence of the theses and their submission are a condition for passing the course and admission to the final The final examination. Categories of continuous assessment: A -fulfillment of all criteria for a quality research project (IMRAD) on the chosen topic (selection participants, methods, meeting objectives, discussion, limits) B -minor shortcomings in the implementation of the project C - the project has not fulfilled some of the essential criteria D - project without research implementation with minor shortcomings E - project without research implementation with major shortcomings FX- poor quality research project Final evaluation scale: A - 93%-100%, B - 85%-92%, C - 77%-84%, D - 69%-69%. 76 % E - 60% - 68 % Violation of academic ethics will result in the nullification of the points earned in the respective grade item. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b>	

Students acquire knowledge of current developmental phenomena and theories (e.g., theory of mind, attachment theory, emerging adulthood theory) that expand the range of representative developmental themes under the influence of secular trends and social-psychological factors (the effects of social networks, youth crisis, midlife crisis).  
 In the course, students will gain up-to-date knowledge of the topics in question, which they will be able to apply to designing/implementing a research project. They are able to relate the information to the knowledge of others psychological disciplines - specifically with courses in the diagnosis of disorders in children and adults, or with clinical, counseling and school psychology - and thus understand the dynamics and driving forces within typical and atypical development.  
 Some students will use the knowledge and experiences from the course as inspiration for writing their thesis the following year.

#### **Class syllabus:**

- Attachment - theoretical background, conceptual and structural components
- Types of attachment, institutional care and its relation to attachment
- Neurobiological aspects of attachment
- Children's play and drawing, theories of play, non-classical conceptions of play in a dialectical perspective, developmental aspects of drawing, its developmental specificities
- Theory of mind (ToM) - part of innate intuitions, theory of mind models
- Developmental aspect of ToM, methods of detecting the presence of ToM, comparative research with Sally -Ann test
- Impact of media on child and adolescent development, new developmental theory of media understanding and application, antisocial and prosocial effects of media, social networks and the influence of the internet as shaping factors the new digital generation.
- Viewing adolescence in the context of the impact of secular trends, identity in adolescence.
- Developmental theories of adolescence. The importance of developmental roles, life events and life goals in transitional periods of development, the concept of emerging adulthood.
- Coming to terms with one's own finitude - cultural aspect, developmental aspect
- How to communicate with children about death, Factors influencing fear of death, the dying process - Models.

#### **Recommended literature:**

Hašto, 2005. Attachment: Towards the roots of love and anxiety. Trenčín, Pro Mente Sana Ltd, Čavojová, V., Ballová Mikušková E., & Belovičová, Z. (Eds). (2011). Understanding mental states in the context of cognitive development. Bratislava: Institute of Experimental Psychology of the Slovak Academy of Sciences.  
 Thorová, K. (2015). Developmental psychology: transformations of the human psyche from conception to death. Prague: Portal.  
 Macek, P. (1998). Adolescence. Portál, Praha  
 Mesárošová, B. (2015). The influence of media on the psyche development of children and adolescents. Bratislava: Comenius University.



\*Note: The citation format of the American Psychological Association (APA) was chosen because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. We consistently guide students from the beginning to write consistently according to APA standards, not only in terms of citations but also in terms of text structure, formats of tables and graphs, and other requirements. Foreign departments from Europe and the USA follow the same approach.

**Languages necessary to complete the course:**

Slovak language, English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 685

A	B	C	D	E	FX
38,25	32,99	16,93	8,18	2,34	1,31

**Lecturers:** doc. PhDr. Barbora Mesárošová, CSc., PhDr. Ľubica Konrádová, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-175/22	<b>Course title:</b> Selected Issues in Personality 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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-220/15	
<b>Course requirements:</b> Course requirements: The grading is based 100 % on ongoing assessment and consists of two main parts: - Project and ongoing activity, preparation and presentation of the group project about a chosen subject according to the agreed propositions (max 60 %) - Ongoing activity: lesson participation, submitting reflections of the lessons based on agreed propositions Grading system: A (100 - 94 % ), B (93 - 85% ), C (84 - 76% ), D (75 - 67%), E (66 - 60%), FX (59 - 0%; the student didn't meet the requirements for this course). Absences: Attendance is compulsory. Absence can be excused when necessary (serious personal or health reasons), 2 lesson at maximum. The student has to give notice of the absence beforehand via email to the lecturer and delivers proof to the student administration office according to the guidelines in Study regulations. Failing that, the absence could be considered unexcused. Three or more (unexcused) absences can lead to failing grade. Any violation of academic integrity leads to annulation of the obtained points in the given item of the assessment. Scale of assessment (preliminary/final): During the course/final assessment: 100/0	
<b>Learning outcomes:</b> Learning outcomes: The goal of this course is introduction of current themes in personality psychology research. After its completion, the students will: - Know how to reflect current development and approaches to personality psychology research. - Know how to critically review older findings in personality psychology research and will know how to argue their methodological limitations - Identify current possibilities of methodological and conceptual anchoring of the behavioural research of personality	

