

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-03/21	<b>Course title:</b> Academic essentials
<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> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-136/15	
<b>Course requirements:</b> Compulsory attendance at lectures and individual consultations within the seminars. Absence may be excused in cases defined by the Study Regulations of the Faculty of Arts of Comenius University Bratislava and a maximum of 2 absences during the semester. If a student fails to attend at least 85 % of the classes he/she will be evaluated Fx. Continuous evaluation during the teaching part of the semester consists of fulfilling the attendance requirement and the evaluation of the seminar paper, which was prepared for one of the compulsory courses within the study. The assessment will focus on aspects of the work that make up the content of the Academic Essentials course. <b>Grading Scale:</b> 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; < 60% - Fx Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> This course provides students with a basic understanding of how to find, read, and write academic texts. Upon completion of the course, the student should know the basics of scholarly writing and citation, understand the varying degrees of evidence from different types of sources, and be able to independently locate, study, and critically process a scholarly text. They will also learn the basic principles of academic integrity and ethics.	
<b>Class syllabus:</b> 1. Specifics of studying at university 2. Content of the concept of academic skills (basic skills, complex skills) 3. Academic integrity 4. Plagiarism 5. Critical thinking and writing	

6. Scholarly text (IMRaD, APA style 7, JARS, how to read scholarly studies)
7. Referencing (paraphrasing, citing, types of sources, referencing techniques)
8. Reference tools, external information sources
9. Thesis, types of school work
10. Presentation skills
11. Ethics of psychological research, code of ethics, ethics committee
12. Use of AI
13. Effective ways of learning in HE

**Recommended literature:**

American Psychological Association. (2024). APA Style: Style and Grammar Guidelines. <https://apastyle.apa.org/style-grammar-guidelines>

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/000165-000>

American Psychological Association (2016). Ethical Principles of Psychologists and Code of Conduct. <https://www.apa.org/ethics/code>

Meško, D., Katuščák, D., Findra, J., a kol. (2005). Akademická príručka (2. vyd.). Vydavateľstvo Osveta.

VP UK č. 32/2023. Smernica rektora Univerzity Komenského v Bratislave o základných náležitostiach záverečných prác, rigorózných prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na Univerzite Komenského v Bratislave.

VP UK č. 2/2024. Smernica rektora Univerzity Komenského v Bratislave k používaniu nástrojov umelej inteligencie na Univerzite Komenského v Bratislave.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 736

A	B	C	D	E	FX
45,52	27,31	17,53	3,8	3,53	2,31

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

**Last change:** 22.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-boPS-90/23		<b>Course title:</b> Art Therapy			
<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., 6.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b> FiF.KPs/A-boPS-11/21 - Training in Social Psychology 1					
<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: 15					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Hana Celušáková, PhD.					
<b>Last change:</b> 25.05.2023					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-831/15	<b>Course title:</b> Bachelor's Degree Thesis Defence
<b>Number of credits:</b> 12	
<b>Educational level:</b> I.	
<p><b>Course requirements:</b></p> <p>The bachelor's theses are submitted according to the study schedule to the AIS system and 1 hard copy is forwarded to the department secretariat. The work must meet the parameters specified in 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. Detailed information on the content and formal requirements of the final theses, including an example of what the cover of the thesis should look like, the title page or the methods of listing the sources used, is stated in Internal Regulation no. 7/2018. The provisions of Article 27 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the bachelor's thesis as a subject of the state examination.</p> <p>The student can defend the bachelor's thesis</p> <ol style="list-style-type: none"> <li>a) after obtaining at least such a number of credits that after obtaining credits for successful defense of the bachelor's thesis, he / she reaches the required number of credits for the proper completion of the bachelor's degree,</li> <li>b) after successful completion of obligatory subjects, required optional subjects and optional subjects 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 / her.</li> </ol> <p>Successful completion of the bachelor's thesis is one of the requirements for successful completion of the study program. The subject of the bachelor's thesis defense 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 dates of state examinations are set by the dean in accordance 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 scheduled date.</p> <p>The student is entitled to one regular and two resit dates of the state exam. The regular date is the one to which the student applied for the first time within the deadline set for state exams. If the student was evaluated by the FX mark on the regular date of the state exam, the student is permitted for resit dates of the state exam</p> <ol style="list-style-type: none"> <li>a) in the following dates of the state examinations in the relevant academic year or b) in the following dates of the state examinations in any of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ol> <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 deliver written apology to the chairman of the examination commission in</p>	

advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles which prevented him /her from apologizing in advance. If a student does not attend the state examination or its part without a justification within the specified period, or if the chairman of the examination commission does not acknowledge his / her justification, he / she is evaluated by the FX grade.

The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.

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

**Learning outcomes:**

By writing the bachelor's thesis, the student is able to demonstrate the ability to work creatively in the field of study in which he / she completed the study program. The student is able to demonstrate adequate knowledge of the topic and apply their skills in the collection, interpretation and elaboration of scientific literature, or its application in practice or is able to solve a partial task related to the topic of his / her work.

**Class syllabus:**

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 elaborates 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;
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 opinions on the thesis;
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;
4. Compliance of the structure of the final thesis with the prescribed composition defined by Internal Regulation no. 12/2013;
5. Respecting the recommended scope of the final thesis (the recommended scope of the master's thesis is usually 30 - 40 standard pages - 54,000 to 72,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor;
6. Linguistic and stylistic level of work and formal arrangement;
7. The method and form of the final thesis defense and the student's ability to adequately respond to comments and questions in the supervisor's opinion and the opponent's review.

**State exam syllabus:**

**Recommended literature:**

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. Voliteľné:

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.

Other sources according to the orientation of the thesis' topic

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-18/21	<b>Course title:</b> Bachelor's Degree Thesis Seminar 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> 5	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-034/00	
<b>Course requirements:</b> Bachelor's degree thesis – handing in the bachelor's thesis to the tutor is a course requirement. This assessment part is not replaceable by another assignment. 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. Violations of academic ethical principles will result in annulation of the acquired points in the related item of assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of the course is to teach students to study issues related to the topic of the bachelor's thesis at the appropriate level. By completing the course, the student will be able to process the theoretical background of the thesis, including the research problem description and the formulation of the research goal, and decide on the research design. The student has the opportunity to work either on the preparation of a research project or on the preparation of the implementation of the research itself with data collection and processing of results. In the first case, the student prepares materials for a research project related to the topic of his bachelor's thesis, which in addition to the above requirements also includes: research plan (research procedure, design), realistic and appropriate design of data collection and statistical processing or other forms of analysis of empirical data in the case of qualitative research. In the second case, the student prepares a realistic proposal for data collection of the proposed research. If research, or part of it, is to be part of the thesis, approval by the departmental Ethics Committee is required. The student will develop skills in working with professional literature. He will understand how to identify scientific resources and will be able to make a basic assessment of the quality of scientific articles and monographs or other scientific resources. He will gain the ability to identify methodological and thematic limitations of the scientific literature he works with. The course aims to stimulate student's critical thinking and, through individual consultations with the tutor, to teach the student to support his thoughts with arguments and to prepare the bachelor's thesis writing.	



**Class syllabus:**

Schedule of final work preparation, identification of the milestones needed for successful completion of the course

Formulation of the research problem and identification of the goals of the final paper,

Work with professional literature, research, text analysis,

Identification of the basic parts of the IMRaD structure of scientific articles,

How to correctly read resources (literature reviews, empirical studies, methodological studies),

Identification and planning of the research process and its individual steps,

Plagiarism (signs of plagiarism, what is considered plagiarism, forms of plagiarism, citation, paraphrasing),

Research project design requirements

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

Total number of evaluated students: 1185

A	B	C	D	E	FX
62,19	21,69	8,44	3,63	1,94	2,11

**Lecturers:**

**Last change:** 17.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-20/21	<b>Course title:</b> Bachelor's Degree Thesis Seminar 2
<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> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-036/10	
<b>Course requirements:</b> Bachelor's degree thesis – handing in the bachelor's thesis to the tutor is a course requirement. This assessment part is not replaceable by another assignment. 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. Violations of academic ethical principles will result in annulation of the acquired points in the related item of assessment.	
<b>Learning outcomes:</b> The aim of the course is to teach students to work on the topic of the thesis at an appropriate professional level, which reflects the education of students in the bachelor's degree in psychology and also demonstrates the appropriate level of study of issues related to the topic of the bachelor's thesis. By completing the course, the student will be able to move from the formulation of theoretical background to the implementation of research plans. The student has the opportunity to submit either a research project or implement the research part of the work with the processing of results. In the first case, the student prepares and as a result submits a research project related to the topic of his bachelor's thesis, which includes: research plan (research process, design), realistic and appropriate design of data collection and statistical processing or other forms of empirical data analysis in the case of qualitative research, the ability to identify limits and to design a structure for the discussion of research results. In the second case, the student collects research data according to the proposed project and processes these with adequate statistical procedures and then evaluates the benefits of their research in a discussion. If research, or part of it, is to be part of the thesis, approval by the departmental Ethics Committee is required. The student will learn to plan research activities in order to manage all the steps leading to the final form of the paper.	
<b>Class syllabus:</b> Schedule of preparation and implementation of the final work, identification of the milestones necessary for a successful course completion.	

Paper writing as a creative but systematic process.  
 Basic formal and stylistic aspects of scientific text writing.  
 Identification and planning of the research process and its individual steps  
 Formal aspects of the final work with emphasis on the structure of IMRaD.  
 How to write an abstract and choose the right keywords.  
 What should the thesis introduction contain.  
 Principles of methodology and research methods description in the thesis.  
 Research project design essentials.  
 Description of the research findings – results, discussion and conclusions.  
 It includes the selection of a clear structure of the results description, selection of suitable visualization tools (tables and graphs) and research findings, presentation of the results of statistical analyses and summaries of findings.  
 Efficiently phrasing 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:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 983

A	B	C	D	E	FX
31,54	18,51	25,53	15,46	7,12	1,83

**Lecturers:**

**Last change:** 17.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-05/21	<b>Course title:</b> Biopsychology
<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> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-037/15 and FiF.KPs/A-boPS-028/00	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified by serious personal or for medical reasons, but for a maximum of 2 hours. The condition for completing the course is successful completion of the final test and elaboration of ongoing assignments. Final test weight: 70% Weight of ongoing assignments in the overall evaluation: 30% Classification scale: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; <60% - FX Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion of this course, students will acquire basic knowledge in the field of biopsychology. They will understand the interrelationship between structure of the nervous system, evolution and psychological processes, as well as basic research methods in biopsychology. Students will be able to analyze and discuss the relationships between selected mental functions (learning, memory, emotions, stress, language, etc.) and their biological correlates.	
<b>Class syllabus:</b> 1. Behavior as a subject of biopsychology 2. Evolution of behavior 3. Basic mechanisms of molecular genetics from the viewpoint of psychology 4. Gene and environment interaction, epigenetics 5. Neurons, excitation transmission, neuroplasticity 6. Macrostructure of the nervous system, CNS and ANS 7. Awakening, attention, alertness and sleep 8. Memory and learning 9. Language and laterality	

- 10. Prefrontal cortex, executive functions
- 11. Stress and psychoneuroendocrinology
- 12. Emotions, limbic system and prefrontal cortex, social behavior

**Recommended literature:**

Barret, L., Dunbar, R., & Lycett, J. (2007). Evoluční psychologie člověka. Portál.  
 Buss, D. M. (Ed.) (2005). The Handbook of Evolutionary Psychology. John Wiley & Sons, Inc.  
 Feinberg, T.E., & Farah, M.J. (2003). Behavioral Neurology and Neuropsychology (2nd ed.). McGraw-Hill Professional.  
 Kolb, B., & Whishaw, I. Q. (2008) Fundamentals of human neuropsychology (6th ed.). Worth Publishers.  
 Ward, J. (2015). The student's guide to cognitive neuroscience (3rd ed.). Psychology Press.  
 Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin.  
 Textbooks will also be available in Moodle and MS TEAMS.  
 Students will be acquainted with supplementary literature during the lessons.  
 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:**

To complete the course, it is necessary to work with scholarly literature in English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1866

A	B	C	D	E	FX
44,0	34,73	12,49	4,5	3,16	1,13

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

**Last change:** 07.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-26/21	<b>Course title:</b> Biopsychology 2
<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> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-835/15	
<b>Course requirements:</b> Course requirements: Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. However, a maximum of 2 hours. <b>COURSE EVALUATION:</b> The student receives 100% of the evaluation during the semester. Active class participation (30%) and successful completion of a written test (70%). Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course builds on and expands knowledge from Biopsychology I. The course is conducted in the form of lectures and discussions. External interdisciplinary experts will take part in the course as well. The student who completes the course knows advanced knowledge in the field of Biopsychology. Understands the main mechanisms and methods in the field of biopsychology. He is able to analyze and use knowledge from biopsychology for possible research or practice.	
<b>Class syllabus:</b> Principles of communication and interaction of the brain with the world and with one's own body Social brain and emotional brain Oxytocin and human behaviour. Communication through the human face. Facial expression. Neurophysiological basis of emotions Basic characteristics of the stress response. Stress hormones. Biological rhythms and their disorders. Melatonin. Sex hormones Fundamentals of comparative psychology Fundamentals of evolutionary biology	

Animal models in behavioural neurosciences

**Recommended literature:**

Brezina, I., Soláriková, P. a kol. (Ed.). (2019). Biopsychológia. Nové Zámky: Psychoprof.

Blažek, V., Trnka, R. (2008). Lidský obličej. Praha: Karolinum.

Junker T. (2010) Evolúcia človeka. Trenčín: Vydavateľstvo F.

Kalat, W. J. (2009). Biological psychology. Wadsworth CENGAGE Learning.

Michel, G., F., Mooreová, C., L. (1999). Psychobiologie. Praha: Portál.

Vašina, L. (2010). Komparatívni psychologie. Praha: Grada.

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:**

Knowledge of english language is recommended

**Notes:**

**Past grade distribution**

Total number of evaluated students: 131

A	B	C	D	E	FX
72,52	19,85	4,58	3,05	0,0	0,0

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

**Last change:** 07.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-183/22	<b>Course title:</b> Chamber REST - Restricted environmental stimulation technique
<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., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> ABSENCE: Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. However, a maximum of 2 hours. SUBJECT EVALUATION: 30% - active participation in classes, submission of a protocol on a given topic 70% - project / reflection and joint discussion Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student who completes the course knows the basic knowledge of the methods of restricted environmental stimulation. He understands the principles of these methods, which he tries himself. He is able to independently design research in the field of restricted environmental stimulation methods.	
<b>Class syllabus:</b> Chamber REST (Restricted environmental stimulation technique) is one of the relaxations, self-regulatory and complementary therapeutic methods. Staying in the dark (Chamber REST) will take place in our unique newly built REST and sleep research laboratory, which is adapted for this purpose. Students will be able to explore, from their own experience, the potential benefits and challenges of a short stay in restricted environmental stimulation. <ol style="list-style-type: none"> <li>1. Visual sensory deprivation</li> </ol>	



2. Auditory sensory deprivation
3. Social deprivation
4. Restricted environmental stimulation (REST)
5. CHAMBER REST
6. Floating REST
7. REST as a relaxation method
8. REST as a self-regulatory method
9. Benefits of REST
10. REST challenges
11. Own REST experience
12. Reflection of own experience REST

**Recommended literature:**

Kupka M et al. (2019) Terapie tmou: Katamnestická studie. 1. vydanie, Olomouc : Univerzita Palackého v Olomouci, 424 s., ISBN 978-80-244-5467-2.

Kupka et al. (2014) Terapeutické a osobní růstové možnosti techniky omezené zevní stimulace: Léčebné využití Terapie tmou a floatingu. Olomouc : Univerzita Palackého v Olomouci.

