

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde148/22			<b>Course title:</b> Academic writing			
<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> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<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: 146						
A	ABS	B	C	D	E	FX
28,77	0,0	28,08	30,82	8,22	3,42	0,68
<b>Lecturers:</b> PhDr. Kvetoslava Kotrbová, PhD., MPH						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde148/22			<b>Course title:</b> Academic writing			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<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: 146						
A	ABS	B	C	D	E	FX
28,77	0,0	28,08	30,82	8,22	3,42	0,68
<b>Lecturers:</b> Mgr. Mária Habalová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde023/22	<b>Course title:</b> Accompanying
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours/week (lecture) for a total of 22 hours using the combined method. Student's workload: direct teaching (22 hours), seminar work (25 hours), preparation of an assignment for direct work with a client while accompanying (53 hours). Total 22+25+53 = 100 (1 credit = 25 hours). Teaching methods: linking theoretical knowledge (lecture) and practical assignments, experiential method (own work in class, individual/group), discussion of the discussed topic and prepared assignments for direct work with the client.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Evaluation of the assigned task for direct work with the client / on-going (35 points), development of the assigned seminar work / on-going (15 points) and exam/test (50 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Students will become familiar with accompanying in various aid contexts. They will acquire skills in guiding the client with respect and taking into account their individual needs, pace, goal, individual circumstances and current conditions, etc.	
<b>Class syllabus:</b> 1. Accompanying (introduction, definition) 2. Support of resilience 3. System approach in accompanying 4. Accompanying the change process 5. Accompanying in stressful situations 6. Accompanying during calls	

7. Accompanying when lost
8. Accompanying when coping with an illness (own, loved one's)
9. Accompanying when dealing with a disability (your own, a close person's)
10. Accompanying during rehabilitation (return to normal life after a long-term illness, injury, etc.)
11. Escorting in the senium

**Recommended literature:**

Recommended literature:

VANČÁKOVÁ, S. Keď rodina trpí – pomoc, podpora a sprevádzanie. EQUILIBRIA, 2020. ISBN 9788081432705

HATOKOVÁ, M. a kolektív. Sprevádzanie chorých a zomierajúcich – dobrovoľníctvo v nemocniciach a paliatívnych zariadeniach. EQUILIBRIA, 2013. ISBN 978-80-8143-125-8

VÁVROVÁ, S.. Doprovázení v pomáhajících profesích. Praha: Portál, 2012. ISBN 978-80-262-0087-1

KÜBLER-ROSSOVÁ, E., KESSLER, D. Lekce života – o tajemstvích lidského bytí. JOTA, 2013. ISBN 978-80-7462-327-1

NOVALIS P.N., ROJCEWICS, S.J. PEELE, R. Klinická příručka podpornej psychoterapie. Trenčín : Vydavateľstvo F. 1999. s. 421. ISBN 80- 967277-7 X.

ERIKSON, E.H., Životní cyklus rozšířený a dokončený – Devět věků člověka. Praha: Portál, 2015. ISBN978-80-262-0786-3

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 133

A	ABS	B	C	D	E	FX
63,91	0,0	21,8	9,02	2,26	0,75	2,26

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde132/22	<b>Course title:</b> Addictions to psychoactive substances
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), self-study (30 hours), preparation for continuous assessment (23 hours), Total $22 + 30 + 23 = 75$ (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; problem solving tasks, interactive education, experiential education	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - test (100 points) At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required.	
<b>Learning outcomes:</b> The student will know the importance of prevention and therapy of addictions to psychoactive substances. He will know the causes, origin, manifestations of addiction, co-dependency (alcohol, drug addiction), he will orientate himself in psychoactive substances, know their impact on the human body. He will know the approaches in therapy.	
<b>Class syllabus:</b> 1. Psychoactive substances - basic terms, definitions, classifications. 2. The mechanism of action of psychoactive substances and the emergence and development of addictions. 3. Addiction – (MKCH – 10), division and diagnosis of addictions. 4. Codependency. 5. Situation of children of dependent parents. 6. Drug scene in the world and in Slovakia.	

7. Treatment - approaches, trends, therapist. Directions. 8. Psychotherapy and behavioral therapy. 9. Additional treatment, rehabilitation, resocialization. 10. Therapeutic programs and communities, prevention. 11. Helping relatives.						
<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: 53						
A	ABS	B	C	D	E	FX
81,13	0,0	16,98	1,89	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde100/22	<b>Course title:</b> Art therapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lecture/week; a total of 22 hours by the attendance method. Student workload: direct teaching (22 hours), self-study (25 hours), seminar work (28 hours). Total $22 + 25 + 28 = 75$ (1 credit = 25 hours). Education methods: active linking of theoretical knowledge (seminar) and practical assignments, experiential method (own work in class, individual/group), discussion of the discussed topic and prepared assignments for direct work with the child.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - elaboration of assignments assigned in class/ongoing (30 points), - preparation of assigned seminar work/ongoing (20 points) - exam/test (50). The examination committee for conducting state examinations in the framework of the defense evaluates the content and formal level of the school work and its originality and overall defense as follows: A (100-91 points, excellent - excellent results), if the treatment of the topic is in accordance with the field, formally without errors, to an adequate extent. The work is original (low % agreement), suitable literature was used, researches, studies in journals were cited, citation was consistent and according to the standard. She demonstrated the ability to know the starting points and tasks of her field, to know the possibilities of applying knowledge in practice. B (90-81 points, very good - above average standard), same as above, but occasional minor errors C (80-73 points, good – normal reliable work), all requirements have been met, repeated minor shortcomings in some assessed area, or an exceptionally serious error, D (72-66 points, satisfactory - acceptable results), several shortcomings and errors, imbalance, at least part satisfactory, E (65-60 points, sufficient – generally poor results, but meet the criteria in the context of the field, well-prepared defence, Fx (59-0 points, insufficient - more additional work required), weak defense, negative review, work returned for revision.	