- Be able to work independently in teams on group research project

### **Class syllabus:**

Syllabus:

1. Self as a central phenomenon of personality psychology. The problem of self in the light of socio-cognitive theoretical approaches. Markus: Self-schemas.
2. Carver and Scheier: theory of control and private vs. public self-awareness. Higgins – self-discrepancy theory.
3. Culture and self.
4. Narrative approaches to the self.
5. Terror management theory and self-esteem.
6. Dual personality theories – S. Epstein: Cognitive-Experiential Self-Theory of Personality.
7. Processes and moderators of accurate personality judgement (Funder's perspective of RAM – realistic accuracy model).
8. Mechanisms connecting individuals with environment – the relations of physical traits in the environment with personality traits. Accuracy of personality judgement based on cues left in the environment.
9. Current issues of the triadic relationship personality – situation – behaviour.
10. Trait model HEXACO, two factor model, Big one model
11. Whole trait theory.

### **Recommended literature:**

Recommended literature:

Blatný, M. et al. (2011). Psychologie osobnosti. Hlavní témata, současné přístupy.

Fonagy, P., Target, M. (2005): Psychoanalytické teorie. Portál, Praha.

Hřebíčková, M. (2011). Pětifaktorový model osobnosti. Přístupy, diagnostika, uplatnění. Grada Publishing.

Křivohlavý, J. (2009): Psychologie moudrosti a dobrého života. Grada Publishing, Praha.

Mikulincer, M., & Shaver, P. R. (Eds.) (2015). APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences. <http://dx.doi.org/10.1037/14343-012>

Pervin, L.A. (2003): The science of Personality. Oxford University Press, New York.

Ruisel, I. (2008). Osobnosť a poznávanie. Ikar, Bratislava.

Říčan, P. (2007): Psychologie osobnosti. Obor v pohybu. Grada Publishing, Praha.

Grada  
Current studies and articles in scientific journals

Note: citation format APA (American Psychological Association) was chosen because it is the dominant international standard for the psychological field of study as well as other social and behavioural sciences.

Students are diligently lead to fulfil the standard of writing according to the APA, which concerns not only the citations but also the structure of the paper, table and graph formats and other aspects. Same as is common in other departments in Europe and USA.

### **Languages necessary to complete the course:**

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 655

A	B	C	D	E	FX
72,82	21,53	3,51	1,83	0,15	0,15

<b>Lecturers:</b> doc. PhDr. Milica Schraggeová, CSc.
<b>Last change:</b> 25.03.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-177/22	<b>Course title:</b> Selected Issues in Social 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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-642/15	
<b>Course requirements:</b> The evaluation of the course is based on 100% continuous evaluation and consists of two main parts - project evaluation and ongoing activity, specifically: - elaboration and presentation of a research project in a team on a selected topic according to agreed propositions (max. 60%), - continuous activities (participation in lectures, submission of ongoing reflections on meetings based on agreed propositions). Classification scale: A (100 - 94%), B (93 - 85%), C (84 - 76%), D (75 - 67%), E (66 - 60%), FX (59 - 0%) . Absences: Attendance of students is compulsory. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 sessions. The student will notify the teacher of his / her non-participation in advance by e-mail to the teacher and will prove it with a document at the study department according to the instructions given in the Study Regulations. Otherwise, the absence may be considered unjustified. In the absence of 3 or more (unjustified) sessions, the student may be assessed by Fx. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The aim of the course is to present current topics in the field of social psychology and their interdisciplinary overlap. By completing the course students: - will be able to reflect current development and research approaches in social psychology, - will be able to critically reflect on classical research findings in the field of social psychology and argue about their methodological limits, - will get acquainted with the current possibilities of methodological anchoring of socio-psychological research, - will be able to interconnect knowledge of social psychology in a broader context, - will be able to work independently in a team on a research project.	