Norlander, T., Kjellgren, A., & Archer, T. (2003). Effects of flotation-versus chamber-Restricted Environmental Stimulation Technique (REST) on creativity and realism under stress and non-stress conditions. *Imagination, Cognition and Personality*, 22(4), 343–359. <https://doi.org/10.2190/0LAE-M7WP-R6UQ-CR3P>.

Suedfeld P (1980) Restricted Environmental Stimulation: Research and Clinical Applications. NY: John Wiley and Sons.

Urbiš A (2012) Terapie tmou: návrat k harmonii a ke zdraví. Frýdek-Místek: Alpress.

Zubek JP (1969) Sensory deprivation: Fifteen Years of Research. NY:Appleton-Century-Crofts

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: 61

A	B	C	D	E	FX
95,08	3,28	0,0	0,0	0,0	1,64

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

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-16/22	<b>Course title:</b> Clinical 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> 5	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-16/21	
<b>Course requirements:</b> ABSENCES: A maximum of 2 absences are allowed, for which it is not necessary to carry certificates. EVALUATION: Assessment of the course consists of passing an oral exam during the exam period. Several dates will be announced for the exam. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student should be able to class clinical psychology within the system of psychological sciences and understand the basis of the knowledge base of the field, the history of its origin and the influence of other scientific disciplines. They will also get acquainted with the basic methods of clinical psychology used both in practice and in research. The student should understand the basic terminology in contemporary psychopathology and in the context of their interrelationships. He / she should be able to identify and distinguish the norm from the abnormality and know the distinguishing criteria. They will get acquainted with the basic concepts in clinical psychology, especially with the concept of vulnerability, determinants of health and the influence of personality in relation to mental disorders, their course and outcome. The individual topics will be illustrated with examples of specific mental disorders. Upon successful completion of this course, students will be able to understand the mechanisms of mental disorders with emphasis on the complex interaction of psychological, social and biological determinants.	
<b>Class syllabus:</b> 1. History of clinical psychology - psychodynamic theories, humanistic approaches, cognitive - behavioral approaches 2. Definitions of health, dys / functionality, criteria of normality and abnormality 3. Mental disorders and their classification - an overview of the most common disorders 4. Etiology - psychological and social factors 5. Etiology - biological factors 6. The concept of vulnerability and stress 7. Protective factors and personality	

8. Specific areas in the work of a clinical psychologist - neuropsychology of children and adults
9. Specifics of work with a child client
10. Pathopsychology
11. Clinical psychology of old age.
12. Methods and procedures of clinical psychology in practice and research
13. Ethical aspects in clinical psychology

**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.

Svoboda, M., Češková, E., & Kučerová, H. (2015). Psychopatologie a psychiatrie pro psychology a speciální pedagogy (3. vyd.). Portál.

Články od vyučujúcich k jednotlivým témam

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.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 116

A	B	C	D	E	FX
43,1	26,72	15,52	9,48	4,31	0,86

**Lecturers:** doc. PhDr. Michal Hajdúk, PhD., prof. Mgr. Anton Heretik, PhD., prof. PhDr. Petr Weiss, Ph.D., DSc.

**Last change:** 07.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-17/21	<b>Course title:</b> Counseling 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> 7	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-024/00 and FiF.KPs/A-boPS-033/00	
<b>Course requirements:</b> Grading criteria Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 hours. The condition for completing the course is successful completion of the midterm test, final test and elaboration of tasks, if these will be assigned by the teachers. Only one term is reserved for the midterm test and is a condition of admission to the final test. In the test it is necessary to reach min. 60% of the total points. These parts of the evaluation cannot be replaced by another task. Classification scale: A (100 - 94 %), B (93 - 85%), C (84 - 76%), D (75 - 67%), E (66 - 60%), FX (59 - 0%) Academic ethics violation results in the cancellation of the points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> After completing the course, the student will gain an overview of traditions and approaches in the field of psychological counseling, will understand the theoretical background, basic concepts and principles of intervention, will recognize the differences between counseling and other application areas of psychology. Finally students will be able to apply knowledge and opinion in counseling situations	
<b>Class syllabus:</b> The aim of the course is to provide theoretical, methodological and application foundations of counseling psychology - approaches, strategies and methods as the foundation for practical activities of counseling psychologists. Brief syllabus: 1. Counseling psychology - subject, goals, history and present 2. Adler psychological counseling 3. Gestalt psychology in psychological counseling 4. Cognitive-behavioral approaches in psychological counseling 5. Humanistic psychology, person-centered approach (PCA) 6. Culturally competent psychological counseling 7. Gender in psychological counseling 8. Marital	

and couple psychological counseling 9. Gender-based violence 10. Counseling with specific groups 11. Psychodiagnostics in counseling psychology 12. Ethics and research in psychological counseling

**Recommended literature:**

Abramson, Z. (2021). Základné koncepty adlerovskej psychológie. SAIP.  
Bačová, V. (2009). Súčasný smery v psychológii : hľadanie alternatív pozitívizmu. VEDA.  
Barker, P. (2012). Rodinná terapia. Psyché (Triton).  
Beck, A.T. (2005). Kognitívny terapie a emoční poruchy. Portál.  
Cain, D.J. & Seeman, J. (Eds.) (2006). Humanistická psychoterapie 1. Triton,  
Cain, D.J. & Seeman, J. (Eds.) (2007). Humanistická psychoterapie 2. Triton.  
Čechová, D. (2021). Intervencie v individuálnej psychológii. Vydavateľstvo UK  
Dreikurová-Fergusonová, E. (2005). Adlerovská teória. SAS  
Gjuričová, Š. & Kubička, J. (2009). Rodinná terapia. Systemické a naratívny prístupy. Grada.  
Joyce, P. & Ch. Sills (2011). Základní dovednosti v gestalt psychoterapii. Portál.  
Kratochvíl, S. (2009). Manželská a párová terapie. Portál.  
Křivohlavý, J. (2011). Stárnutí z pohledu pozitivní psychologie. Grada.  
Koščo, J. a kol. (1987). Poradenská psychológia. SPN.  
Mackewn, J. (2004). Gestalt psychoterapie. Portál.  
Mearns, D. & Thorne, B. (2013). Terapie zaměřená na člověka: Pro využití v praxi. Grada.  
Perls, F.S. (1996). Gestalt terapie doslova. Votobia.  
Pešek, R., Praško, J. & P. Štípek (2013). Kognitivně-behaviorální terapie v praxi: pro terapeuty, studenty a poučené laiky. Portál.  
Procházka, R. et al. (2014). Teorie a praxe poradenské psychologie. Grada.  
Rogers, C.R. (2015). Být sám sebou. Terapeutův pohled na psychoterapii. Portál.  
Rogers, C.R. (2014). Způsob bytí. Klíčová témata humanistické psychologie z pohledu jejího zakladatele. Portál.  
Smitková, H. a kol. (2014). Kapitoly z poradenskej psychológie. Vydavateľstvo UK  
Taročková, T. (2000). Modely ľudského vývinu a životné ciele. Univerzita Komenského  
Vybíral, Z. (2006). Psychologie jinak. Současná kritická psychologie. Academia  
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:**

JS, AJ

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2216

A	B	C	D	E	FX
17,51	35,06	23,65	15,7	6,63	1,44

**Lecturers:** doc. PhDr. Daniela Čechová, PhD., Mgr. Annamária Antalová, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-28/21	<b>Course title:</b> Counseling Psychology Practical Applications
<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> 4	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Upon successful completion of this course: Continuous assessment 50%, in the examination period 50% Continuous assessment: presentation, class activity Final evaluation: seminar work / project Grading criteria The participation of students in the course is mandatory. Absence may be justified on serious personal or medical grounds, up to a maximum of range of 2 hours. The basic condition for completing the course is the elaboration of a project on a chosen topic, presentation and fulfillment of specific tasks, if these will be assigned by the teachers. For the project is it appropriate and recommended to visit the relevant specialist workplace and / or request a consultation of a qualified professionals. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. 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): 50/50	
<b>Learning outcomes:</b> The aim of the course is to provide an overview of selected knowledge of counseling psychology and their applications in practice with different groups of clients with various problems in variant social contexts.	
<b>Class syllabus:</b> Psychological counseling with children and young people; counseling young people with risk behavior; middle age counseling; grief counseling; career counseling; crisis intervention;	

distance consultancy (e-mail, chat, video call, etc.); group counseling, psychological community-level counseling (low-threshold facilities, streetwork, etc.); psychological counseling with minorities; psychological counseling for university students; psychological counseling for seniors, etc.

**Recommended literature:**

Báčová, V. (2009). Súčasný smery v psychológii : hľadanie alternatív pozitivizmu. VEDA.  
Barker, P. (2012). Rodinná terapie. Psyché (Triton).  
Geldard, K. & Geldard, D. (2008). Dětská psychoterapie a poradenství. Portál.  
Gjuričová, Š. & Kubička, J. (2009). Rodinná terapie. Systemické a narativní přístupy. Grada.  
Laurinikari, M., Puukari, S. (ed.) (2009). Multikulturné poradenství. Teoretické základy a osvědčené postupy v Evropě. Dům zahraničních služeb MŠMT.  
Pešová, I. & Šamalík, M. (2006). Poradenská psychologie pro děti a mládež. Grada.  
Procházka, R. et al. (2014). Teorie a praxe poradenské psychologie. Grada.  
Sheehyová, G. (1999). Průvodce dospělostí. Šance a úskalí druhé poloviny života. Portál.  
Smitková, H. a kol. (2014). Kapitoly z poradenské psychologie. Vydavatelství UK. Špatenková, N. (2011). Krizová intervence pro praxi. Grada.  
Taročková, T. (2020). Úľava ako nepodporený aspekt v odpovedi na stratu. Psychologica: Roč. 50. Bratislava: STIMUL. Yalom, I.D. (2016). Teorie a praxe skupinové psychoterapie. 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: 14

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

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

**Last change:** 07.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-510/10	<b>Course title:</b> Development in Adolescence, Adulthood and Old Age
<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., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Developmental Psychology 1 FiF.KPs / A-boPS-02/21 Developmental Psychology 2 FiF.KPs / A-boPS-07/21	
<b>Course requirements:</b> Scale of assessment (preliminary/final): 40/60 Overall performance rating scale: A: 200 - 183 points, B: 181-164 points C: 162-145 points, D: 143-126 points, E: 120-115 points FX: - 114 and less	
<b>Learning outcomes:</b> The student has a fairly detailed knowledge of development in adolescence, emerging adulthood, true adulthood and old age, with an emphasis on formative context factors, formative activities, life events and developmental tasks. Understands the differences of representative developmental theories of adolescence and adulthood. He is able to understand how identity development takes place in adolescence and on the threshold of adulthood and can assist in some types of crisis intervention. The individual on the way of life understands as an investigator and co-creator of his own development in interaction with the cultural-historical, social, but also material environment of which he is a part.	
<b>Class syllabus:</b> Adolescence as a period of many contradictions. Identity development in adolescence and associated risks, adolescent egocentrism. Accelerated and delayed physiological development. Risk behavior in a broader context, various dependencies and the ability to withstand adversity. Developmental changes in peer relationships - dynamics in peer groups, peers as agents of socialization, Adolescent subcultures. - Emerging adulthood and its developmental specifics and main developmental tasks, resilience in emerging adulthood. - Personality continuity and personality changes in early adulthood, partnerships and parental relationships, professional career. Coping with family and work conflicts.	



- Personality specifics in middle adulthood, middle age crisis, empty nest syndrome, job satisfaction, signs of aging and their management.
- Personality changes in the period of aging and old age, morbidity and its management, lifestyle of pensioners, quality of life of retired people, Ageism.

**Recommended literature:**

Vágnerová, M. (2005). Developmental Psychology, Karolínium, Prague,  
 Vágnerová, M. (2000) Developmental Psychology, Portal, 2000  
 Vágnerová, M. (2001) Cognitive and social psychology of a primary school student. Karolínium Foundation. Prague.  
 Arnet, J.J. (2004) Emerging adulthood: The winding road from the late teens through the twenties. Oxford University Press, New York.  
 Macek, P. (1998): Adolescence, Prague, Portal.  
 Millová, K. (2012). Successful development in the context of psychology of lifelong development. Diz. Jobs, Brno 2012. (supervisor M.Blatný)  
 Sheehy, G. (1999). Guide to adulthood. Prague: Portal.  
 Stuart-Hamilton, I. (1999) Psychology of aging. Prague: Portal  
 Thorová, K. (2015) Developmental psychology. Prague: Portal.  
 Hrdlička, M. et al (2006). Middle age crisis. Prague: Portal  
 Zybrinyiová, V., Raczová (2016). The crisis of a young age - a new phenomenon? Psychology and its contexts 7 (2), 2016, 3-14.  
 Journals: Child Psychology and Pathopyology, Czechoslovak Psychology, etc.

\* 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:**

En - English language for the study of foreign contributions in journals and accessible databases

**Notes:**

**Past grade distribution**

Total number of evaluated students: 358

A	B	C	D	E	FX
58,38	32,12	5,03	0,0	0,28	4,19

**Lecturers:** doc. PhDr. Barbora Mesárošová, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-02/21	<b>Course title:</b> Developmental Psychology 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 7	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-003/00	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified in necessary cases and only if the student informs about his / her absence in advance, e.g. mail. If a student does not pass min. 85% of the tuition will be assessed by FX. Absences cannot be replaced by another entry. <b>SUBJECT EVALUATION:</b> 40% (40b) of the student obtains the evaluation during the semester, 60% (60b) during the examination period in the form of a final test. <b>Ongoing evaluation:</b> seminar work - 20 points + continuous test - 20 b. Seminar work - the presentation and submission of the seminar work cannot be replaced by another task during the semester. Presentation and submission of seminar work is a condition of admission to the final exam. Interim test - passing a continuous test of at least 60% is a condition of admission to the exam. . Only one term is reserved for the midterm test. An alternative date is only possible if the student has reasons for non-participation in due time shall be justified / justified in advance. 20% of the evaluation consists of a seminar paper, 20% of the evaluation - continuous written exam, 60 % evaluation - final exam = 100% student performance. The condition for completing the semester is to achieve min. 60% performance in each of the two written ones tests. Test rating classification scale: A: 100-92%, B: 91-84%, C: 83-76%, D: 75-68% E: 67-60% Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b>	

After completing the course, the student will acquire knowledge in the field of biological, environmental and self-regulatory factors of personality development, representative developmental theories and research methodology in the field of developmental psychology. They will understand the interconnectedness of various factors of development, its dynamics and interindividual variability of personality development. He is able to differentiate the basic developmental characteristics and dynamizing elements of development in individual theoretical approaches. He knows the specifics of research and ethics in research in developmental psychology.

**Class syllabus:**

**Recommended literature:**

- Thorova, K. (2015). Developmental psychology. Prague: Portal.  
 Langmeier, J., Krejcirova, D. (1998). Developmental psychology. Prague: City.  
 Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J., Nolen Hoeksema, S. (2003). Psychology. Prague: Victoria Publishing.  
 Hall, C.S., Lindzey, G. : Personality Psychology. SPN, Bratislava, Langmeier, J.-Krejčířová, D. : Developmental Psychology, Grada 1998.  
 Mesarsova, B. (2017). Theory of Developmental Psychology Part I (Scripts in Developmental Psychology). Bratislava: Comenius University in Bratislava  
 Janousek, J. (1992). Albert Bandura's social cognitive theories. Cs. psychology, 36.5, 385-398.  
 Kollárik, T. et al (2008). Social psychology. Bratislava: Comenius University in Bratislava.  
 Jakabčic, I. (2002). Basics of developmental psychology. Bratislava: Iris.  
 Veselský, M. (1999). Educational psychology - selected chapters. Bratislava: Comenius University in Bratislava.