<p><b>Learning outcomes:</b> The student will have basic knowledge about art therapy, its theoretical foundations and forms in the context of therapeutic pedagogy. He will orient himself in the possibilities and use of art therapy. Through the experience, he will have experience with different materials, methods and techniques used in art therapy.</p>																				
<p><b>Class syllabus:</b> 1. Definition of art therapy in the context of therapeutic pedagogy. 2. Development of art therapy as a therapeutic method. 3. Theoretical foundations of art therapy (psychodynamic, humanistic, gestalt, logotherapy). 4. Other theoretical starting points of art therapy – Gestalt, non-interpretative and interpretive direction. 5. Receptive and productive form of art therapy. 6. Individual form of art therapy - organization and structure of the meeting. 7. Group form of art therapy - possibilities, advantages, indications and contraindications. 8. Composition, structure and organization of the group. 9. Art therapy methods and techniques - selection based on the needs of the client. 10. Working with clay and its therapeutic use. Use of non-traditional materials – three-dimensional materials, multimedia.</p>																				
<p><b>Recommended literature:</b> Recommended literature: Lhotová, M.; Perout, E. (2018): Arteterapie v souvislostech. Praha: Portál, 2018. ISBN 978-80-262-1272-0. Šicková-Fabrici, J. (2002, 2006, 2016): Základy arteterapie. Praha: Portál, 2002, 2006, 2016. ISBN978-80-262-1043-6 (rovnocenná možnost: Arteterapia – Ú(zá)žitkové umenie (Petrus, 2006) Vágnerová, M. (2017): Vývoj dětské kresby a její diagnostické využití. Praha: RAABE, 2017. ISBN 978-80-7496-333-9. Bremsová, CH. (2018): Dětská psychoterapie a poradenství : komplexní průvodce. Praha: Triton, 2018. ISBN978-80-7553-510-8. Šupšáková, B. (2013): Dětský výtvarný projev: od čmáranic k obrazom a ich významom. DOLIS, 2013. ISBN 978-80-970419-1-5. Rubin, J. (2008): Přístupy v arteterapii. Praha:Triton, 2008, ISBN 978-80-7387-093-5.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 172</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>88,37</td> <td>0,0</td> <td>8,72</td> <td>0,58</td> <td>0,58</td> <td>0,0</td> <td>1,74</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	88,37	0,0	8,72	0,58	0,58	0,0	1,74
A	ABS	B	C	D	E	FX														
88,37	0,0	8,72	0,58	0,58	0,0	1,74														
<p><b>Lecturers:</b> Mgr. Zuzana Ťulák Krčmáriková, PhD.</p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde101/22	<b>Course title:</b> Art therapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours seminar/week; a total of 33 hours by the combined method. Student workload: direct teaching (33 hours), seminar work (27 hours), preparation of an assignment for direct work with a child (30 hours). Total 33+27+30 = 90 (1 credit = 30 hours). Education methods: active linking of theoretical knowledge (seminar) and practical assignments, experiential method (own work in class, individual/group), discussion of the topic covered and developed assignments for direct work with the child.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: The course is completed by the evaluation of partial tasks during the semester, which consists of completed tasks assigned in class/ongoing (55 points), completed assignments for direct work with the child/ongoing (25 points) and preparation of assigned seminar work/ongoing (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will be able to work with the child individually and in a group form, know and use the techniques and specifics of conducting the art therapy process with regard to the child's specific problems (SVPU, developmental disorders, behavioral disorders, disabilities, CAN syndrome, anxiety disorders, ADHD).	
<b>Class syllabus:</b> 1. Techniques and methods of art therapy suitable for supporting the child's development. 2. Individual forms of art therapy for children with specific developmental disorders, uneven development and other disorders occurring in childhood.	

3. Techniques and methods of art therapy suitable for behavior correction in children.
4. Group forms of art therapy for children. Techniques suitable for group support and building.
5. Art therapy for children with a disturbed relational bond - specifics of conducting therapy and choosing techniques.
6. Art therapy for children with physical, mental and sensory disabilities - specifics of conducting therapy and choosing techniques.
7. Art therapy for children with CAN syndrome - specifics of therapy management and selection of techniques.
8. Art therapy for children with psychological problems.
9. Art therapy for children with behavioral problems (anxiety, rigidity, aggression, ADHD) - specifics of conducting therapy and choosing techniques.
10. Art therapy as part of family therapy - specifics of therapy management and selection of techniques.
11. Connection of AT in children with other LP methods and approaches.

**Recommended literature:**

Recommended literature:

Šicková-Fabricsi, J. (2016): Základy arteterapie. Portál, 2016. ISBN978-80-262-1043-6 (rovnocenná možnosť: Základy arteterapie 2002 alebo Arteterapia – Ú(zá)žitkové umenie (Petrus, 2006).