**Class syllabus:**

1. Introductory meeting: presentation of topics and propositions, division into teams.
2. Topics of intercultural psychology: Population migration.
3. Topics of intercultural psychology: Terrorism - motives, consequences.
4. Topics related to the Covid-19 pandemic: Social isolation and its consequences.
5. Covid-19 pandemic topics: Conspiracies, misinformation, fake news.
6. Topics of environmental psychology: Excessive shopping and pollution of the planet.
7. Topics of environmental psychology: Excessive tourism and pollution of the planet.
8. Socio-psychological aspects of (non) employment: The importance of work in life, Protestant work ethic, work-life balance.
9. Socio-psychological aspects of (un)employment: Job loss and its consequences; Employment of generations X, Y and other generations.
10. Critical evaluation of classical research in social psychology: Experimental methodology. Identity leadership, its role in the Stanford Prison Experiment (SPE).
11. Critical Evaluation of Classical Research in Social Psychology: New Perspectives on Milgram's Obedience Experiments; Bystander Effect
12. Antisocial behavior in online environment: Trolling, cyberbullying, hate speech, dark web.
13. Sexually conditioned antisocial behavior in online environment: Sexting, cybergrooming.

**Recommended literature:****Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 706

A	B	C	D	E	FX
41,5	33,85	16,57	5,67	1,56	0,85

**Lecturers:** Mgr. Radoslav Blaho, PhD., doc. PhDr. Milica Schrageová, CSc.

**Last change:** 24.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-662/11	<b>Course title:</b> Selecting Employees by Psychological Methods
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 60 points written examination at the end of the semester, 40 points evaluation of continuous written work - the candidate's opinion. Rating: A = 90 +; B = 84-89; C = 78-83; D = 72-77; E = 65-71; Fx = 64 and less The condition for completing the semester is a gain of min. 30 points in written examination Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will know and be able to administer modern methods of selecting employees, be able to orientate in their validity and other psychometric parameters, can evaluate the results, describe the findings and evaluate the potential of the candidate in general and against the defined job position in the report.	
<b>Class syllabus:</b> Employee selection - importance, basic economic and legal context Validity, reliability and other methodological requirements for staff selection Work performance as a criterion of selection, dimensions and their punishment Main constructs in the selection of employees: skills, personality, creativity, motivation, people management ... Selection methods and their effectiveness Pre-selection activities, selection of candidates based on CVs, biodates and recommendations Psychological tests in the selection, administration and interpretation of results Personality questionnaires, possibilities and limitations, issues of honesty of answers Structured and unstructured interview Assessment and development centers, situational and interaction methods Other methods: situational assessment tests, work samples, projective methods Critique of unscientific approaches in employee selection	

**Recommended literature:**

Furnham, A. & Chamorro Premuzic, T. (2010). The Psychology of Personnel Selection, Cambridge.

Kolman, L. et al. (2010). Selection of employees. Linde

Schmitt, N. (Ed.) (2012). The Oxford handbook of personnel assessment and selection. Oxford University Press.

Popularization periodical for HR specialists Dobrý výber at [www.mayako.sk](http://www.mayako.sk)