\* 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.

**Languages necessary to complete the course:**

En -English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1487

A	B	C	D	E	FX
19,57	22,86	21,92	20,31	10,56	4,77

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

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-07/21	<b>Course title:</b> Developmental Psychology 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 7	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Developmental psychology I	
<b>Antirequisites:</b> FiF.KPs/A-boPS-008/00	
<b>Course requirements:</b> Student attendance is compulsory. Absence may be excused in unavoidable cases and only if the student informs about his/her absence in advance, e.g. by e-mail. If a student does not attend at least 85% of the class he/she will be evaluated by FX. Absences cannot be made up with another assignment. The pro-rata course grade is 40% / 60% (midterm/final). The midterm grade consists of a presentation of the seminar paper and a written version of the seminar topic (20% and 20% = 40%). The final assessment requires successful completion of a written test (achieving a minimum of 60% performance). Grading scale for the test: A: 100-92%, B: 91-84%, C: 83-76%, D: 75-68% E: 67-60% Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The student learns the course and laws of physical, physiological and motor development. He/she acquires basic knowledge about cognitive development of a person, his/her perception, memory, thinking and problem solving, speech and formation of conceptual apparatus, and also acquires information about moral development, socio-emotional development with emphasis on the formation of self-image. They learn to understand the causes and consequences of the development of individual psychological processes, functions and states. The student is able to understand developmental changes and manifestations in different developmental periods and to use the knowledge gained for the development of applied psychological disciplines such as counselling, school, educational, occupational and clinical psychology.	

**Class syllabus:**

1. Biological, physiological and motor development in childhood
2. Perceptual and cognitive development in childhood and adolescence
3. Memory development and classification of memory
4. Speech development (phonological, semantic, syntactic and pragmatic)
5. Development of thinking and problem solving.
6. Summary of developmental changes in cognitive processes - prerequisites for school competence.
7. Moral development.
7. Development of self-concept.
8. Development of gender identity.
9. Development of emotionality.

**Recommended literature:**

- Vágnerová, M. (2000). Developmental psychology. Prague: Portal.
- Vágnerová, M. (2001). Cognitive and social psychology of the primary school pupil. Prague: Karolínium Publishing House.
- Hill, G. (2004). Modern psychology. Prague: Portal.
- Hornáková, K., Kapalková, S., Mikulajová, M. (2005.) Book on children's speech. Bratislava Publishing House Slniečko.
- Macek, P. (1998). Adolescence. Prague: Portal.
- Pouthas, V., Jouen, F. (2000). Psychology of the newborn. Prague: Grada Publishing.
- Thorová, K. (2015). Developmental psychology. Prague: Portal.

\*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: 1358

A	B	C	D	E	FX
23,05	22,68	20,84	17,89	10,46	5,08

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

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-254/18	<b>Course title:</b> Education and Development of Managerial Skills
<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., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. However, a maximum of up to 30% of teaching. Students announce their nonparticipation in advance by e-mail to the teacher. If the student does not complete min. 70% of the course, will be evaluated by FX Course evaluation: 100% continuous - active participation, work on exercises and continuous assignments, handover of the semester assignment specified at the beginning of the teaching part Classification scale: A 100 - 94% B 93 - 85% C 84 - 76% D 75 - 67% E 66 - 60% FX 59 - 0% 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> At individual meetings, students will have the opportunity to acquire skills important for the implementation of quality development programs (facilitation skills, coaching, mentoring, presentation ...). Students who successfully complete the course will receive an up-to-date overview of trends in the field, they will know the basic principles and opportunities for education and development of managerial skills. They will understand the difference between coaching and mentoring or the basic rules of facilitation. They will be able to provide effective feedback or apply acquired rules, principles and skills in the creation and design of development programs in the future.	
<b>Class syllabus:</b> 1. Introduction to education and development - Basic principles of skills-oriented education and development. Kolb's learning cycle and its use in training and skills development. Setting up and designing the education and development process. 2. Feedback - Feedback as a development tool and its use in individual and group development. Implementing a group feedback culture. Feedback and its influence on group dynamics. 3. Individual development COACHING - Individual "tailor-made" education as the most	

effective development activity. Coaching - principles and basic techniques: GROW, Instant pay off. Coach skills.

4. Individual development MENTORING - Principles of mentoring from the mentor's point of view and from the mentee's point of view. Rules for successful implementation of mentoring development programs. Mentor skills.

5. Presentation skills - Creation and implementation of programs aimed at the development of presentation skills. Forms and structures of presentations. Tools used in professional presentation.

6. Simulations, Trainers, Development Centers - Skills development through simulations and training activities. Creation and design of model situations. Role-playing - principles of creation, leadership and analysis.

7. Facilitated development activities (workshops) I - Non-directive ways of development - principles and rules of facilitation. Content vs. The process of group development management. Group coaching.

8. Facilitated development activities (workshops) II - Basic facilitation techniques. Facilitator tools and ways of their use in development activities. Facilitator skills.

9. Group development Training I - Creation and implementation of group training programs. Development of skills with regard to the applicability of these skills in practice.

10. Group development Training II - Examples of designs - training schedules + common mistakes in creating training schedules.

11. Time management - Development programs focused on personal efficiency, performance management and time management.

12. Summary. Looking back on the semester, a summary of basic principles.

**Recommended literature:**

Bonk, C. & Graham, Ch. (2006). The Handbook of Blended Learning: Global Perspectives, Local Designs. Pfeiffer.

Clark, R & Mayer, R. (2011). E-Learning and the Science of Instruction. Pfeifer.

Kolb, D. (1984/2015) Experiential learning: Experience as the source of learning and development. Prentice-Hall / Pearson Education.

Further recommended literature will be added during 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.

**Languages necessary to complete the course:**

SK, AJ

**Notes:**

**Past grade distribution**

Total number of evaluated students: 130

A	B	C	D	E	FX
55,38	26,92	14,62	2,31	0,0	0,77

**Lecturers:** Mgr. Lukáš Bakoš, PhD.

**Last change:** 07.04.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-15/21	<b>Course title:</b> Educational 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> 7	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-020/00 FiF.KPs/A-boPS-023/00	
<b>Course requirements:</b> The condition for completing the course is mandatory participation in seminars, elaboration of continuously assigned tasks, submission of an essay and successful completion of the written and oral examination. <b>Assessment:</b> 20% continuous - active participation, elaboration of ongoing assignments, submission of an essay 30% continuous - written exam at the end of the teaching part of the semester 50% in the examination period - oral exam Students' participation in classes is mandatory. Absence may be justified by serious personal or health reasons, maximum of 2 hours. Students announce their non-participation in advance by e-mail to the teacher. If the student misses more than 2 hours for objective reasons, additional work may be required. However, the student who does not complete min. 70% of the lessons will be rated FX. - 20% of the evaluation is obtained by the student during the semester (continuous assessment) for elaboration assignment and submission of the essay. Elaboration and submission of assignments of reasonable quality is the 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, a minimum of 50% of the total points on the test is required. - 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. <b>Classification scale:</b> 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

**Learning outcomes:**

The aim of the course is to provide basic knowledge of psychological laws in the field of education. Explains concepts such as learning, education, creativity, climate, performance or school success/failure. The area of school psychology synthesizes basic knowledge of psychological disciplines and their use in school conditions within the activities of school psychologists. By completing the course, students will understand the theoretical and methodological foundations of educational (pedagogical and school) psychology, which are still for work in the school environment or within topics that deal with the educational process. Students who complete the course will know the basic framework of educational psychology and the current state and trends in educational and school psychology as a science. They will understand the psychological aspect of the educational process, basic concepts and starting points, and the importance of psychology in relation to the humanization and optimization of education. Will be able to see, categorize, connect and provide knowledge in the practical educational situation within the educational reality, e.g. get to know and identify the basic features of school quality and evaluate, anticipate and determine effective ways of learning and shaping students.

**Class syllabus:**

1. Educational (pedagogical and school) psychology. Assumptions of its origin, tasks, and relations to other scientific disciplines. The current school, its goals, functions, quality, indicators of school quality. Trends that affect pedagogical and school psychology today, their implementation into educational practice.
2. Learning and its importance in the development of cognitive development and personality of the student. Theoretical directions and learning concepts, their application in the educational process. Learning conditions – current trends. Laws, types and styles of learning. Learning through experience.
3. Psychological issues of motivation in the field of education. Sources and influencing factors motivation, their diagnosis. Performance motivation, goals and self-regulation.
4. Application of creativity in education - conditions and models of creative learning. Fixed and a growth-oriented mind setting.
5. Pupils' performance in the educational process. School success vs. failure, failure to thrive students. Psychological testing of students. Test and pre-test conditions. Rating and self-esteem.
6. Psychosocial climate and class / school atmosphere as a factor of optimal education. Communication in class. Class engagement and teacher influence.
7. School class as a social group, the position of the individual in it. Finding relationships in a social group.
8. Psychological issues of education. Rewards and punishments in education. Family in the process of education, family - school cooperation.
9. Positive psychology in the school environment. Empathy and prosocial behavior in the classroom. Emotions in education and their importance. Active participation, interest, commitment, curiosity.
10. Stress management in the context of school performance. Psychohygiene.
11. Traditional and alternative education, their principles, similarities and differences.
12. School psychologist in the school system - the concept of the work of a school psychologist activities and competencies.
13. Methods of work of a school psychologist in the context of activities, their characteristics

and use.

**Recommended literature:**

Jedlička, R., Kořa, J. & Slavík, J. (2018). Pedagogická psychologie pro učitele psychologie ve výchově a vzdělávání. Grada  
Mareš, J. (2013). Pedagogická psychologie. Portál  
Fontana, D. (2010). Psychologie ve školní praxi - příručka pro učitele. Portál  
Čáp, J. & Mareš, J. (2001). Psychologie pro učitele. Praha: Portál  
Gajdošová, E., Herényiová, G. & Valihorová, M. (2010). Školská psychológia. Stimul  
Dweck, C. (2017). Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential. Little Gilman, R., Huebner, E., S., & Furlon, M., J. (2009). Handbook of Positive Psychology in Schools. Routledge. Pekrun, R., & Linnenbrink-Garcia (2014). International Handbook of Emotions in Education. Routledge. Schunk, D., H., & Greene, J., A. (2018). Handbook of Self-Regulation of Learning and Performance (2nd ed.). Routledge.  
Students will be acquainted with additional literature during the course.

**Languages necessary to complete the course:**

Slovak, Czech, English (capability to read)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2265

A	B	C	D	E	FX
37,53	26,98	18,54	8,96	6,23	1,77

**Lecturers:** Mgr. Diana Demkaninová, PhD., Mgr. Silvia Harvanová, PhD.

**Last change:** 12.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-boPS-17/22		<b>Course title:</b> Emotionality and social behaviour in childhood and adolescence			
<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., 6.					
<b>Educational level:</b> I.					
<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: 30					
A	B	C	D	E	FX
16,67	10,0	43,33	16,67	13,33	0,0
<b>Lecturers:</b> Mgr. Silvia Harvanová, PhD.					
<b>Last change:</b> 08.01.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-003/22	<b>Course title:</b> English for Specific / Academic Purposes 3
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-003/00	
<b>Course requirements:</b> 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX Dates will be announced during the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has acquired language skills that enable him to successfully communicate in the academic environment. These skills enhance his reading comprehension of various texts from the field of social sciences and humanities. The student is thus able to use information from sources written in English, prepare a questionnaire and conduct a survey or a simple research (based on the needs of the discipline studied) and report on it in written as well as oral form. He can write selected academic texts using suitable academic vocabulary, incorporating techniques of outline and brainstorming when searching for a suitable topic. The student is able to participate in the preparation and delivery of group presentation on a subject-specific topic as well as participate in a discussion.	
<b>Class syllabus:</b> A selection from the following: <ul style="list-style-type: none"> <li>• Developing and consolidating communication competence in the academic environment</li> <li>• Active use of academic and subject-specific vocabulary</li> <li>• Building reading competence (authentic texts from the field of humanities and social sciences)</li> </ul>	

- Work with model texts from humanities/social sciences
- Use of brainstorming
- Structuring and presenting arguments
- Text outline and keyword selection
- Structure of academic papers (introduction, core, conclusion)
- Transformation of graphs and diagrams into continuous text
- Transformation of continuous text into graphs and diagrams
- Hedging and its use in academic texts
- Questionnaire, survey report and research report
- How to prepare a survey
- Presentation techniques
- Preparation of a group presentation
- Discussion strategies

### **Recommended literature:**

#### General

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSĀ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Available on: <https://dspace.uniba.sk/xmlui/handle/123456789/43>

#### Subject-specific

ELIAŠOVÁ, V. Marketing communication resource materials (for 2nd year students) [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_MCRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_MCRM.pdf)

ELIAŠOVÁ, V. Journalism Resource Materials (for 2nd year students) [online]. Bratislava:

Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JRM.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students.

Bratislava: Comenius University, 2019. ISBN 978-80-223-4123-3.

ŠULOVSĀ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSĀ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSĀ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available on:

<https://dspace.uniba.sk/handle/123456789/32>

Moodle / MS TEAMS is a source for unpublished study materials (some ready for publishing) and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

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

English (minimum B1)						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 4958						
A	ABS	B	C	D	E	FX
22,59	0,0	23,78	21,06	15,25	12,87	4,46
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Mgr. Olha Luchenko, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-004/22	<b>Course title:</b> English for Specific / Academic Purposes 4
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-003/22 - English for Specific / Academic Purposes 3	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-004/00	
<b>Course requirements:</b> a) Continuous assessment throughout the semester (45% ): written assignment - (30 points) and individual assignments for every seminar (15points) b) Examination period (55%): presentation including discussion (50+5points) <b>Assessment:</b> 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 45/55	
<b>Learning outcomes:</b> The student actively uses the English language for communication in the academic environment. The level of achieved language competencies means that the student is able to obtain information from sources written in English (printed sources, electronic media) and work with them, building on the knowledge from his field of study. He is able to actively use academic and subject-specific vocabulary, independently prepare a suitably structured presentation on a topic from his field of study (including slides) using appropriate vocabulary. This means that he can present the results of his own research in a form that is suitable for the academic environment and actively participate in discussion. The student can write various academic texts using appropriate linguistic means. He follows the academic code of ethics (avoiding plagiarism, employing appropriate paraphrasing and quotation techniques).	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Developing and consolidating communication competence in the academic environment</li> <li>• Active use of subject-specific and academic vocabulary</li> <li>• Developing reading competence (various texts from the field of humanities and social sciences)</li> <li>• Work with model factual texts</li> </ul>	



- Writing selected academic texts (abstract, research report, etc.)
- Structure of an academic essay
- Preparing a presentation: selecting a suitable topic (brainstorming, group work)
- Preparing a presentation: hypothesis and research question
- Presentation skills, including slide preparation
- Presentation: preparation and delivery
- Participating in a discussion – useful strategies
- Active participation in the after-presentation discussion

### Recommended literature:

#### General

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Available on: <https://dspace.uniba.sk/xmlui/handle/123456789/43>

#### Subject-specific

ELIAŠOVÁ, V. Marketing communication resource materials (for 2nd year students) [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_MCRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_MCRM.pdf)

ELIAŠOVÁ, V. Journalism Resource Materials (for 2nd year students) [online]. Bratislava:

Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JRM.pdf)

FIF\_VE\_JRM.pdf

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study

Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of

Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava:

Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

FIF\_MLS\_EFSOSS.pdf

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students.

Bratislava: Comenius University, 2019. ISBN 978-80-223-4123-3.

ŠULOVSÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

FIF\_DS\_ESP\_Reader\_philosophy.pdf

ŠULOVSÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul,

2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

FIF\_DS\_video-based\_ESP.pdf

ŠULOVSÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava:

Stimul, 2021 [cit. 2021-10-14]. Available on:

<https://dspace.uniba.sk/handle/123456789/32>

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and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

### Languages necessary to complete the course:

English (minimum B1)

### Notes:

<b>Past grade distribution</b>						
Total number of evaluated students: 4483						
A	ABS	B	C	D	E	FX
27,35	0,0	23,53	21,97	12,67	9,46	5,02
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Mgr. Olha Luchenko, PhD., Alan James Dykstra						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-001/22	<b>Course title:</b> English for Specific / Academic Purposes 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-001/00	
<b>Course requirements:</b> Evaluation: 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has knowledge of various language skills and distinguishes various styles and genres that enable him/her to successfully master the processes of foreign language communication (oral and written) in a specific segment of the professional sphere, which is the preparation for a profession in a university environment. The student is thus able to talk about his/her university studies in Slovakia, introduce his/her own study programme, describe its practical application and explain his motivation to study. The level of achieved language competence and skills will enable the student to develop subject-specific vocabulary and obtain information from various English language sources. He/She can understand simple authentic texts from humanities and social sciences. The student is able to write a selection of texts used in the academic environment. He/She can extract information and data from simple academic texts and visually present them using graphs and tables, and use appropriate vocabulary when communicating in the academic environment.	
<b>Class syllabus:</b> Selection from: <ul style="list-style-type: none"> <li>• My study programme (content, graduate profile)</li> <li>• What is an academic text?</li> </ul>	

- Language conventions in the academic environment
- Academic and subject-specific terminology and its use
- Academic texts - structure, style, register
- Work with subject-specific model texts with the aim of developing specific language skills
- Development of reading competence (authentic texts from humanities and social sciences)
- Identification of definitions in texts, their use
- Text-making procedures and writing short academic texts (e.g. definitions, listing and comparative-contrast texts, etc.)
- Signal words, their meaning and function
- Use of appropriate signal words
- Transformation of graphs and diagrams into continuous text
- Transformation of continuous text into graphs and diagrams

### **Recommended literature:**

General:

McCARTHY, M. a O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSKÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul , 2022 [cit. 2022-01-01]. Dostupné na: <https://dspace.uniba.sk/xmlui/handle/123456789/43>.

Subject-specific:

CERAMELLA, N., a LEE, E. Cambridge English for the Media. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-72457-9.

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 1 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 2 [online]. Bratislava: Stimul , 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul , 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students.

Bratislava: Comenius University, 2019

ŠULOVSKÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSKÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available at: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSKÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available at:

<https://dspace.uniba.sk/handle/123456789/32>

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

English (minimum B1)

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 7771						
A	ABS	B	C	D	E	FX
22,46	0,0	22,37	21,01	13,16	12,77	8,24
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-002/22	<b>Course title:</b> English for Specific / Academic Purposes 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-001/22 - English for Specific / Academic Purposes 1	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-002/00	
<b>Course requirements:</b> 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX Dates will be announced during the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students is able to actively use acquired subject-specific specific as well as academic vocabulary in communication in the academic environment, e.g., when presenting a short project or interpreting data from graphs and tables, which can be converted into text. The student is able to obtain information from English language sources (texts from the field of social sciences and humanities), while more detailed work with them ensures he is acquainted with various research methods and he can describe them. The student is also familiar with text summarising techniques and is able to summarize short academic texts, pinpointing the main and supporting arguments. He can write selected texts from the academic environment, using appropriate paraphrasing and citation techniques, referring to sources and he is able to compile an appropriate bibliography, thus avoiding plagiarism.	
<b>Class syllabus:</b> A selection from: <ul style="list-style-type: none"> <li>• Academic and subject-specific terminology and its use</li> <li>• Development of reading competence (authentic texts from humanities and social sciences)</li> </ul>	

- Work with model texts with the aim of developing specific language skills
- Plagiarism and academic code of ethics
- Citation formats
- Paraphrasing
- How to quote
- Preparing literature review and bibliography
- Summarising techniques
- Identification of main and supporting ideas texts
- Research methods in various fields of social sciences and humanities
- Presentation of research data and results

### **Recommended literature:**

#### General:

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSKÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Dostupné na: <https://dspace.uniba.sk/xmlui/handle/123456789/43>  
<https://dspace.uniba.sk/xmlui/handle/123456789/43>.

#### Subject-specific:

CERAMELLA, N., a LEE, E. Cambridge English for the Media. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-72457-9.

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 1 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 2 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students. Bratislava: Comenius University, 2019

ŠULOVSKÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSKÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available at: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSKÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available at: <https://dspace.uniba.sk/handle/123456789/32>

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

English (minimum B1)

### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 6717						
A	ABS	B	C	D	E	FX
25,07	0,0	24,28	19,76	12,77	11,82	6,3
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Alan James Dykstra						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-21/21	<b>Course title:</b> Experimental 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> 4	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-013/00	
<b>Course requirements:</b> students can obtain either 100 points through a semester written test, or 100 points for a 2 x 2 experiment - a maximum of 100 points. Points can also be obtained by a combination of both methods. Rating: A = 90 +; B = 84-89; C = 78-83; D = 72-77; E = 65-71; Fx = 64 and less Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): Weight of midterm / final assessment: 100/0 or 0/100 or any ratio of mid-term and final assessment with a sum of up to 100.	
<b>Learning outcomes:</b> The student knows the basic knowledge in the field of experimental approaches to the study of mental phenomena, manages the principles of correct application of the experimental method, understands the principles of experimental and non-experimental research in psychology and is able to independently implement an experimental research project with at least two independent variables.	
<b>Class syllabus:</b> 1. Scientific research in psychology - goals of scientific psychology, source of knowledge, nature of scientific model and reality / theory and laboratory research / 2. Ethics in psychological experiment 3. Alternatives to experimentation in psychology: phenomenology, case studies, field research, surveys, interviews 4. Alternatives to experimentation in psychology, correlation and quasi-experimental research 5. Reading and writing research reports in experimental psychology / worldwide standard APA /, basics of data processing 6. Hypothesis formulation, induction and deduction; variables in psychological experiment, operational definition, internal and external validity of the experiment 7. Control of external variables	

<p>8. Inter-entity research designs: two independent and two dependent groups, several groups</p> <p>9. Factorial designs in psychological research</p> <p>10. In-house and combined designs</p> <p>11. Designs with small "n" and designs of discrete experiments</p> <p>12. Typical experimental approaches in research of perception, reaction time, memory, emotions, thinking and decision making</p>												
<p><b>Recommended literature:</b></p> <p>1. Myers, A., Hansen, Ch. (2011). Experimental psychology, (7th ed.), Wadsworth.</p> <p>2. Howitt, D., &amp; Cramer, D.(2020). Research Methods in Psychology, (6th ed.) Pearson Education Limited.</p> <p>3. Kantowicz, B., Roediger III. H., Elmes, D.(2009). Experimental Psychology, (9th ed.), Wadsworth.</p> <p>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</p>												
<p><b>Languages necessary to complete the course:</b></p>												
<p><b>Notes:</b></p>												
<p><b>Past grade distribution</b> Total number of evaluated students: 131</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>45,04</td> <td>29,77</td> <td>6,87</td> <td>10,69</td> <td>7,63</td> <td>0,0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	45,04	29,77	6,87	10,69	7,63	0,0
A	B	C	D	E	FX							
45,04	29,77	6,87	10,69	7,63	0,0							
<p><b>Lecturers:</b> PhDr. Martin Jakubek, PhD.</p>												
<p><b>Last change:</b> 13.04.2022</p>												
<p><b>Approved by:</b></p>												

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-181/22	<b>Course title:</b> Family life today
<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., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Obligatory attendance. Compile and presentation of chosen items and finish essay of course. 100% running attendance, discussion. Personal activity important. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of course is provide with basic informations abot family life of today fro the expert opinion of psychologist.	
<b>Class syllabus:</b> 1. Definition of family, cycle of family life. Arguments of matrimory and happy marriage. 2. Development of family life from the view of history. 3. Internet, and meet online with partner. 4. Contenporary models of family with a child. Role of mother, father and the conflict of parents and jobs. Dual-earner family. 5. Main dimension of family system / cohesia, flexibility, communication/ Family stress. 6. Palnning of family today, new types of family. Couple without married, common-law husband, wife. 7. Intimty at coule. Power in family, contend at couple, Infidelity. 8. Family and culture problems. Interculture study of faamily, outgroup. 9. Investigative methods of family. Matrimony through life, from youth to grand father and grand mother. 10. Supplementary parent care, proffesional parent, Single father, single mother. 11. Single – new life style. Divorse and its consequences. 12. Systemic family therapy.	
<b>Recommended literature:</b> Rieger, Z.- Vyhnálková, H (2001). Ostrov rodiny. Konfrontace Trapková, L.- Chvála, V. (2004). Rodinná terapie psychosomatických poruch. Portál Gjuričová, Š.- Kubička, J. (2003). Rodinná terapie – systemické a naratívni přístupy. Grada, Sobotková, I. (2001). Psychologie rodiny. Portál	

Corneau, G.: (2007). Anatomie lásky. Portál  
Zoja, L: (2005). Soumrak otců. Archetyp otce a dějiny otcovství. Prostor  
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: 59

A	B	C	D	E	FX
98,31	1,69	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Diana Demkaninová, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-508/00	<b>Course title:</b> Gender in Counselling, Psychotherapy and Other Assisting Situations
<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> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Upon successful completion of this course: Attendance of students is mandatory. Absence may be justified for serious personal or medical reasons, however a maximum of 2 hours. Grading criteria active and regular presence at classes - 30% critical study of recommended texts - 20%, presentation of case study, project or seminar work - 30% final written reflection - 20% 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): 80/20	
<b>Learning outcomes:</b> The course offers students an understanding and linking gender concepts and counseling with counseling / psychotherapy. Students should be able to use gender as an analytical tool in the context of psychological counseling / psychotherapy.	
<b>Class syllabus:</b> Understanding of concepts – gender/sex, gender stereotypes, gender identity, LGBT+ identities, sexism, gender-specific expectations, socialization, body perception, women and men in the media, violence in couples, women's reproductive rights, motherhood, fatherhood, work-life balance and family life of women and men, women and men in popular psychological literature, media presentation, etc. - critical view, double standard and mental health of women and men, gender sensitive approach in counseling, psychotherapy.	

**Recommended literature:**

- Badinter, E.(1999). XY. Identita muža. Aspekt
- Bútorová, Z. (Ed) (2008). On a ona na Slovensku zaostrené na rod a vek. IVO. <http://www.ivo.sk/5462/sk/aktuality/ona-a-on-na-slovensku-zaostrene-na-rod-a-vek>
- Debrecéniová, J. (Ed) (2015, 2016). Ženy, matky, telá I.,II. Systémové aspekty porušovania ľudských práv žien pri pôrodnej starostlivosti v zdravotníckych zariadeniach na Slovensku. ODZ, Ženské kruhy. <http://odz.sk/zeny-matky-tela-2-systemove-aspekty/>
- Gilbert, L. A., Scher. M. (2009). Gender and Sex in Counseling and Psychotherapy. Wipf and Stock Publishers
- Gilliganová, C. (2001). Jiným hlasem. Portál
- Machovcová, K. (2011). Nesamozrejmé perspektivy. Genderová analýza v psychoterapii a psychologickém poradenství. Masarykova univerzita
- Očenášová, Z., Murdza, K., Vajzer, L., Sabolová, I. (2017). Mapovanie postupov a postojov vyšetrovateľov policajného zboru v prípadoch násilia páchaného na ženách. Inštitút pre výskum práce a rodiny. <https://www.zastavmenasilie.gov.sk/resources/data/Mapovanie-postupov-a-postojov-vysetrovatelov-policajneho-zboru-v-pripadoch-nasilia-pachaneho-na-zenach.pdf>
- Renzetti, C.M., Curran, D.J. (2003). Ženy, muži a spoločnosť. Nakladateľství Karolinum
- Smitková, H., Kuruc, A. (2012). Odporúčania a podnety pre psychológov a psychologičky, ktorí pracujú s lesbickými/gejskými/bisexuálnymi/transrodovými klientmi a klientkami. Inakosť. [http://homofobia.sk/uploaded/PP\\_Prirucka\\_1\\_72dpi.pdf](http://homofobia.sk/uploaded/PP_Prirucka_1_72dpi.pdf)
- Smitková, H. Očenášová, Z. (2017). Vzťah matka – dieťa v kontexte partnerského násilia na ženách. Inštitút pre výskum práce a rodiny. <https://www.gender.gov.sk/zastavmenasilie/files/2016/02/Vztah-matka-dieta-v-kontexte-partnerskeho-nasilia-na-zenach.pdf>
- WHO (2000) Gender disparities in mental health. [https://www.who.int/mental\\_health/media/en/242.pdf?ua=1](https://www.who.int/mental_health/media/en/242.pdf?ua=1)
- Wolf, N. (2000). Mýtus krásy. Aspekt
- Zampas a kol. (2011). Vypočítaná nespravodlivosť. Zlyhávanie Slovenskej republiky v zabezpečovaní prístupu k antikoncepčným prostriedkom. Center for Reproductive Rights (New York), Možnosť voľby, Občan, demokracia a zodpovednosť <http://odz.sk/vypocitana-nespravodlivost-zlyhavanie-slovenskej-republiky-v-zabezpecovani-pristupu-k-antikoncepcnym-prostriedko>

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

Total number of evaluated students: 315

A	B	C	D	E	FX
64,76	26,67	5,4	0,32	0,32	2,54

**Lecturers:** PhDr. Hana Smitková, PhD.**Last change:** 04.04.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-04/21	<b>Course title:</b> General Psychology 1
<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> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-001/00 or FiF.KPs/A-boPS-005/00	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified by serious personal or for medical reasons, but for a maximum of 2 lessons. The condition for completing the course is successful completion of the final test. Course evaluation: Students obtain 100% of the evaluation during the examination period. Active participation in the lessons and assignments specified by the teacher at the beginning of the teaching part (10%) and successful completion of a written test (90%). Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 10/90	
<b>Learning outcomes:</b> Students who successfully complete the course will acquire basic knowledge and terminology in the field of basic cognitive processes - feeling, perception, attention and memory. They will understand key mechanisms and methods for examining basic cognitive processes, and will be able to use this knowledge in other basic and applied subjects.	
<b>Class syllabus:</b> 1. Prerequisites for the emergence of psychology as an independent scientific discipline 2. Historical view of the research of perception: Wundt's school, Russian reflex school, Behavioral school, Gestalt psychology. Feeling vs. perception. 3. Gestalt principles in perception (Organization, geometric-optical illusions and their explanation, gestalt laws, contrasts, after effects). 4. Cognitive theories of perception (theory of templates, prototypes, feature detection, geons. Top-down approaches.) 5. Visual perception - perception of depth (binocular and monocular keys), space, movement. Color perception (color mixing, trichromatic theory, etc.) 6. Types, determinants, properties and development of attention	

7. Visual (visual search and spatial selectivity in visual search, movements eye and visual attention control, object segmentation, set-size effect,) and auditory attention. theory of early and late selection), targeting and shifting with spatial auditory attention, auditory testing.
8. Executive attention (double tasks, multitasking) and automatics in attention, preattentive attentional mechanisms vs. focused attention. Allocation of attention resources.
9. Types and processes of memory (Atkinson and Shiffrin, Sperling, Baddeley, Tulving, Ebbinghaus ..)
10. Learning: classical and operational conditioning (behavioral approach to psychology, law of practice and effect, explanation of the main mechanisms of operant conditioning, factors influencing effectiveness of conditioning).
11. Working memory and its structures, working memory as a process.
12. Long-term memory and its structure, long-term memory as a network. False memory processes. Processes of long term memory (storage, processing, forgetting - theories of forgetting) and the emergence of false memories in the context of explicit and implicit memory.