Ľulák Krčmáriková, Z. (2016): Dynamika a hranice skupinovej arteterapie.

In: Prolegoména skupinovej arteterapie orientovanej na adolescenta so zdravotným znevýhodnením [elektronický zdroj]. - ISBN 978-80-223-4160-8. - Bratislava : Univerzita Komenského, 2016. - S. 88-111 [CD-ROM]

Ľulák Krčmáriková, Z. (2020): Znaky agresivity vo výtvarnom prejave detí s problémami v správaní. In: Pedagogica actualis XI.: Spoločnosť a výchova. Univerzita sv. Cyrila a Metoda v Trnave, Filozofická fakulta, Katedra Pedagogiky, Trnava, 2020. ISBN 978-80-572-0045-1 Dostupné na: Pedagogica Actualis XI.pdf (sharepoint.com)

Ľulák Krčmáriková, Z. (2016): Spôsoby aplikácie arteterapie v rozličných kontextoch pomoci. In: Expresívne terapie vo vedách o človeku 2016 : biodromálny aspekt liečebnej pedagogiky [elektronický zdroj]. - ISBN 978-80-223-4148-6. - Bratislava : Univerzita Komenského, 2016. - S. 162-171 [CD-ROM]

Ľulák Krčmáriková, Z. (2016): Kontexty integrácie v procese arteterapie u dieťaťa. In: Expresívne terapie vo vedách o človeku 2016 : biodromálny aspekt liečebnej pedagogiky [elektronický zdroj]. - ISBN 978-80-223-4148-6. - Bratislava : Univerzita Komenského, 2016. - S. 172-178 [CD-ROM]

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
96,1	0,0	3,25	0,0	0,65	0,0	0,0

**Lecturers:** Mgr. Zuzana Ľulák Krčmáriková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde102/22	<b>Course title:</b> Art therapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours seminar/week; a total of 33 hours by the combined method. Student workload: direct teaching (33 hours), seminar work (27 hours), preparation of an assignment for direct work with a child/diagnosis (30 hours). Total 33+27+30 = 90 (1 credit = 30 hours). Education methods: active linking of theoretical knowledge (seminar) and practical assignments, experiential method (own work in class, individual/group), discussion of the discussed topic and developed assignments for direct diagnostic work with the child.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: Completion of partial tasks during the semester, which consist of: - from completed tasks assigned in class/continuously (55 points), - prepared assignments for direct work with the child/continuously (25 points) - preparation of assigned seminar work/ongoing (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will know the diagnostic possibilities of art therapy (artistic expression of the child), will acquire skills in communication with the child, establishing contact, administration and evaluation of available diagnostic methods.	
<b>Class syllabus:</b> 1. Diagnostics in art therapy for children. Options and specifics 2. Free drawing. 3. Character drawing 4. Drawing of the family	

5. Drawing of an enchanted family
6. Test of imagination and sense of connections
7. Body image test
8. Tree test
9. Test of three trees
10. House test
11. Color tests

**Recommended literature:**

Recommended literature:

Šicková-Fabricsi, J. (2016): Základy arteterapie. Portál, 2016. ISBN978-80-262-1043-6 (rovnocenná možnosť: Základy arteterapie 2002 alebo Arteterapia – Ú(zá)žitkové umenie (Petrus, 2006)

Vágnerová, M. (2017): Vývoj detskej kresby a jej diagnostické využití. RAABE, 2017. ISBN 978-80-7496-333-9

Davido, R. (2001,2003,2008): Kresba jako nástroj poznání dítěte : detská kresba z pohledu psychologie. Praha, Portál, 2001,2003, 2008. ISBN 978-80-7367-415-1

Ťulák Krčmáriková, Z. (2017): Liečebnopedagogická diagnostika problémového správania detí v arteterapii. In: Liečebnopedagogická diagnostika situácie dieťaťa s problémami v správaní [elektronický zdroj]. - ISBN 978-80-223-4427-2. - Bratislava : Univerzita Komenského, 2017. - S. 54-73 [online]

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 115

A	ABS	B	C	D	E	FX
96,52	0,0	2,61	0,0	0,0	0,0	0,87

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde021/22	<b>Course title:</b> Bachelor thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of seminars per week, a total of 22 hours per semester in face-to-face format. Student Workload: face-to-face teaching (22 hours), preparation for continuous assessment (20 hours), preparation of seminar work (28 hours) and self-study (30 hours) Total 22+20+28+30= 100 hours of student work (1 credit=25 hours) Teaching methods: lecture, practical examples, discussion, work in groups and problem solving by students.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment during the semester will be awarded for: - 2 tests of 25 points each (25+25 points) - seminar work in the form of processing a partial issue of the bachelor's thesis, including the correct use of the citation standard and recording of the student's used literature, oral presentation (50 points). 25+25+50=100 The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will be able to process professional and scientific literary sources into a professional text. He will learn the skills and principles of writing a professional text, correct citation and use of the citation standard. He will be able to conceive, plan and implement a bachelor's thesis. Develops organizational and communication skills and strengthens the ability to think and reason in context, analyze and critically evaluate information.	
<b>Class syllabus:</b> 1. Clarification of the purpose and goal of the bachelor thesis. 2. Stages of writing the thesis.	