Current literature specified at the beginning of the semester

Note We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

**Languages necessary to complete the course:**

Slovak, alt. Czech, English

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

Total number of evaluated students: 440

A	B	C	D	E	FX
59,55	25,23	10,91	3,18	1,14	0,0

**Lecturers:** PhDr. Martin Jakubek, PhD.

**Last change:** 13.04.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-658/10	<b>Course title:</b> Traffic psychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student attendance is compulsory. Absence may be excused for serious personal or medical reasons. However, the maximum is 2 hours. The course assessment consists of two parts: a mid-term paper during the semester and a mid-term test. During the semester, the student will complete an individual or group assignment for which 50 points may be earned. Topics and deadlines for assignments will be specified at the beginning of the semester. Submission of the assignment is a requirement for passing the course and cannot be replaced by another assignment. Midterm test. The date, form, rules of the midterm test will be specified at the beginning of the semester. It is possible to get 50 points for the midterm test. Grading scale: A 92-100; B 84-91; C 76-83; D 68-75; E 60-67; FX < 60. Weighting of the midterm/final grade: 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will know selected theoretical concepts, research trends and practical psychological methods and procedures used in traffic psychology in our country and abroad. They will understand the connection of psychological theories to driver behavior in the systemic context of factors and influences, they will be able to identify appropriate preventive tools to prevent dangerous and risky driver behavior.	
<b>Class syllabus:</b> 1. Traffic psychology, role in the context of safety in transport. 2. Traffic psychologist. The current state of TP in the world and in our country. Legislation. Certification. 3. Driver behavior and road safety - theories, models, factors, context (Driving skills and driving style model, Theory of aberrant behavior, Theory of planned behavior, ...). 4. Model of transport culture and environment. 5. Risk behavior, violation of standards in transport - factors, models, context.	

6. Risky behavior of drivers - selected manifestations (speeding, drinking and driving, aggressive driving, telecommunications during driving) - causes, manifestations, consequences, individual differences.
7. Risk driving - measurement by psychological methods, possibilities and limitations.
8. Prediction, hazard recognition (hazard anticipation) - concept, training, prevention.
9. Risk vs. vulnerable groups in the transport system (young drivers, senior drivers, children, cyclists, pedestrians, ...).
10. Preventive strategies in transport (e.g. the "4E" principle).
11. Autonomous vehicles - psychological challenges.
12. Traffic psychology in practice (psychodiagnostics, case studies, practical examples and examples from psychological traffic practice).

#### **Recommended literature:**

Porter, B. E (Eds.) (2011). Handbook of Traffic Psychology. Elsevier Inc. 536s.

Rošková, E (2013). Rizikové správanie vodičov v cestnej doprave. Bratislava, Univerzita Komenského, 142 s.

Šucha, M. a kol. (2013). Dopravní psychologie pro praxi: Výběr, výcvik a rehabilitace řidičů. Psyché. 216s.

Kováčsová, N., Rošková, E., Lajunen, T. (2014). Forgivingness, anger, and hostility in aggressive driving. Accident analysis and prevention. 62 , 303-308. <https://www.sciencedirect.com/science/article/abs/pii/S0001457513004144>

Kováčsová, N., Lajunen, T., Rošková, E. (2016). Aggression on the road: relationships between dysfunctional impulsivity, forgiveness, negative emotions, and aggressive driving. Transportation research, part F-traffic psychology and behaviour. 42, 286-298. <https://www.sciencedirect.com/science/article/abs/pii/S1369847816000309>

Continuously recommended additional professional and scientific texts will be available in the MS Teams during the course.

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

#### **Languages necessary to complete the course:**

Slovak, English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 353

A	B	C	D	E	FX
51,84	24,65	12,46	5,95	4,53	0,57

**Lecturers:** doc. PhDr. Eva Rošková, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-206/22	<b>Course title:</b> Training in Social Psychology 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</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> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-206/00 and FiF.KPs/A-moPS-210/00	
<b>Course requirements:</b> Active participation in classes - expressing opinions, attitudes, participation in interactive methods - 50% Written final reflection on the teaching process - 50% Participation of students in seminars is compulsory. Absence from the seminars may be excused for serious personal or health reasons, but for a maximum of 2 lessons. Violation of academic ethics will result in the nullification of the points earned in the respective grade item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of the training is to be able to apply basic counselling skills in counselling with clients.	
<b>Class syllabus:</b> Experiential exercises aimed at practicing basic counselling skills Self-experience with selected methods from different counselling and psychotherapeutic directions Specifics of working with a client at different stages of the counselling process	
<b>Recommended literature:</b> Hill, C. E. (2020). Helping Skills Facilitating Exploration, Insight and Action. American Psychological Association. Hill, C. E., & Norcross, J. C. (2023). Psychotherapy Skills and Methods That Work. Oxford University Press.	
<b>Languages necessary to complete the course:</b> Slovak, Czech, Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 2286					
A	B	C	D	E	FX
91,16	6,47	1,66	0,13	0,09	0,48
<b>Lecturers:</b> doc. PhDr. Daniela Čechová, PhD., PhDr. Hana Smitková, PhD., Mgr. Petra Brandoburová, PhD.					
<b>Last change:</b> 17.05.2024					
<b>Approved by:</b>					