**Recommended literature:**

- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2015). Memory (2nd ed.). Psychology Press.
- Barrouillet, P., & Camos, V. (2015). Working Memory: Loss and Reconstruction. Psychology Press.
- Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Students Handbook (7th ed.). Psychology Press.
- Goldstein, E. B., (2019). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th ed.). Cengage Learning.
- Sternberg, R. J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). Cengage Learning.
- Students will be acquainted with supplementary literature during the lessons.

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: 2714

A	B	C	D	E	FX
21,7	21,7	23,58	16,69	11,86	4,46

**Lecturers:** Mgr. Daniela Turoňová, PhD., Mgr. Petra Soláriková, PhD., Mgr. Jakub Rajčáni, PhD.

**Last change:** 31.03.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-8/21	<b>Course title:</b> General Psychology 2
<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> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-025/00 and FiF.KPs/A-boPS-029/00	
<b>Course requirements:</b> Method of assessment and completion of the course: in the examination period Final assessment: test Prerequisites: Participation of students is compulsory. Absence may be excused for serious personal or medical reasons, but not more than 2 hours. Passing the final test is a prerequisite for the course. In the test it is necessary to achieve a minimum of 60% of the total points. Grading scale for the test: A: 100-92%, B: 91-84%, C: 83-76%, D: 75-68% E: 67-60% Over the course of the semester, students will receive a grade for quizzes or assignments with a weight of 20% of the total course grade. Violation of academic ethics will result in the nullification of the points earned in the respective grade item. Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will master the basic frameworks, concepts and theories in the psychology of thought and speech, motivation and emotional processes. He/she will understand the interconnection of lower and higher cognitive processes within cognition and will also understand their interrelationship with motivational and emotional variables in normal everyday interaction with the environment. He/she will understand the role of reasoning and decision-making in motivational processes as goal-directed activities. In the light of current knowledge, he/she will also understand the more complex interplay of emotional processes in decision making and in dealing with motivationally activating situations. He/she will be able to name the basic processes within an emotional episode, enumerate and critically evaluate the concept	

of the so-called The student will be able to evaluate and evaluate the basic emotions. The student will be able to explain the basic theoretical and research paradigms in the psychology of emotions. Will be familiar with and be able to differentiate motivational theories based on need vs. process-based theories of motivated action with links to the themes of reasoning and decision making. The student will be able to appropriately apply learned terminology and process interconnections to common human situations at both the descriptive and explanatory levels.

**Class syllabus:**

- 1) Mental representations: theories, types of mental representations - concepts, schemas, scenarios, mental models
- 2) Reasoning: inductive, deductive, newer approaches to reasoning
- 3) Decision making: normative, descriptive theories, decision process and its elements
- 4) Rationality and irrationality in thinking: rationality in decision making, sources of irrationality, explicit and implicit cognition, ecological rationality
- 5) Problem solving: theoretical approaches, stages of problem solving, strategies
- 6) Language and speech: properties of language, levels of language, production and comprehension
- 7) Introduction to theories of motivation, basic concepts. Precognitive theories of motivation based on the assumption of needs as causes of action
- 8) Cognitive theories of motivation as processes of decision making and reasoning
- 9) Motivation as a process of goal attainment. Basic concepts of self-regulation
- 10) Introduction to professional terminology of emotions, components of emotions, basic classification of emotions
- 11) Basic components of emotion and resulting theories of emotion (neurophysiological, appraisal theories, neuroscientific theories, social-psychological and cultural theories)
- 12) Emotional development and individual differences in the experience of emotions
- 13) "Faculty theories of emotion" vs constructionism.

**Recommended literature:**

**Languages necessary to complete the course:**

Slovak language, English languag

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2357

A	B	C	D	E	FX
22,91	27,58	24,27	13,32	8,95	2,97

**Lecturers:** prof. Mgr. Anton Heretik, PhD., PhDr. Ľubica Konrádová, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-031/22	<b>Course title:</b> German for Specific / Academic Purposes 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-031/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70 points), presentation (30 points) b) During the examination period: (0 points) Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The students are able to report in a foreign language about university studies in Slovakia and its organization. The students are able to present their own study program, they can describe what their application and motivation to study in a foreign language. The students know the techniques of summarizing texts and are able to summarize a shorter professional text and determine the main statements of the text. The students are able to actively use vocabulary specific to the given field of study and academic environment in general.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• University studies, its organization, self-study techniques, techniques of acquiring a foreigner language</li> </ul>	

- Study program, its contents, graduate profile, obtaining information about the field of study from foreign universities, comparison of studies in Slovakia and abroad (according to available information)
- Language and its conventions in everyday and academic environments
- Issues of factual texts - composition, styles, register
- Work with model factual texts with regard to the development of communication skills
- Lexical and grammatical means of factual text
- Summarization techniques, determining the main statements in the text

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben.

Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III.

Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1903

A	ABS	B	C	D	E	FX
19,81	0,0	17,08	18,6	12,82	18,6	13,08

**Lecturers:** Mgr. Ivana Zolcerová, PhD., Mgr. Adriana Schwarzbacher

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-032/22	<b>Course title:</b> German for Specific / Academic Purposes 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-031/22 - German for Specific / Academic Purposes 1	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-032/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70 points), presentation (30 points) b) During the examination period: (0 points) Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students have key language resources, know the styles and genres to successfully accomplish processes of foreign language communication (oral and written) in a specific professional sphere, which is presented by vocational training in higher education. The students are able to transform the information obtained by studying the literature into a graph or other forms of visualizations and vice versa, they can describe diagrams or graphs. They know qualitative and quantitative research methods. They can recognize the main arguments presented in shorter professional texts. The students can substantiate their arguments in the discussion.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• Developing reading competence</li> </ul>	

- Professional terminology and its use
- Familiarization with some qualitative and quantitative scientific methods relevant to the field of study
- Transformation of texts into graphs, description of the graph
- Text-making procedures and their use in the practice of writing short professional texts (e.g., enumeration and comparative-contrast texts)
- Recognition of the main arguments used in professional texts
- Argument-based opinion

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben. Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1623

A	ABS	B	C	D	E	FX
17,81	0,0	13,86	19,72	16,57	19,78	12,26

**Lecturers:** Mgr. Ivana Zolcerová, PhD., Mgr. Adriana Schwarzbacher

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-182/22	<b>Course title:</b> Gerontopsychology
<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., 6.	
<b>Educational level:</b> I.	
<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), 70% at the end of the examination period in the form of a written test. 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 course will provide an overview of basic theories as well as empirical findings in the field of aging psychology and clinical gerontopsychology. The student will master the most common psychological difficulties of the elderly. Understand the differences between healthy and pathological aging. Will be able to apply the acquired knowledge and methods to support the mental health of seniors and their families in supervised work.	
<b>Class syllabus:</b> 1. Psychology of aging and dreams. Ageism and stereotyping of senior age. 2. Transformations of the organism in older age, involuntional changes in individual systems, the most common diseases and manifestations. Adaptation to chronic diseases. 3. Positive psychology of dreams. 4. Successful aging and superagers. 5. Retirement as a challenge. 6. Intergenerational relations and old age.	

7. Sexuality in the elderly.
8. Loneliness, depression, suicidality, addictions.
9. Institutionalization.
10. Palliative care.
11. Seniors and technologies in the field of mental health.
12. System of available psychological services.
13. Ethics in working with vulnerable populations and ethical dilemmas

**Recommended literature:**

- Balogová, B., & Kvašňáková, L. (2016). Senioři v krizových situacích. Portál.  
 Gruss, P. (2009). Perspektivy stárnutí. Portál.  
 Hamilton, I.S. (1999). Psychologie stárnutí. Portál.  
 Kováč, D. (2013). Umne starnúť. VEDA.  
 Krivohlavý, J. (2011). Stárnutí z pohledu pozitivní psychologie. Grada.  
 Petrová Kafková, M. (2020). Neviditelní senioři a jejich každodennost (Čtvrtý věk jako stárnutí s disabilitou). Centrum pro studium demokracie a kultury.  
 Štěpánková, H. a kol. (2015). Gerontologie. Současné otázky z pohledu biomedicíny a společenských věd. Karolinum.  
 Vidovičová, L. (20089). Stárnutí, věk a diskriminace - nové souvislosti. Mezinárodní politologický ústav Masarykovy univerzity.  
 Voľanská, L. (2009). V hlave tridsať, v krížoch sto (Starnutie v autobiografiách v Bratislave a Viedni). Ústav etnológie SAV.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 112

A	B	C	D	E	FX
69,64	20,54	8,93	0,89	0,0	0,0

**Lecturers:** Mgr. Petra Brandoburová, PhD.

**Last change:** 04.04.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-268/20	<b>Course title:</b> Introduction into the Logic for Students of Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous during the semester: active participation and solving homework (50 points); Final assessment: test (50 points). Violation of academic ethics may result in the cancellation of the points earned in the respective assessment item. Grading scale: A: 100-93 points; B: 92-85 points; C: 84-77 points; D: 76-69 points; E: 68-60 points; Fx: 59-0 points. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students understand the basic concepts, tools, and procedures of argumentation theory and logic that can be used to effectively analyze, reconstruct, and evaluate arguments and argumentative fallacies in natural and professional (psychological) discourse. They possess skills that enable them to distinguish between the logical properties (e.g. validity), methodological properties (e.g. relevance, truthfulness) and psychological properties (e.g. persuasiveness) of arguments and their components. They are able to recognise several forms of non-deductive arguments (abduction, analogy, etc.) and identify several known logical and cognitive errors (fallacies) of reasoning.	
<b>Class syllabus:</b> 1. Beliefs: their goals and causes 2. Why is it appropriate to analyse arguments? 3. The structure of arguments: premises, conclusion and their relationship 4. Validity of arguments and the search for counterexamples 5. Which expressions are "logical"? Conjunctions and quantifiers 6. Analysis of conditional statements: material implication, paradoxes and counterfactuals 7. Truthfulness and relevance of information 8. How to determine whether an argument is valid? Some evidential procedures 9. What about invalid arguments? Inductive logic and argumentation theory 10. Argumentation fallacies	
<b>Recommended literature:</b>	

BUČEK, J. a ZOUHAR, M. Argumentácia a médiá. Bratislava: Univerzita Komenského v Bratislave, 2015. ISBN 978-80-223-398-1-0.  
 GAHÉR, F. Logika pre každého. 4. vyd. Bratislava: Iris, 2013. ISBN 978-80-89256-88-4.  
 LYONS, J. a WARD, B. The New Critical Thinking: An Empirically Informed Introduction. New York: Routledge, 2018. ISBN 978-1-138-68748-6.  
 SINNOT-ARMSTRONG, W. a FOGELIN, R. Understanding Arguments. An Introduction to Informal Logic. 9th ed. Boston, Cengage Learning, 2015. ISBN 978-1-285-19739-5.  
 WALTON, D. Fundamentals of Critical Argumentation. Cambridge: Cambridge University Press, 2006. ISBN 978-0-521-53020-0.  
 The literature will be provided in electronic form.

**Languages necessary to complete the course:**

Slovak (class work, part of literature)  
 English (part of literature)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 144

A	B	C	D	E	FX
62,5	24,31	8,33	2,08	1,39	1,39

**Lecturers:** doc. Mgr. Lukáš Bielik, PhD.

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-boPS-263/22	<b>Course title:</b> Introduction into the Philosophy of the 20th Century for Students of 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> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-833/15 FiF.KPs/A-boPS-27/21	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), seminar paper: essay, reflection, analysis (max. number of points: 20), written exam in the credit week (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will have an understanding of the key figures and ideas of 20th century philosophy with particular emphasis on philosophical issues, terms, and concepts that lie at the intersection of philosophy and psychology. The students are able to understand the main concepts of 20th century philosophy and find deeper connections between philosophical and psychological ways of thinking.	
<b>Class syllabus:</b> 1. Central themes and issues in 20th century philosophy. Relationship between philosophy and psychology. 2. “Continental” and “analytic” tradition in the philosophy of the 20th century - basic characteristics. 3. Philosophy of the mind in 20th century: From the phenomenological theories of conscience (F. Brentano, E. Husserl) to analytic philosophy of the mind (G. Ryle, J. Searle,). The problem of qualia, intentionality and the “hard problem of consciousness” (D. Chalmers, D. Dennett). 4. Philosophy of life in 20th century: Existentialism as a search for meaning and authentic life (J. P. Sartre, M. Heidegger). 5. Existentialism and psychology: existential psychotherapies and “philosophical counselling”. 6. Philosophy of science in 20th century: From logical positivism (R. Carnap) and critical rationalism (K. R. Popper) to the theory of scientific paradigms (T. Kuhn) and “methodological	

anarchism” (P. K. Feyerabend). Logical and systematic, historicist, and naturalistic approach in the philosophy of science.

7. Philosophy of language in 20th century: “The turn to language” (L. Wittgenstein, Oxford ordinary language philosophy.)

8. Language philosophy: Philosophy as conceptual therapy.

9. Classic American pragmatism (W. James, J Dewey).

10. Neopragmatism in the 20th century (R. Rorty, D. Davidson).

11. Philosophy and psychoanalysis in 20th century: Reception and critique of psychoanalytic theories in 20th century philosophy. A methodological critique of psychoanalysis (K. R. Popper).

12. Psychoanalysis in the “critical theory” of society (H. Marcuse, E. Fromm). Psychoanalysis and psychology in French structuralist philosophy. (J. Lacan, M. Foucault).

**Recommended literature:**

PETŘÍČEK, Miroslav. Úvod do (současné) filosofie. Praha: Hermann a synové 1997. ISBN: 978808003305.

PEREGRIN, Jaroslav. Kapitoly z analytické filosofie. Praha: Filosofia 2005. ISBN: 80-7007-207-5.

KENNY, Anthony. The Oxford history of Western philosophy. Oxford: Oxford University Press 2000.