3. Structure of the thesis - Abstract, preface, introduction, table of contents, text, conclusion, appendices, etc.
4. The formal side of the work – grammar, style, graphic design.
5. Citation, references to literary sources.
6. The current state of solving the problem. Informative work preparation.
7. Review studies, professional, research, scientific works, literature, monographs, articles. Foreign sources.
8. Content page of the bachelor thesis - creation of chapters. Scientific thinking, scientific language. Working with text. Clarity and linking of chapters, foreign text with your commentary. Demonstrations of correct and incorrect examples (work in groups).
9. Data collection and evaluation. Case study in bachelor's thesis
10. Ethics, Personal data protection (GDPR).
11. The content of the education allows the student to acquire the skills and abilities of writing text in professional language and working with professional and scientific text, searching and correct processing of information from foreign sources.

**Recommended literature:**

Recommended literature:

GAVORA, P., KOLLÁRIKOVÁ, Z., NOVÁKOVÁ, E. 2004. Manuál na tvorbu bakalárskej a diplomovej práce. Bratislava: Univerzita Komenského, Pdf, 2010.

HAVRLENTOVÁ, D. Ako písať a prezentovať záverečné práce. Univerzita sv. Cyrila a Metoda : Trnava, 2015.

Vnútorň predpis č.7/2018, Smernica rektora Univerzity Komenského v Bratislave

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 125

A	ABS	B	C	D	E	FX
48,8	0,0	33,6	16,0	1,6	0,0	0,0

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde027/22	<b>Course title:</b> Bachelor`s thesis defence
<b>Number of credits:</b> 12	
<b>Educational level:</b> I.	
<p><b>Course requirements:</b> Pursuant to §51, paragraph 3 of Act No. 131/2002, as amended, a final thesis is part of the study according to each study program, which together with its defense forms one subject; the defense of the final thesis is one of the state exams. The basic requirements of final theses are also regulated by Internal Regulation No. 12/2013 Rector's Directive.</p>	
<p><b>Learning outcomes:</b> The student will be able to work with a professional text: gather up-to-date information in a chronological and content sequence in the context of his field, he will be able to cite correctly, stick to the topic and discuss it in a balanced way in the chapters. He will demonstrate reliable orientation in the issue, the ability to plan therapeutic-pedagogical exercises/programs and at the same time comply with the rules of professional ethics. He will be able to present the results, defend them and respond to comments.</p>	
<p><b>Class syllabus:</b> The student chooses and registers the topic of the bachelor's thesis, consults regularly, independently writes and submits the bachelor's thesis on time, prepares for the defense by studying the reviews. During the defense, he will observe the designated time for the presentation of the results. Then he listens to the opinions and responds to the commission's questions. The examination committee for conducting state examinations in the framework of the defense evaluates the content and formal level of the school work and its originality and overall defense as follows: A (100-91 points, excellent - excellent results), if the treatment of the topic is in accordance with the field, formally without errors, to an adequate extent. The work is original (low % agreement), suitable literature was used, researches, studies in journals were cited, citation was consistent and according to the standard. She demonstrated the ability to know the starting points and tasks of her field, to know the possibilities of applying knowledge in practice. B (90-81 points, very good - above average standard), same as above, but occasional minor errors C (80-73 points, good – normal reliable work), all requirements have been met, repeated minor shortcomings in some assessed area, or an exceptionally serious error, D (72-66 points, satisfactory - acceptable results), several shortcomings and errors, imbalance, at least part satisfactory, E (65-60 points, sufficient – generally poor results, but meet the criteria in the context of the field, well-prepared defence, Fx (59-0 points, insufficient - more additional work required), weak defense, negative review, work returned for revision.</p>	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b>	

Recommended literature: Domestic and foreign professional literature in terms of the assigned topic of the bachelor's final thesis.
<b>Languages necessary to complete the course:</b> : Slovak, Czech, English/ German or another language (native, other world language)
<b>Last change:</b> 09.11.2022
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde129/22	<b>Course title:</b> Basal intervention strategies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), continuous test - preparation (29 hours), self-study in preparation for the final assessment (24 hours). Total $22 + 29 + 24 = 75$ (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; problem solving tasks.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> It will be implemented: - continuous test (50 points) - final test (50 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will gain an overview of basic intervention strategies. Objective: to provide the student with information about working with clients with the most severe functional disorders and significant impairment. The student will be able to choose an appropriate approach, facilitate meaningful behavior and limit disruptive and self-harming behavior, support contact with reality.	
<b>Class syllabus:</b> 1. Terminological definition of basic concepts. 2. Perception and activity. 3. Cooperation. 4. Basal stimulation – basic techniques. 5. Basal stimulation – extension techniques. 6. Somatic stimulation. 7. Vestibular stimulation. 8. Olfactory stimulation. 9. Basics of stimulation in individuals with altered perception, possibilities of therapeutic interventions, expressive therapeutic methods, diagnostic examination. 10. Pretherapy for people with a psychiatric diagnosis.	

11. Pretherapy for seniors with dementia.

**Recommended literature:**

Recommended literature:

FÁBRY LUCKÁ, Z. 2014. Terapeutické intervencie a človek s viacnásobným postihnutím. Bratislava : Musica Liturgica. 2014 ISBN 978-80-89700-02-8.

HORŇÁKOVÁ, M. 2017. Vnímanie. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017.

Multisenzorické aspekty liečebnopedagogických terapií. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4476-0. Dostupné na: Publikácie – Multisenzorické prístupy (wordpress.com)

BONKOVÁ L., NEVŘELOVÁ L., FRIEDLOVÁ, K., Koncept Bazální stimulace na oddělení dlouhodobé intenzivní péče. 2019. Zdravotnické listy. roč. VII., číslo 2. s. 61-67. ISSN 1339-3022.

PROUTY, G., Van WERDE, D., PORTNER, M. 2005. Preterapie. Praha: Portál.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. Mgr. Zuzana Fábry Lucká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde125/22	<b>Course title:</b> Basics of didactics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: lecture/seminar, 2 hours per week, total 22 hours, combined (primarily face-to-face) Student workload: 22 hours of direct teaching; 22 hours of preparation for the interim assessment 16 hours of preparation for the final assessment. A total of 60 hours of student work. Teaching methods: lecture, (problematic) interpretation, explanation, instruction, discussion, polemic, colloquium, creation of mind maps, brainstorming (Philips 66), heuristic methods, situation analysis method, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> As part of the ongoing assessment, students create (25 points) and critically analyze (25 points) a reflective diary (it can take the form of a conceptual map) focused on pedagogical-didactic situational (self) reflection (50 points in total). As part of the final evaluation, they develop (30 points) and defend it in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical-didactic analysis of a specific problem) to solve a selected teaching-learning problem in the school. The goal is coherent pedagogical-didactic (self) reflection, criticism, identification of critical moments of teaching and emerging pedagogical thinking, production of topics to improve the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), he orients himself in current scientific and didactic theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their consequences for practice. Can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,	

B (90-81 points, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate it, develop it, enrich it with his own ideas, but only in specifically selected problems and not generalizing, he orients himself in current scientific-didactic theories and can also critically evaluate them - in relation to the key stages of their development and their consequences for practice, but only in selected problems, not generalizing.

C (80-73 points, good - ordinary reliable work) - the student knows, understands and can apply at least basic relevant professional terminology in the outputs, can apply it accordingly, but is absent in developing it with his own ideas, applies it in specific, concrete and not generalizing contexts, he orients himself in current scientific-didactic theories, but their critical and generalizing evaluation is absent,

D (72-66 points, satisfactory - acceptable results) - the student knows, understands and can apply at least basic relevant professional terminology in the outputs, its correct application is limited and there is no development of its own ideas, the student applies it only in specific, concrete and not in generalizing contexts, orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,

E (65-60 points, sufficient - the results meet the minimum criteria) - the student only understands and knows how to apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current scientific-didactic theories are limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0 points, insufficient – additional work is required) - a student with significant limitations knows and understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is inconsistent, limited to limited contexts, orientation in current scientific-didactic theories, it is incoherent, limited to specific areas, their generalizing application is absent.

### **Learning outcomes:**

By completing the course, the student will be competent to implement analytical, synthesizing and evaluation processes within (scientifically relevant - supported by practice) theories of didactics, processes of personal and professional development based on knowledge and (self) reflection, will know and be able to apply (in specific course outputs) necessary resources, strategies and methods for this. Transferable skills: The student will know and be able to apply resources, strategies and methods for the continuous development of intra- and interpersonal communication, organizational, (self-)cognitive competences.

### **Class syllabus:**

Didactics examines the educational process in its breadth and complexity, thereby helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of different determinants that need to be taken into account during teaching. It makes accessible the creation and essence of teaching goals, curriculum, as well as practical didactic principles in the teaching process. It characterizes the entire process of constructing a lesson (from the planning phase to evaluation and feedback). Currently, the discourse of various concepts and approaches to the teaching process is present and necessary in didactics. Orientation in teaching concepts in students of teaching professions initiates the process of creating individual concepts, which represent the basic platform of their pedagogical thinking for their practice.

1. Didactics as a science. Didactic ideas and opinions of some educators; Subject of didactics; brief development of theoretical starting points; division of didactics; Methods of didactic research.
2. System and elements of the teaching process. Concept of teaching process; Objectives of the teaching process; Social, epistemological, psychological and logical foundations of the teaching

process; Conditions of the teaching process; Phases of the teaching process; Teaching as a synthesis of education and upbringing; Models of the teaching process.

3. Content of education and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; decentralization of the curriculum; Two-level curriculum model.

4. Goals in teaching/educational goals. Definition of basic terms; From general to specific goals in teaching; Specific (partial) goals in teaching; Key competences.

5. Teaching methods. Concept of teaching method; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monologic methods, dialogic methods, selected activating methods; Determination of the optimal choice of methods.

6. Selected teaching concepts. Introduction to teaching concepts; Verbal-visual teaching; Problem teaching; Cooperative teaching; Constructivist conceptions of teaching; Constructivism as a theory of knowledge; Origins of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.

7. Transmission versus construction in teaching implementation. Basic features of two antagonistic approaches to teaching – behaviorism, constructivism; Deductive, inductive and participatory approach in teaching.

8. Didactic principles/principles for a meaningful course of the teaching process. Characteristics of didactic principles; Alternative approaches to promoting authentic/productive learning.

9. Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Self-reflection of the teacher; Creativity in the teacher's work; Pupil in education; Communication between teacher and student.

10. Diagnostics and assessment in teaching. Control of teaching results; Tasks and functions of control in teaching; Internal and external control of the school.

11. Material didactic means. Concept and classification of material didactic means; Classification of teaching aids and technical devices; Functions of material didactic means in the teaching process.