HUNT, Morton. Dějiny psychologie. Praha: Portál, 2010. ISBN: 978-80-7367-814-2.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 485

A	B	C	D	E	FX
44,33	24,95	15,26	7,01	5,98	2,47

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-boPS-91/23		<b>Course title:</b> Introduction to Jungian 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> 4., 6.					
<b>Educational level:</b> I.					
<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: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 25.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-237//17	<b>Course title:</b> Introduction to 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> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Participation in classes is mandatory and is a condition for completing the course. Absence may be justified for serious personal or medical reasons, up to a maximum of 20% of classes. Evaluation: 100% Continuous assessment throughout the teaching part of the semester: - laboratory protocols (40%) - research proposal paper (60%) Grading system: A (100 - 94 % ), B (93 - 85% ), C (84 - 76% ), D (75 - 67%), E (66 - 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> This course will provide an overview of the principles, theory, and applications of psychophysiological assessment. After its completion, the students: - will acquire basic knowledge in the field of psychophysiology - will be able to proper recording and signal processing procedures, - will be able to describe, analyse, summarise and discuss existing research literature on a topic within psychophysiology	
<b>Class syllabus:</b> This course will provide an overview of the principles, theory, and applications of psychophysiological assessment. 01. What is psychophysiology? 02. Electrodermal activity (EDA) 03. Cardiovascular activity/Cardiovascular psychophysiology 04. Temperatur 05. Eye movements (Eye tracking, EOG) 06. Electromyography 07. Electroencephalography (EEG)/ERP	

08. Applications of psychophysiology - Biofeedback/Lie detection

**Recommended literature:**

- Stern, R., M., Ray W., J., Quigley, K. S. (2001): Psychophysiological Recording. Oxford University Press  
Cacioppo, J.T., Tassinari, L.G., & Berntson, G. G. (2007). Handbook of Psychophysiology. Cambridge University Press

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 104

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

**Lecturers:** Mgr. Daniela Turoňová, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-24/21	<b>Course title:</b> Lower Cognitive Functions
<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> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-001/00 FiF.KPs/A-boPS-005/00	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. 1 absence is allowed. Another possible absence is necessary to consult with the teacher and it can be compensated by a substitute activity Course evaluation: The student receives 100% of the evaluation during the semester Ongoing evaluation: Home research and class demonstrations - experiential learning (66%). Activity on lessons (34%). Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course builds on and complements General Psychology I. The course takes the form of exercises, implemented in the form of demonstrations and discussions on selected problematic or interesting issues. The student who completes the course successfully knows the basic knowledge in the field of feeling, perception, memory and attention. Understands the principles of lower cognitive processes. He is able to use methods in the field of cognitive processes.	
<b>Class syllabus:</b> Specifics of sensory organs (sight, hearing) Specifics of sensory organs (smell, taste, touch, proprioceptors) Demonstrations of perception experiments (pain, time, shape, depth, movement, RT, laterality) Feelings and perceptions and their cross-cultural differences Sensory deprivation and disorders Special phenomena in perception: synesthesia, etc. and perceptual disorders	



Subthreshold perception, parapsychology  
 Demonstrations of experiments from attention (properties, determinants)  
 Diagnosis and attention disorders  
 Demonstrations of memory experiments (types and processes)  
 Special phenomena of memory (flash memory, eidetic memory vs. photographic, exceptional memory, déjà vu, juvenile memory, false memory, memory reliability, context effect)  
 Mnemonics  
 Memory disorders - amnesia and dementia

**Recommended literature:**

Pardel, T., Boroš J. (1979), Základy všeobecnej psychológie. Bratislava: SPN.  
 Pardel, K., Koščo J. (1975), Kapitoly zo všeobecnej psychológie. Bratislava: SPN.  
 Eysenck, W., M., Keane M., T. (2008). Kognitívni psychologie. Praha: Academia.  
 Sternberg, R., J.(2002). Kognitívni psychologie. Praha: Portál.  
 Eagleman, D. (2017). Mozog. Bratislava: BIZBOOKS.  
 Carter, R. (2010). Mozog. Bratislava: Ikar.  
 Coren, S., Ward, L., M. (2004). Sensation and Perception. New York: Wiley.  
 Woodworth, R., S., Schlosberg H. (1960). Experimentálna psychológia. Bratislava: SAV.  
 Begeni, P. (2015). Astronomické oko. Hurbanovo: Slovenská ústredná hviezdáreň Hurbanovo  
 Šikl, R. (2012). Zrakové vnímaní. Praha: Grada.

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:**

SK AJ

**Notes:**

**Past grade distribution**

Total number of evaluated students: 127

A	B	C	D	E	FX
62,2	33,86	1,57	0,0	0,0	2,36

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

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-92/23	<b>Course title:</b> Marketing 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> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-238/22	
<b>Course requirements:</b> In order to receive credit as a final course grade, the student must complete 4 case studies during the semester for a maximum of 10 points each. Violation of academic ethics will result in the nullification of the points earned in the respective item. Grading scale: A: 100-93, B: 92-84, C: 83-76, D:75-68, E: 67-60. Scale of assessment (preliminary/final): 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student is able to identify, on the basis of the theoretical knowledge, the general principles and principles of marketing used in the context of corporate practice.	
<b>Class syllabus:</b> 1. Theoretical foundations of marketing 2. Environment of marketing activity 3. Marketing information system 4. Marketing research 5. Marketing planning 6. Consumer buying behaviour 7. Purchasing behaviour of organisations 8. Market segmentation , target market selection, market position 9. Marketing planning 10. Product 11. Price 12. Retail 13. Marketing communication	
<b>Recommended literature:</b> Armstrong, G., Agnihotri, P., Kotler, P., Prafulla Agnihotri, S. B. 2023. Principles of Marketing, 19. vydanie. New York: Pearson. ISBN 978-9357055215.	

Rendelman, D. 2023. Marketing Matters. New York: Independently published. ISBN 979-8870725826.  
 KELLER, K. 2021. Marketing management. 16.vydanie. ISBN 978-1292-40481-3.  
 KITA, J. a kol. 2017. Marketing. Bratislava: Wolters Kluwer. ISBN 978-80-8168-550-7.  
 FRIPP, G. 2017. The Practical Marketing Workbook. Sidney:Independly published. ISBN 978-15-2072-1.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 52

A	B	C	D	E	FX
69,23	7,69	13,46	7,69	0,0	1,92

**Lecturers:** prof. Ing. Pavol Kita, PhD.

**Last change:** 09.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-94/23	<b>Course title:</b> Marketing 2
<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> 4	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to receive credit as a final course grade, the student must complete 4 case studies during the semester for a maximum of 10 points each. Violation of academic ethics will result in the nullification of the points earned in the respective item. Grading scale: A: 100-93, B: 92-84, C: 83-76, D: 75-68, E: 67-60 Scale of assessment (preliminary/final): 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will use case studies and quantitative methods is able to make the right marketing decisions in the market.	
<b>Class syllabus:</b> 1. Creating value for the customer 2. Markets and competitive environment - their definition, estimation of market size, situational analysis. 3. Marketing planning - case study. 4. Spatial strategy: geomarketing - case study. 5. Market segmentation and target market selection. 6. Strategic partnership in marketing: trade marketing. 7. Consumer buying behaviour - a case study. 8. Product - case study. 9. Forms of cooperation in the distribution channel - a case study. 10. Category management - case study 11. Merchandising - case study. 12. Pricing strategies - case study. 13. Marketing communication model - case study	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b>	

Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 40					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Ing. Pavol Kita, PhD.					
<b>Last change:</b> 09.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-19/21	<b>Course title:</b> Organizational and Occupational 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> 7	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-019/00	
<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. <b>Grading Scale:</b> 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> Upon successful completion of the course, the student will have knowledge of the basic individual, group and organizational variables that significantly affect the experience and behavior of people in the work and organizational context. They will understand the selected psychological mechanisms that facilitate the effective functioning of people in the organization. Will be able to recognize and design appropriate tools to prevent negative organizational phenomena related to e.g. work stress, will be able to use a competent approach in analyzing the job position, selection of employees, assess the importance, barriers, forms of organizational communication, etc.	
<b>Class syllabus:</b> 1. Introduction to Organizational Psychology. 2. Behavior in the organization - performance, citizenship behavior, counterproductive behavior, regulators.	

3. Design and analysis of job position, competencies - approaches, methods, use.
4. Individual differences and work behavior.
5. Evaluation of performance and competencies - criteria, methods, evaluation ethics.
6. Selection of employees in the organization (introduction).
7. Work motivation.
8. Communication in the organization.
9. Teams, teamwork, team efficiency.
10. Stress at work. Stress processes and models. Technological, digital stress.
11. Healthy organization, well-being, work-family relationships.
12. Research methods in organizational psychology (selection).

**Recommended literature:**

Arnold, D. et al. (2007). Psychologie práce pro manažery a personalisty. Brno: Computer Press.  
 Chmiel, N., Fraccaroli, F., Sverke, M. (2017). An Introduction to Work and Organizational Psychology. An Internationale Perspective (3th ed.). Wiley Blackwell.  
 Wagnerová, I. a kol. (2011). Psychologie práce a organizace (nové poznatky), Grada.  
 Spector, P., E. (2017). Industrial & Organizational Psychology. Reasearch & Practice (7th ed.). Wiley & Sons.

Rošková, E. (2019). Organizačné občianske správanie. Bratislava, Stimul.

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: 1157

A	B	C	D	E	FX
45,64	26,71	16,51	8,12	2,94	0,09

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

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-01/21	<b>Course title:</b> Personality psychology I
<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> 7	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-007/00	
<b>Course requirements:</b> Course requirements: Attendance is compulsory. Absence can be excused when necessary, but only if the student sends notice beforehand, by email for example. If the student does not complete at least 85 % of lectures, he fails the course. Absence cannot be substituted by different assignment. Grading system: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX (the student didn't meet the requirements for this course). 50 % (50p) of the grade is acquired during the semester, 50 % (50p) during the exam period for the final exam. Ongoing assessment: Seminar paper – 20 points + test – 20 points + assignments – 10 points Seminar paper – presentation of a project and the paper is not possible to replace by different task during the course. Presentation and the paper are requirements for the final exam. Mid-term test: taking the test is a requirement for the final exam. Points gained from the mid-term test will be included in the overall grade. Final assessment takes form of a written or oral exam. Students have to answer correctly at least 60 % of the final exam. There is only one take for the mid-term test. Resit is possible only if the student explains the absence properly in advance. 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: 50/50	
<b>Learning outcomes:</b> Learning outcomes: Students will know the meaning of the main concepts of the course. Students will be able to distinguish between general, typological and individual level of knowledge about personality. They will understand the interfunctional relations between situational and personality factors influencing behaviour and methodological approaches to their study. They will be able to	



interpret personality differences based on description of the personality traits acquired through questionnaires and they will be able to design relevant research questions.

**Class syllabus:**

Syllabus:

1. Main concepts of personality psychology, dimensions of the personality theories.
2. Biological factors influencing the forming of personality and their reflection in theoretical approaches.  
Behavioural genetics and evolutionary psychology.
3. Environmental factors, culture and personality.
4. Methodological questions – nomothetic vs. idiographic approach, the problem of causality.
5. Methods of research of personality.
6. Personality types and typologies; constitutional typologies, typologies based on psychological criteria; merits and limits of typological approaches; authoritarian personality typ.
7. Temperament, biopsychological, neurophysiological and trait theory of temperament. Older and newer theories of temperament.
8. Abilities and their measuring. Critical approach to measuring intelligence in the history of psychology.
9. Newer understanding of intelligence, theory of intelligence, heredity and intelligence.
10. Trait approaches in the personality research, dispositional theory, factor analysis.
11. Big five model of personality.
12. Situational influences on behaviour vs. permanent personality traits.
13. Self and the image of the self; older and newer approaches to self-awareness, the difference between active self and self as knower, the development of personal identity.

**Recommended literature:**

Recommended literature:

- Blatný, M. a kol. (2010). Psychologie osobnosti. Hlavní témata, současné přístupy. Grada Publishing.
- Gould, S. J. (1997). Jak neměřit člověka. Pravda a předsudky v dějinách hodnocení lidské inteligence. Praha, Nakladatelství Lidové noviny.
- Hall, C. S., & Lindzey, G. (1997). Psychológia osobnosti. Bratislava, SPN.
- Hřebíčková, M. (2011). Pětifaktorový model osobnosti. Přístupy, diagnostika, uplatnění. Grada Publishing.
- Hunt, M. (2010). Dejiny psychologie. Praha, Portál.
- Nákonečný, M. (1995). Psychologie osobnosti. Academia.
- Říčan, P. (2010). Psychologie osobnosti. Obor v pohybu. Praha, Grada Publishing.
- Schraggeová, M. (2011): Vybrané kapitoly z psychologie osobnosti. Bratislava, Stimul.
- Smékal, V. (2002). Pozvání do psychologie osobnosti. Barrister & Principal.
- Vágnerová, M. (2010). Psychologie osobnosti. Praha, Nakladatelství UK.

Current studies and articles in scientific journals will be specified during the semester.

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:**

Languages necessary to complete the course: Slovak, Czech, English

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 1496					
A	B	C	D	E	FX
20,72	24,47	24,4	16,78	9,09	4,55
<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> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-06/21	<b>Course title:</b> Personality psychology II
<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> 7	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-011/00	
<b>Course requirements:</b> Course requirements: Attendance is compulsory. Absence can be excused when necessary, but only if the student sends notice beforehand, by email for example. If the student does not complete at least 85 % of lectures, he fails the course. Absence cannot be substituted by different assignment. Grading system: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX (the student didn't meet the requirements for this course). 50 % (50p) of the grade is acquired during the semester, 50 % (50p) during the exam period for the final exam. Ongoing assessment: Seminar paper – 20 points + mid-term test – 20 points + assignments – 10 points Seminar paper – presentation of a project and the paper cannot be replaced by different task during the course. Presentation and the paper are requirements for the final exam. Mid-term test: taking the test is a requirement for the final exam. Points gained from the mid-term test will be included in the overall grade. Final exam takes form of a written or oral exam. There is only one take for the mid-term test. Resit is possible only if the student explains the absence properly in advance. 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: 50/50	
<b>Learning outcomes:</b> Learning outcomes: Students will know the basic theory of personality psychology, wider societal and cultural contexts in which those theories were developed and their applicational overlaps. They will understand the critical views on the theories and their authors. They will be able to propose arguments for critical analysis and comparison of the theories as well as judge their conceptual suitability for explaining	

various aspects of human behaviour. They will be able to choose the proper theoretical approach of personality variables for their own research projects.

**Class syllabus:**

Syllabus:

1. The meaning of theory, traits of good theory, models of classification of personality theories (Maddi's model).
2. Theories aimed at psychodynamic forces: psychoanalysis of S. Freud.
3. Ego-psychology: A. Freud, H. Hartmann, R. White, E. Erikson
4. Analytic psychology of C. G. Jung.
5. Individual psychology: A. Adler.
6. Neopsychoanalysis: K. Horney, E. Fromm.
7. Humanistic and holistic theories. A. Maslow a C. Rogers.
8. Existential psychology: L. Binswanger, M. Boss.
9. Personology and theory emphasizing the uniqueness of personality: H. Murray, G. Allport.
10. Cognitive personality theory: G. Kelly.
11. Behavioural psychological concepts: Skinner, Dollard, Miller.
12. Socio-cognitive theories: Bandura, Seligman, Mischel.

**Recommended literature:**

Recommended literature:

Blatný, M. a kol. (2010). Psychologie osobnosti. Hlavní témata, současné přístupy. Grada Publishing.

Drapela, V. J. (1997). Přehled teorií osobnosti. Praha, Portál.

Hall, C. S., & Lindzey, G. (1997). Psychológia osobnosti. Bratislava, SPN.

Hunt, M. (2010). Dejiny psychologie. Praha, Portál.

Nákonečný, M. (1995). Psychologie osobnosti. Academia.

Říčan, P. (2010). Psychologie osobnosti. Obor v pohybu. Praha, Grada Publishing.

Schraggeová, M. (2011): Vybrané kapitoly z psychologie osobnosti. Bratislava, Stimul.

Smékal, V. (2002). Pozvání do psychologie osobnosti. Barrister & Principal.

Current studies and articles in scientific journals will be specified during the semester.