### **Recommended literature:**

Recommended literature:

TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.

KOSTRUB, D. 2008. Dieťa/žiak/štvák – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

KOSTRUB, D. - OSTRADICKÝ, P. 2016. Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEZY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KOSTRUB, D. – OSTRADICKÝ, P. 2014. Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZŁOŚCI, 2014, 1. vyd., s.114-122. ISBN 978-83-62160-20-4.

KOREŇOVÁ, L.- KOSTRUB, D.-OSTRADICKÝ, P. 2018. Constructionist teaching and learning of mathematics through the optics of qualitative methodology. In DICTAP2018 & ICEE2018 [elektronický dokument]. - : 1. vyd. ISBN 978-1-941968-50-5.

HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).

SKALKOVÁ, J. 2007. Obecná didaktika. 2., rozšírené a aktualizované vydanie. Praha : Grada,2007. ISBN: 80-24718-21-7.

OSTRADICKÝ, P. 2017. Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017 [elektronický zdroj]. - Brno : Masarykova univerzita, 2017. - ISBN 978-80-87952-22-1. - S. 843-852 [CD-ROM].

PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica : UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.  
FISHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2011. ISBN 978-80-26200-43-7.

**Languages necessary to complete the course:**

Czech, Slovak English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 125

A	ABS	B	C	D	E	FX
44,8	0,0	26,4	13,6	8,0	6,4	0,8

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde018/22	<b>Course title:</b> Basics of psychotherapy
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> lecture + seminar, 2 + 1 hours/week, i.e. 33 hours/semester, full-time Student workload: 11 x 3 hours of teaching = 33 hours; 17 hours of case study analysis in the context of the selected psychotherapy direction, presentation of the assignment in a group/seminar), 50 hours of preparation for the final test. A total of 100 hours. (1 credit = 25 hours) Teaching methods: lecture, discussion, reflection, presentation of current research, work in small groups, cooperative/group evaluation and knowledge sharing.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% of the interim assessment + 80% of the final assessment Intermediate assessment - processing and presentation of the assignment (20 points) Final assessment - test (80 points). In order to successfully complete the subject, it is necessary to obtain a minimum of 60 points from the total point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The basics of psychotherapy are an integral part of the knowledge framework of the Curative Pedagogy study program, in accordance with the profile of the graduate. Students will know theories from the field of psychotherapy (basic concepts, forms, goals, effective factors, methods), will be able to describe the specifics of individual psychotherapy directions, orient themselves in their methods (tools, techniques, specifics). In practice, they will be able to use knowledge and skills in communication with the client, in the process of creating safer conditions for therapeutic and pedagogical intervention (contact, interaction, environment preparation, etc.). They will understand the client's symptomatology in the context of relationships and surroundings.	

Transferable competencies: The knowledge will also serve the students in their personal development: breaking down prejudices (inclusive aspect), improving interpersonal and communication skills, deepening understanding in relation to oneself in a crisis period (behavior, load management, resources), supporting communication and relationships in one's surroundings.

**Class syllabus:**

1. Introduction to psychotherapy and its place in the profession of therapeutic pedagogue. Forms, goals and possibilities of psychotherapy in therapeutic and pedagogical care.
2. Target groups of psychotherapy - specifics for children, adolescents, adults. Prerequisites for psychotherapeutic intervention on the part of the client and on the part of the therapeutic pedagogue.
3. Historical development and schools of psychotherapy in the context of new trends:
4. Psychoanalytic and psychodynamic therapy, Adlerian therapy, Cognitive and behavioral therapy;
5. Person-centered therapy, Emotion-centered therapy, Gestalt therapy;
6. Existential therapy, Systemic therapy, Transformational systemic therapy according to V. Satirová (family-therapeutic direction), Constructivist therapies;
7. Gender and culturally sensitive therapy, Integrative and eclectic therapy;
8. Supportive psychotherapy.
9. Psychotherapy in the context of creative therapies, case studies (case management), therapeutic community.
10. Couple and family psychotherapy - specifics, methods, techniques.
11. Specifics of psychotherapy for seniors - starting points, sources, risks.

**Recommended literature:**

Recommended literature:

PROCHASKA, J. O., NORCROSS, J. C. Psychoterapeutické systémy – průřez teoriemi. Praha: Grada, 1999, 480 s., ISBN 80-7169-766-4.

JANOŠKO, P. 2015. Rodinný systém v kontexte teórie a praxe. Ružomberok: VERBUM, s. 105. ISBN 978-80-561-0324-1,

Kazuistiky klientov od vyučujúceho

Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <https://prolp.sk/lp-revue/>

LOZSI, L. 2013. Socioterapia. Bratislava: Asociácia socioterapie a psychoterapie, 2013, 192 s., ISBN 978-80-971-386-08.

WETZIG-WÜRTH, H., MÜLLER, P. 2004. Psychoterapeutický rozhovor: terapeuticky účinné dialógy v lekárskej praxi. Trenčín: Vydavateľstvo F, 223 s., ISBN 80-889-521-15.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
53,17	0,0	25,4	8,73	4,76	6,35	1,59

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde010/22	<b>Course title:</b> Basics of speech therapy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours per week in the form of seminars, a total of 22 hours per semester, combined form (mainly face-to-face) Student workload: 11 x 2 = 22 hours of face-to-face teaching, 30 hours of preparation of seminar papers, 48 hours of preparation for the knowledge test and study of compulsory literature. A total of 100 hours of student work. Teaching methods: presentation of the curriculum with continuous application of theoretical knowledge on practical examples and video-demonstrations followed by a discussion on the topic covered, graphic group processing and presentation of the studied area	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - seminar paper 1 – preparation of a leaflet for one NKS (20 points) - seminar paper 2 – processing and presentation of a study for one NKS (20 points) - knowledge test (60 points) It is necessary to obtain at least 60% of the point evaluation from the knowledge test. The rating is given on a scale: A 100 – 95 points = excellent – excellent results B 94 – 85 points = very good – above average standard C 84 – 75 points = good – regular reliable cooperation D 74 – 65 points = satisfactory – acceptable results E 64 – 60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The aim of the course is to acquire basic theoretical knowledge regarding individual types of impaired communication skills and the basic terminological apparatus. The student will acquire basic information in the field of speech therapy as a scientific field and profession. Acquires basic speech therapy terminology. After successful completion, the student will have information	

about the etiology, classification, and symptomatology of the most common types of impaired communication skills, both in children and in adult speech therapy patients. The acquired knowledge is crucial for the effective cooperation of therapeutic pedagogues and speech therapists in practice.

**Class syllabus:**

1. speech therapy as a scientific field and profession
2. impaired communication ability
3. basics of speech development
4. specifics of speech development in the bilingual population
5. developmental language disorder
6. articulation and phonological disorder
7. disorders of speech fluency (stuttering and babbling)
8. voice disorders in children
9. voice disorders in adults
10. disorders of motor speech realization
11. acquired speech production and comprehension disorders (aphasia, cognitive-communication deficits)

**Recommended literature:**

Recommended literature:

Kerekrétiová, A. a kol. 2016. Logopedická propedeutika. Bratislava: UK, 2016.

Kerekrétiová, A. a kol. 2016. Logopédia. Bratislava: UK, 2016.

Časopis Logopaedica

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
51,45	0,0	35,51	10,14	2,9	0,0	0,0

**Lecturers:** Mgr. Viktória Čiernik Kevická, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde003/22	<b>Course title:</b> Basics of therapeutic education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours per week, 1 hour per week seminar; a total of 33 hours per semester, in a full-time or combined form Student workload: 4 credits/100 hours (1 credit = 25 hours) direct teaching (33 hours), self-study and preparation of seminar work (37 hours), self-study and preparation for the final test (30 hours) Total 33+37+30= 100 hours of student work Teaching methods: lecture, video demonstration/analysis, work with literature, critical reading and text processing, discussion, independent problem solving, pair work, group work	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student prepares a seminar paper on the topic of a probe into the life of a person with a disadvantage and documents the exercise of perceptive presence (total 25 + 15 = 40 points) and passes the final knowledge test (60 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to provide a basic overview of therapeutic pedagogy as one of the helping professions. Results: The student knows the history of therapeutic pedagogy, basic concepts, theories, approaches, methods and principles of therapeutic pedagogy. He understands the importance of active listening, receptive attention, supportive communication and reflection, the possibility of supporting the learning process and coping with difficult life situations in others.	
<b>Class syllabus:</b>	

1. Therapeutic pedagogy - concept, history, development of thinking
2. Therapeutic pedagogy as a field of science - subject, inclusion in the system of sciences
3. Therapeutic pedagogy as a field of study and profession, areas of application
4. Tasks – prevention, diagnosis,
5. Therapeutic intervention: methods, principles, approaches
6. Man at the center of helping, ethics of helping, process of change.
7. Possibilities of therapeutic disciplines
8. Forms – therapeutic and pedagogical exercises.
9. Therapeutic and pedagogical programs 1.
10. Therapeutic and pedagogical programs 2.
11. Participation support - cooperation with the environment, final test

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. 2007. Liečebná pedagogika pre pomáhajúce profesie. Bratislava: Sociálna práca. 165 s. ISBN 978-80-89-185-28-3

HORŇÁKOVÁ, M. 2015. Príbeh liečebnej pedagogiky. 40 rokov liečebnej pedagogiky na Slovensku. Ružomberok: Verbum. ISBN 978 -80-561-0253-4

DREIKUS, R., SOLTZ, V. 1992. Deti ako výzva. Bratislava: Slovenská adlerovská spoločnosť. 291 s. ISBN 978-80-969798-6-8; VERNY, T., KELLY, J. 1993. Tajomný život dieťaťa

pred narodením. Ako môžete pripraviť svoje dieťa na šťastný a zdravý život. Bratislava: Slovenské pedagogické nakladateľstvo. 188 s. ISBN 80-08-02055-5; BIDULPH, S. 2009.