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: 1374

A	B	C	D	E	FX
27,44	24,75	20,23	13,61	9,32	4,66

**Lecturers:** doc. PhDr. Milica Schraggeová, CSc.

**Last change:** 25.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-boPS-93/23		<b>Course title:</b> Personality strengths and their application in psychological practice			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> per week: 2 per level/semester: 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 4., 6.					
<b>Educational level:</b> I.					
<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: 21					
A	B	C	D	E	FX
95,24	4,76	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Annamária Antalová, PhD.					
<b>Last change:</b> 16.06.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-14/21	<b>Course title:</b> Psychodiagnostics
<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> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-014/00	
<b>Course requirements:</b> The number of permitted absences is in accordance with the study regulations. Continuous assessment - makes up 50% of the evaluation - the student continuously develops group and individual assignments, which will be specified in more detail at the beginning of the semester. Emphasis on assignments is for the application of knowledge. Final evaluation - makes up 50% of the evaluation during the examination period in writing. Rating scale: A 91-100 B 81-90 C 73-80 D 66-72 E 60-65 FX 0-59 Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> Students acquire the basic theoretical background and concepts of psychological diagnostics, characteristics and basic overview of diagnostic methods, their application in psychological practice, ethical aspects of the psychologist's diagnostic and evaluation activities. Students will be able to apply their knowledge of psychometric parameters to concrete diagnostic methods. They understand the practical importance of assessment. They will be able to read standards for diagnostic methods, applied to specific situations individual points of standards for the use of psychological methods and tests. They will be able identify ethically conflict situations in the diagnostic process.	
<b>Class syllabus:</b> 1. Introduction to the course and basic concepts in psychodiagnostics 2. The process of developemnt of a assessment method	

3. Properties of psychodiagnostic methods - theoretical basis of psychometric parameters
4. Psychometric parameters - reliability, validity in psychodiagnostic practice
5. Interpretation of test score, standard score, norms
6. Dynamic and other approaches in the assessment
7. Standardized vs. standardized methods
8. Evaluation of cognitive functions and intelligence
9. Personality assessment
10. Specifics of examination of children and adolescents
11. Ethical and legal aspects of psychological diagnostics
12. Outcomes of the assessment

**Recommended literature:**

\* 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: 1220

A	B	C	D	E	FX
26,89	26,8	22,62	14,51	6,8	2,38

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

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-135/11	<b>Course title:</b> Psychology of Morals
<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., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance of students is mandatory. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 sessions. The student notifies his / her non-participation in advance by e-mail to the teacher and proves his / her documents with the study department according to the instructions given in the Study Regulations. Otherwise, the absence may be considered as unjustified. In the case of 3 or more absences (unjustified) sessions, the student may be assessed by Fx. Course evaluation consists of three main parts during the semester (max. 100p): <ul style="list-style-type: none"> <li>• presentation of the topic in the team (max. 40p): each student will contribute to the elaboration of the selected topic in the team (if the situation allows, each team should be made up of local as well as foreign students) and moderate discussion on the topic. Students will be acquainted with the detailed propositions during the introductory meeting.</li> <li>• active participation during the meetings (max. 30p): each student should participate in discussions and other activities, fill in assignments (if announced by the course lecturer or presenting team) and fill in the feedback for the presenting team, as well as reflection on the topic</li> <li>• final reflective essay (max. 30p): during the last meeting, each student should write a reflective essay on the topics covered on the basis of predetermined criteria (areas).</li> </ul> Classification scale: A (100-91%), B (90-81%), C (80-73%), D (72-66%), E (65-60%), Fx (60 and less%) Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The aim of the course is to introduce students to the psychological aspects of human morality as an interdisciplinary construct - moral reasoning, emotionality, motivation and behavior from diverse intercultural perspectives. The aim of the course is also to support critical thinking based on the reflection of moral aspects of selected topics, which are presented through the presentation of available theories and concepts dealing with various ethically challenging situations. The course supports the principles of internationalization, especially through the peer learning processes - by	



presenting and discussing topics in mixed teams of local and international students, providing peer feedback, and presenting intercultural case studies. By completing the course students:

- get to know the perspectives of looking at various ethically demanding situations (moral dilemmas),
- will be able to reflect their own judgments, attitudes, resp. survival associated with ethically challenging situations,
- be able to apply the topics of moral psychology in real situations in diverse intercultural contexts,
- be able to work effectively in mixed teams of local and international students.

**Class syllabus:**

1. Introduction to the course (rules, principles of operation and expectations, creation of mixed teams, selection of topics for presentation)
2. Moral dilemma (definition, philosophical background, neuroanatomy of moral dilemmas, dual model of creating moral judgment)
3. Evolutionary basis of human morality (perspective of evolutionary psychology, sociobiology)
4. Moral reasoning (heuristics, neurocognitive approach)
5. Moral development and its specifics (overview of theoretical approaches to moral development, development of moral integrity, identity, disorders of moral development)
6. Moral affectivity (typology of moral emotions and their specifics, relation of emotions to moral action, socio-intuitionistic model)
7. Moral motivation and behavior (regulatory function of social and moral norms, maladaptive behavior)
8. Intercultural specifics of morality (social conventions, moral intuition)
9. Morality and gender (moral orientation)
10. Morality and religiosity / spirituality (moral principles of world religions, ethnocentrism, specifics of religious and secular morality)
11. Morality in society (abortions, euthanasia, covid-19, environmental issues of morality)
12. Psychodiagnostic approaches to the study of morality
13. Psychology of conscience

**Recommended literature:**

DORIS, J. M., & FIERY, C. (2010). The Moral Psychology Handbook. New York: Oxford University Press.

GREENE, J. (2013). Moral Tribes: Emotion, Reason, and the Gap between Us and Them. London: Atlantic Books

HAIDT, J. (2013). The Righteous Mind: Why Good People Are Divided by Politics and Religion.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 355

A	B	C	D	E	FX
76,62	18,03	3,94	0,0	0,0	1,41

**Lecturers:** Mgr. Radoslav Blaho, PhD.

**Last change:** 24.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-111/00	<b>Course title:</b> Psychology of Religion
<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>Type, volume, methods and workload of the student - additional information</b> lectures and seminars	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary assessment consists of: 1. activity in lectures, 2. written essay on a given topic. Deadline for submitting written assignment is 10th 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. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The graduate of the course will receive introductory information about current knowledge in the field of psychology of religion and empirical approach to religion in the field of psychology. Furthermore, the possibilities of using religious topics in psychotherapy and psychological counseling, and the function of religion in various aspects of human experience. He can use this knowledge in his further academic formation or in future practice.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Psychology of religion basics</li> <li>- Psycho-biological aspects of religion and spirituality</li> <li>- Religion and spirituality in human development</li> <li>- Spiritual transformation and conversion</li> <li>- Spiritual experiences</li> <li>- The role of religion and spirituality in the creation of values and virtues</li> <li>- Religion and spirituality in psychotherapy and psychological counseling</li> <li>- Religious communities</li> <li>- Topics brought by course participants</li> </ul>	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b>	

Slovak, English					
<b>Notes:</b> The course is suitable for all students, regardless of their religious beliefs or attitudes to religion.					
<b>Past grade distribution</b> Total number of evaluated students: 331					
A	B	C	D	E	FX
62,24	16,92	11,48	1,51	0,6	7,25
<b>Lecturers:</b> Mgr. Viktor Svetský, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-09/21	<b>Course title:</b> Research Methods in Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 7	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-010/00 and FiF.KPs/A-boPS-264/20	
<b>Course requirements:</b> Participation in classes is mandatory and is a condition for completing the course. Absence may be justified for serious personal or medical reasons, up to a maximum of 20% of classes. Course evaluation: Midterm Exam - 35% Final Exam - 65% Classification scale: 90% - 100% = A 89% - 80% = B 79% - 70% = C 69% - 60% = D 59 % and below = FX Violation of academic ethics results in the cancellation of earned points in the respective assessment item. Scale of assessment (preliminary/final): 35/65	
<b>Learning outcomes:</b> Course provide students with the fundamental knowledge of research methods and design used in psychology. After successfully completing this course, students will be able to : <ul style="list-style-type: none"> <li>- describe and discuss the concepts in various psychological research methods and design</li> <li>- critically analyze scientific claims made in popular and academic media</li> <li>- Identify appropriate techniques underlying different research approaches</li> <li>- analyze and interpret quantitative data</li> <li>- develop a relevant research question and design an appropriate study to answer that question.</li> </ul>	
<b>Class syllabus:</b> 01. Introduction to Research in Psychology. Theories.	

02. Ethical Research 03. Preparing to Do Research. Developing Research Ideas. Psychological Tools. 04. Developing questions, hypotheses and predictions. 05. Sampling 06. Operational definitions and variables 07. Internal & External Validity. Reliability 08. Correlation and causation. Experimental design. Quasi experimental and developmental research. 09. Surveys and questionnaires. Work on survey project. 10. Qualitative Research Methods 11. Reviewing scientific literature 12. Generalizability & Replication					
<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: 1422					
A	B	C	D	E	FX
39,1	26,72	20,46	7,95	4,43	1,34
<b>Lecturers:</b> Mgr. Daniela Turoňová, PhD.					
<b>Last change:</b> 09.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-22/21	<b>Course title:</b> Research 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> 4	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KPs/A-boPS-10/21 - Statistics in Psychology 1	
<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 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. Course evaluation 100% interim evaluation: project and research activity The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Clasification scale: 100-92% - A, 91-84% - B, 83-76% - C, 75-68% - D, 67-60% - E, 59-0% - FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will know the research procedures used in the field of psychology. They will understand research methods that are currently used in ongoing research projects of the department and apply this knowledge to independently design a research.	
<b>Class syllabus:</b> Students participate in ongoing research projects at the Department of Psychology. At the beginning of the course, based on personal consultations with teachers, they choose the form of their participation in a specific project. During the semester, they assist or otherwise collaborate on research according to a continuously updated schedule.	
<b>Recommended literature:</b> Ritomský, A. (2016). Metodológia projektovania psychologického výskumu. Plzeň: Aleš Čeněk, s.r.o. Students will be acquainted with the supplementary reading materials during the course. * 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:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 137

A	B	C	D	E	FX
97,81	1,46	0,0	0,0	0,0	0,73

**Lecturers:** Mgr. Petra Soláriková, PhD., prof. Mgr. Anton Heretik, PhD., Mgr. Daniela Turoňová, PhD., doc. PhDr. Eva Rošková, PhD., doc. PhDr. Milica Schraggeová, CSc., doc. PhDr. Michal Hajdúk, PhD., Mgr. Margaréta Hapčová, PhD., Mgr. Jakub Rajčáni, PhD., Mgr. Alexandra Straková, PhD.

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-184/22	<b>Course title:</b> Social Cognition and Neuroscience
<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., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified by serious personal or medical reasons, but for a maximum of 2 hours. The condition for completing the course is successful completion of the final test and elaboration of ongoing assignments. Final test weight: 70% Weight of ongoing assignments in the overall evaluation: 30%. Violation of academic ethics results in the cancellation of earned points in the relevant item Evaluation. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion, the student will gain a basic insight into the research problems involving social cognition. He / She will understand the connection of theoretical constructs of social perception, formation of social impressions and inter-group distortions and constructs of cognitive psychology and neuroscience. The student will gain basic knowledge about social research paradigms, will understand their purpose, applications and limits.	
<b>Class syllabus:</b> 1 / Social cognition - social and cognitive psychology: Principles of social cognition and neuroscience 2 / On the border of explicit and implicit: The contribution of neurosciences and psychophysiology in social cognition 3 / Attributes, mental representations, schemes and the formation of social impression 4 / Social knowledge: Neurocognitive models of storing and processing of social information 5 / Social cognition and the problem of "in-group vs. out-group "distortion: The role of social identity 6 / Stereotypes: Cognitive component of intergroup distortion and paradigms of its research 7 / Prejudices: The affective component of inter-group bias and the paradigms of its study 8 / Stereotypes and prejudices as inevitable? Automatisms and will control 9 / The role of executive functions in the reduction of cognitive and affective intergroup	



distortion

10 / Motivational determinants of controlling stereotypes and prejudices: Internalized vs. external motivation

11 / Situational factors influencing the control of intergroup distortion

12 / How inter-group bias are affected by social anxiety and stress: A view from neuroscience

**Recommended literature:**

1/ Pennington, D. C. (Ed.) (2002). Social Cognition: Routledge Modular Psychology Series. Routledge.

2/ Gawronski B. & Payne, B. K. (Eds.) (2010). Handbook of Implicit Social Cognition: Measurement, Theory, and Applications. Guilford Press

3/ Brewer, M. B. & Hewstone, M. (Eds.) (2004). Social Cognition. Blacwell Publishing

4/ Todorov, A., Fiske, S. T., & Prentice, D. A. (2011). Social Neuroscience: Toward Understanding the Underpinnings of the Social Mind

5/ Adolphs, R. (2001). The neurobiology of social cognition. Current Opinion in Neurobiology, 11, 231-239, doi: 10.1016/s0959-4388(00)00202-6

· S ďalšou literatúrou budú študenti oboznámení na začiatku semestra.

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.

**Languages necessary to complete the course:**

To complete the course, it is necessary to work with professional literature in English.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 48

A	B	C	D	E	FX
14,58	10,42	20,83	18,75	35,42	0,0

**Lecturers:** Mgr. Drahomír Michalko, PhD.

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KS/A-AboSO-39/22	<b>Course title:</b> Social Inequalities
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (30 points): papers on selected issues in the field of social inequalities b) in the examination period (70 points): written test. The student will be admitted to the test only with a minimum of 15 points from continuous evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. <b>Grading scale:</b> 0-59: FX, 60-67: E, 68-75: D, 76-83: C, 84-91: B, 92-100: A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The course focuses on the social science analysis of one of the main thematic areas of sociology of social problems - social inequalities. Upon successful completion, students are able to identify the main types and different forms of social inequalities. They will gain skills to analyze selected types and forms of inequalities in Slovakia as well as the wider spatial context, they will gain information about the extent and characteristics of these types and forms of inequalities. At the end of the course, students are able to use selected sociological terms and concepts and have mastered sociological approaches to their grasp and cognition. They can use the acquired knowledge in theoretical and empirical research of these phenomena and social facts.	
<b>Class syllabus:</b> 1. Social inequalities (basic definition; why social inequalities are a social problem) 2. Social problem and its phases (possible definitions, criteria, development of social problems, social actors) 3. Positive functions of social inequalities (Can inequalities have positive consequences for the functioning of society?) 4. Types of social inequalities (basic definition, socio-cultural and socio-economic inequalities) 5. Socio-cultural inequalities (gender and age aspect)	

6. Basic types of socio-economic inequalities
7. Global aspects of inequalities
8. Spatial aspects of inequalities (regional, interlocal and local dimensions)
9. Intergenerational reproduction of inequalities (family capital, poverty culture)
10. Inequality in access to education / educational inequality (social and cultural reproduction, modernization theories, theory of rational choice)
11. Sociological concepts of poverty - different ways of defining and measuring it
12. Different forms of poverty, approaches to the poor and ways of tackling poverty in selected historical periods
13. Causes and consequences of poverty - identification and perception of the causes and possible consequences of poverty

**Recommended literature:**

- DŽAMBAZOVIČ, Roman. Chudoba na Slovensku. Diskurz, rozsah a profil chudoby. Bratislava: UK v Bratislave, 2007. ISBN 978-80-223-2428-1.
- DŽAMBAZOVIČ, Roman: Priestorové aspekty chudoby a sociálneho vylúčenia. Sociológia. 2007, 39(5), s. 423-458. ISSN 0049-1225.
- FRASER, Nancy. Rozvíjení radikální imaginace. Globální přerozdělování, uznání a reprezentace. Praha: Filosofía, FU AV ČR, 2007. ISBN 978-80-700-7251-6.
- HOLUBEC, Stanislav. Sociologie světových systémů. Hegemonie, centra, periferie. Praha: SLON, 2009. ISBN 978-80-741-9014-8.
- GANS, Herbert J.: The Positive Functions of Poverty. The American Journal of Sociology. 1972, 78 (2), pp. 275-289
- KATRŇÁK, Tomáš. Třídní analýza a sociální mobilita. Brno: CDK, 2005. ISBN 80-7325-067-5.
- KELLER, Jan. Tři sociální světy. Sociální struktura postindustriální společnosti. Praha: SLON, 2010. ISBN 978-80-7419-044-5.
- MAREŠ, Petr. Sociologie nerovnosti a chudoby. Praha: SLON, 1999. ISBN 80-85850-61-3.
- MATĚJŮ, Petr, STRAKOVÁ, Jana a Arnošt VESELÝ: Nerovnost ve vzdělávání. Od měření k řešení. Praha: SLON, 2010. ISBN 978-80-7419-032-2.
- PLATT, Lucinda. Understanding Inequalities. Cambridge: Polity Press, 2015. ISBN 978-15-095-2126-5.
- SOPÓCI, Ján a kol.: Sociálna stratifikácia a mobilita na Slovensku. Bratislava: Stimul, 2019. ISBN 978-80-8127-242-4.

Additional literature and an extended syllabus of the course will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 289

A	B	C	D	E	FX
42,21	22,49	17,3	7,27	6,92	3,81

**Lecturers:** doc. Mgr. Roman Džambazovič, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-08/21	<b>Course title:</b> Social Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-002/00 and FiF.KPs/A-boPS-006/00	
<b>Course requirements:</b> Conditions for passing the course: Students' participation in classes is mandatory. Absence may be justified in necessary cases, but only if the student informs about his / her absence in advance, e.g. by mail. If the student does not pass min. 85% of the course will be assessed by FX. Absences cannot be replaced by other task. Course evaluation: 50% (50b) of the evaluation the student obtains during the semester, 50% (50b, while a minimum score of 25p is required to pass the exam) during the examination period in the form of a final test. Continuous assessment: reading the assigned literature, elaboration of assignments (max. 50 points) – this part cannot be replaced by another task during the semester and is also a condition of admission to final exam. Classification scale: 100%-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59-0% FX Violation of academic ethics will result in the cancellation of points obtained in the relevant item evaluation. Weight of the continuous/final evaluation: 50/50 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Learning outcomes: The course provides students with an overview of the basic human interactions in social environment, describes the laws of social interaction, social behavior and social phenomena. Students completing the course: <ul style="list-style-type: none"> <li>· Will be able to define social psychology in the context of other psychological disciplines, its development and current research approaches,</li> <li>· Get to know the basic methodological apparatus of social psychology and its application in research,</li> <li>· Get acquainted with the general mechanisms of cognition, behavior and emotions determined by the social context,</li> <li>· Understand the basic socio-psychological phenomena and their patterns in society</li> </ul>	

**Class syllabus:**

Course topics:

1. Introduction to the study of social psychology - background, subject definition. Social and cultural determination.
2. Methodology and ethics of social-psychological research.
3. Origin, formation and development of social psychology. Social psychology today.
4. Social learning and socialization.
5. Social attitudes, theories of attitudes, change and measurement of attitudes.
6. Social identity.
7. Social perception and attribution processes.
8. Small groups.
9. Group influence. Conformity. Obedience.
10. Prosocial behavior.
11. Aggressive behavior.
12. Behavior of large groups.
13. Personal relationships.

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

Slovak, Czech, English

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

Total number of evaluated students: 2660

A	B	C	D	E	FX
29,17	25,98	22,89	11,32	4,32	6,32

**Lecturers:** Mgr. Radoslav Blaho, PhD.**Last change:** 08.05.2024**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPs/A-boPS-260/19		<b>Course title:</b> Sport 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> 1., 3., 5.					
<b>Educational level:</b> I.					
<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: 59					
A	B	C	D	E	FX
30,51	30,51	27,12	5,08	1,69	5,08
<b>Lecturers:</b> Mgr. Nina Linderová, PhD.					
<b>Last change:</b> 14.02.2020					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-10/21	<b>Course title:</b> Statistics in 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> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-009/00	
<b>Course requirements:</b> 1. Continuous assessment during the teaching part consisting of the assessment of the submitted assignment, which will be specified by the teacher at the beginning of the course and the submission of four partial tasks (30%) 2. Final evaluation during the examination period. The exam is realized in written form. (70%). 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 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): 30/70	
<b>Learning outcomes:</b> The course provides students with basic knowledge about the application and interpretation of statistics in psychological research. After completing the course, the student should know the basic statistical concepts, understand statistical description and inference, and be able to independently prepare and statistically describe the data set, as well as calculate the basic hypothesis tests in the JASP software.	
<b>Class syllabus:</b> Class syllabus: 1. Why do we need statistics? The role of statistics in psychological research. 2. What and how do we measure? Variables, measurement scale, types of research designs. 3. Basics of descriptive statistics: Frequency tables, graphs, central tendency and relative rates position. 4. Measures of variability: Variation, standard deviation, interquartile range. Shape of distribution.	

5. Basics of probability; Probability distributions.
6. Population and selection; Sample layout; Standard error; Interval estimates of parameters.
7. Hypothesis testing; Null hypotheses.
8. Confidence intervals and statistical significance.
9. Relationship between two categorical variables; Crosstables.
10. Correlations.
11. Hypothesis tests in correlation design
12. Linear regression
13. Creating predictions based on linear regression

**Recommended literature:**

Field, A. (2018). Discovering statistics using SPSS. (5th ed.). Sage publishing.  
 Navarro, D.J., Foxcroft, D.R., & Faulkenberry, T.J. (2019). Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners (Version 1/√2 ).  
 Navarro DJ and Foxcroft DR (2019). learning statistics with jamovi: a tutorial for psychology students and other beginners (Version 0.70).  
 Cumming, G., & Calin-Jageman, R. (2016). Introduction to the new statistics: Estimation, open science, and beyond. Routledge.  
 Goss-Sampson, M. (2019). Statistical analysis in JASP: A guide for students (2nd ed.). JASP v0.10.2.

Additional texts will be provided by the teacher during the lessons

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:**

Knowledge of english language is recommended

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1281

A	B	C	D	E	FX
27,63	26,7	27,79	12,26	4,92	0,7

**Lecturers:** Mgr. Jakub Rajčáni, PhD., Mgr. Josef Hamza, PhDr. Martin Jakubek, PhD.

**Last change:** 31.03.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-13/21	<b>Course title:</b> Statistics in Psychology 2
<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> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-030/00	
<b>Course requirements:</b> 1. Continuous assessment during the teaching part consisting of the assessment of the submitted assignment, which will be specified by the teacher at the beginning of the course and the submission of four partial tasks (30%) 2. Final evaluation during the examination period. The exam is realized in written form. (70%). 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 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): 30/70	
<b>Learning outcomes:</b> The course provides students with basic knowledge about the application and interpretation of statistics in psychological research. After completing the course, the student should know the basic statistical concepts, understand statistical description and inference, and be able to independently prepare and statistically describe the data set, as well as calculate the basic hypothesis tests in the JASP software.	
<b>Class syllabus:</b> Class syllabus: 1. Comparison of two means (t-tests). 2. Tests of null hypotheses with two-group comparison. Effect size, confidence interval. 3. Analysis of variance (ANOVA). 4. Post hoc tests and planned comparisons in ANOVA tests. 5. Multifactor ANOVA, repeated measurements.	

6. Practical exercises in null hypotheses tests.
7. Preventing false positive results. Limitations of null hypotheses testing.  
hypothesis. Fundamentals of the principles of open science.
8. Statistical power, effect size, calculation of required sample size.
9. Basics of Bayesian statistics.
10. Bayesian correlations, t-tests and ANOVA.
11. Reliability of the questionnaire
12. Practical exercises in statistical tests.

**Recommended literature:**

Field, A. (2018). Discovering statistics using SPSS (5th ed.). Sage publishing.  
 Navarro, D.J., Foxcroft, D.R., & Faulkenberry, T.J. (2019). Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners (Version 1/√2 ).  
 Navarro DJ and Foxcroft DR (2019). learning statistics with jamovi: a tutorial for psychology students and other beginners (Version 0.70).  
 Cumming, G., & Calin-Jageman, R. (2016). Introduction to the new statistics: Estimation, open science, and beyond. Routledge.  
 Goss-Sampson, M. (2019). Statistical analysis in JASP: A guide for students (2nd ed.). JASP v0.10.2.

Additional texts will be provided by the teacher during the lessons.

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:**

Knowledge of english language is recommended

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1221

A	B	C	D	E	FX
25,14	21,54	25,31	15,4	11,55	1,06

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

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-25/21	<b>Course title:</b> Thinking and Language
<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> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KPs/A-boPS-8/21 - General Psychology 2	
<b>Antirequisites:</b> FiF.KPs/A-boPS-025/00	
<b>Course requirements:</b> Intermediate assessment: elaboration of a relevant foreign language study (with an overall weight of 30% of the final assessment) Final assessment: test (weighting 70% of the final grade) Course prerequisites: Students are required to attend class. Absence may be excused for serious personal or medical reasons, but not more than 2 hours. In addition to lectures, students will be introduced to selected research methods related to cognitive competence from the context of the topics covered during the course. They will actively participate in learning activities aimed at acquiring additional knowledge within and beyond the topics covered. They will receive an intermediate grade for the production of a foreign language study related to the topics covered in the course. The completion and submission of the study is a condition for admission to the final test. A minimum of 60% performance is required in the final test. 90% - 100% = A 89% - 80% = B 79% - 70% = C 69% - 61% = D less than 60% = FX Violation of academic ethics will result in the nullification of the points earned in the respective grade item. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student will learn the basic frameworks, concepts, and theories in the psychology of thought and speech with an emphasis on newer approaches. The student will become familiar with methods used in research on decision making, cognitive tendencies and heuristics, intuitive vs. analytical thinking). Understands the specifics of bilingualism and foreign language information processing. The student will be able to reflect on his/her own mental activity - to distinguish between	

demonstrative and non- demonstrative thinking, to differentiate intuitive and heuristic processing from deliberative, critical information processing.

**Class syllabus:**

- 1/ Newer approaches to cognition
- 2/ General characteristics of ideas, imagination, creativity
- 3/ Synesthesia - a specific perceptual phenomenon
- 4/ Kahneman and Tversky's approach - program of heuristics and biases, Prospect theory
- 5/ Gigerenzer's approach, heuristics and ecological rationality
- 6, The theory of dual processes in decision making and inference
- 7, Conflict of 2 types of thinking
- 8, Intuitive reasoning
- 9, Scientific and critical thinking
- 10 The relationship between thought and speech - the linguistic relativity hypothesis
- 11, Bilingualism, its relation to intuitive thinking
- 12, Foreign language and reasoning

**Recommended literature:**

Atkinson,R.L., Atkinson, R.C., Bem, D.J., Nolen-Hoeksema, S. (2003). Psychology. Prague: Portal.

Eysenck, M.W.& Keane,M. (2008). Cognitive psychology. Prague: Academia.

Plháčková, A. (2007). Textbook of general psychology. Prague: Academia.

Sternberg, R. (2002). Cognitive psychology. Prague: Portal.

Kahneman, D. (2019). Thinking fast and slow. Bratislava.

\*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 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:**

lovak language, English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1160

A	B	C	D	E	FX
25,43	27,16	21,9	12,67	9,14	3,71

**Lecturers:** PhDr. Ľubica Konrádová, PhD.

**Last change:** 07.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-11/21	<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> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-117/00 FiF.KPs/A-boPS-121/00 FiF.KPs/A-boPS-120/00 FiF.KPs/A-boPS-119/00 FiF.KPs/A-boPS-118/00	
<b>Course requirements:</b> 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. Course evaluation: Continuous evaluation (max. 70%), in details: 1. active participation in classes (participation in group activities) is a condition for completing the course (max. 40%), 2. continuous self-reflection in the form of a written record of each meeting is a condition for completing the course (max. 30%). Final written self-reflection is a condition for completing the course (max. 30%). Classification scale: A (100-91%), B (90-81%), C (80-73%), D (72-66%), E (65-60%), Fx (60 and less%) Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The aim of the course is to provide students with practical training in socio-psychological knowledge, especially in the field of social perception, communication and interaction, through experiential learning. Students completing the course: understand the principles of group work and their application in the group process, get to know socio-psychological phenomena in an experiential way, will be able to reflect personal and group processes.	
<b>Class syllabus:</b>	

1. Principles of group work: introduction to group work, rules, conditions, expectations.
2. Social perception - SELF in a social group: getting to know your typical characteristics and behaviors in a group environment.
3. Social perception - SELF in a social group: self-knowledge, knowledge of one's own boundaries in the context of the group.
4. Social perception - SELF in a social group: awareness of one's own individuality.
5. Social perception - MY in a social group: getting acquainted, getting to know the characteristics and manifestations of behavior in the context of the group.
6. Social perception - WE in a social group: recognizing the diversity of the social environment, similarities and differences.
7. Social communication: non-verbal communication (modalities of non-verbal communication, expressive abilities of the body through pantomimic exercises).
8. Social communication: verbal communication (feedback, its rules and techniques, managing criticism).
9. Social interaction: cooperation, contributing to cooperation, taking responsibility, solving a problem in a group.
10. Social interaction: conflicts, knowledge of their dominant way of behaving in conflicts.
11. Social interaction: awareness of occupying group roles, strength in the group - knowing the support of the group in individual experience.
12. End of group work, evaluation, reflection.

**Recommended literature:**

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1277

A	B	C	D	E	FX
95,69	2,04	1,02	0,08	0,39	0,78

**Lecturers:** Mgr. Radoslav Blaho, PhD., doc. PhDr. Barbora Mesárošová, CSc., Mgr. Diana Demkaninová, PhD., Mgr. Hana Celušáková, PhD., Mgr. Viktor Svetský, PhD., PhDr. Ľubica Konrádová, PhD., Mgr. Adam Kurilla, Mgr. Vladimír Ivančík

**Last change:** 24.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPS-23/21	<b>Course title:</b> Training in Social Psychology 2
<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> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-boPS-122/00 FiF.KPs/A-boPS-126/00 FiF.KPs/A-boPS-125/00 FiF.KPs/A-boPS-124/00 FiF.KPs/A-boPS-123/00	
<b>Course requirements:</b> 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. Course evaluation: Interim evaluation (max. 70%), of which: 1. active participation in classes (participation in group activities) is a condition for completing the course (max. 40%), 2. continuous self-reflection in the form of a written record of each meeting is a condition for completing the course (max. 30%). Final written self-reflection is a condition for completing the course (max. 30%). Classification scale: A (100-91%), B (90-81%), C (80-73%), D (72-66%), E (65-60%), Fx (60 and less%) Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
<b>Learning outcomes:</b> The aim of the course is to provide students with extended training in socio-psychological knowledge, especially in the field of social perception and self-knowledge, through experiential learning. With its content and structure, the course follows on from the compulsory course Social -Psychological Training 1 and offers a deepening of the acquired knowledge and skills. Students completing the course: will be able to apply the adopted principles of group work in new social situations, gain space to understand personal processes in the context of group dynamics, they will be able to strengthen and deepen the reflection of personal and group processes.	

**Class syllabus:**

1. Principles of group work: setting common rules, sharing expectations.
2. Social perception - self-knowledge: strengths - development of positive self-esteem, awareness of one's own value, one's own boundaries.
3. Social perception - self-knowledge: attribution styles, errors in social cognition.
4. Social perception - self-knowledge: life path - the influence of the family, life circumstances on the development of personality.
5. Social perception - getting to know others: getting to know the diversity of the social environment.
6. Social perception - getting to know others: recognizing stereotypes and prejudices in social perception, parasocial perception.
7. Social communication: verbal communication (elements of communication, communication barriers, one-way and two-way communication, active listening, video recording and its analysis).
8. Tolerance to differences: stereotyping tendencies.
9. Mental resilience: knowledge of own resources and limits.
10. Mental resilience: coping with stress and strain.
11. Mental resilience: mental hygiene, awareness of the importance of alternating activity and rest.
12. End of group work, evaluation, reflection.

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

Slovak, Czech

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

Total number of evaluated students: 1185

A	B	C	D	E	FX
97,47	1,01	0,25	0,25	0,34	0,68

**Lecturers:** Mgr. Radoslav Blaho, PhD., Mgr. Diana Demkaninová, PhD., doc. PhDr. Barbora Mesárošová, CSc., Mgr. Viktor Svetský, PhD.

**Last change:** 24.03.2022

**Approved by:**