Tajemství výchovy šťastných dětí. Praha: Portál. 135 s. ISBN 978-80-7367-651-3; KOPŘIVA, P. a kol. 2008. Respektovat a být respektován. Kroměříž: Spirála. 3. vyd. 292 s., ISBN 978-80-904030-0-0;

všetky čísla Revue liečebnej pedagogiky, [www.prolp.sk](http://www.prolp.sk) a webináre o výchove [www.nevychova.cz](http://www.nevychova.cz)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 192

A	ABS	B	C	D	E	FX
47,92	0,0	24,48	21,35	4,17	0,52	1,56

**Lecturers:** prof. PhDr. Marta Horňáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde014/22	<b>Course title:</b> Behavioral disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester Student workload: direct teaching (22 hours), continuous self-study and two mid-term tests (25 hours each), reflection of the book read on a topic (10 hours), self-study (40 hours) and final test/examination (4 hours). (Total 22+25+25+34+4= 100) (1 credit = 25 hours) Teaching methods: lectures with a motivational story (book, video) and discussion	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> the condition is active participation, mastering the interim tests (25+25 points), good book selection and quality reflection (15 points), mastering the final exam at a sufficient level (35 points). The rating is given on a scale: A 100 – 91 points = excellent – excellent results B 90 – 81 points = very good – above average standard C 80 – 73 points = good – regular reliable cooperation D 72 – 66 points = satisfactory – acceptable results E 65 – 60 points = sufficient – the results meet the minimum criteria Fx less than 59 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will know the causes and symptoms of behavioral disorders in children, as well as their consequences on development and behavior. He will understand the connections in their ecosystem and will be able to identify supporting factors as well as pathogenic circumstances and the possibilities of their limitation or elimination. He will know the tools of help. He will use the knowledge to study psychiatry and child psychotherapy. He will respond more sensitively to situations in the child's life and educational environments.	
<b>Class syllabus:</b> 1. Behavioral disorders - concepts 2. Diagnostics and classification 3. Etiology of behavioral disorders	

4. Hyperkinetic disorder
5. Disorders of social behavior
6. Mixed disorders of emotions and behavior
7. Emotional disorders in childhood
8. Disorders of social functioning
9. Tics and other disorders
10. Concepts of help - in the family, counseling
11. Concepts of help in institutions, prevention and therapy

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M., RAČKOVÁ O.2016. Poruchy správania ako výzva. Ružomberok: Verbum, 2016

MATOUŠEK, O.2017 Dítě traumatizované v blízkých vztazích. Praha : Portál, 2017  
ISBN978-80-262-1242-3

JEDLIČKA, R. a kol. 2015. Poruchy socializace u dětí a dospívajících. Prevence životních selhání a krizová intervence. Praha: Grada. ISBN 9788024754475

KOLÁŘ, M. 2011. Nová cesta k léčbě šikany. Praha : Portál. 2011. ISBN978-80-7367-.871-5

PÖTHER, P. 2008. Emoční poruchy v dětství a dospívání. Praha : Grada. 2008. ISBN 978-80-247-2131-6.

VAVRUŠOVÁ, L. 2013. Úzkostné poruchy. Martin: Osveta, ISBN 9788080634001.

Klasifikačné systémy: MKCH, DSM 5

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
63,12	0,0	18,44	8,51	7,8	0,0	2,13

**Lecturers:** prof. PhDr. Marta Horňáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde118/22	<b>Course title:</b> Bibliotherapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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> The student completes simple interim assignments (50 points) as preparation for the interactive part of the lesson and passes the final knowledge test (50 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will be able to orient himself in basic terms, he will have information about the methods and possibilities of bibliotherapy work in the framework of therapeutic and pedagogical interventions and the possibilities of their use. He will be able to theoretically apply the knowledge to the search and analysis of relevant literary works. He will know basic intervention, counseling and support methods using verbal art. Within the subject, the student's intrapersonal skills will be supported, such as the ability to reflect on one's own experiential, creative or own learning process (introduction of a diary).	
<b>Class syllabus:</b> 1. History of bibliotherapy, theoretical starting points, definition of terms. 2. Related sciences and therapies. Tasks, goals and importance of bibliotherapy. 3. Current understanding of bibliotherapy in our country and in the world. 4. Literary art in education. Application of BT in the therapeutic process. 5. Functions of a literary work. Criteria and conditions for choosing a literary genre and work. 6. Methods of working with the text. 7. The sound side of speech, work with the voice, breathing and articulation exercises, artistic presentation in bibliotherapy. 8. Developmental aspects of reading interests and developmentally oriented bibliotherapy, at an early age. 9. Word and sentence games, games with letters. 10. Content, forms, conditions and means. 11. Bibliotherapy in the educational, counseling and clinical process, specifics.	

**Recommended literature:**

Recommended literature:

MAJZLANOVÁ, K. 2017. Základy biblioterapie. Banská Bystrica: Krajská knižnica Ľudovíta Štúra 2017. 60 s. ISBN 978-80-85136-58-6

SVOBODA, P. 2013. Biblioterapie. Olomouc: Univerzita Palackého v Olomouci. 112 s. ISBN 978-80-244-3684-5

KOVÁČOVÁ, B., VALEŠOVÁ MALECOVÁ, B.: Biblioterapia v ranom a predškolskom veku. Bratislava: Univerzita Komenského, 2018. 160 s., ISBN 978-80- 223-4487-6

MAJZLANOVÁ, K. 2005. Uplatnenie biblioterapie u detí so špecifickými poruchami učenia. CD-ROM. Olomouc: Pedagogická fakulta, Univerzita Palackého. 2005.

PILARČÍKOVÁ-HÝBLOVÁ, S. 1997. Biblioterapia. Liptovský Mikuláš: Vydané vlastným nákladom. 74 s. ISBN 80-967875-4-3

SVOBODA, P. 2007. Poetoterapie. Olomouc: Pedagogická fakulta, Univerzita Palackého v Olomouci. ISBN 978-80-244-1682-3

**Languages necessary to complete the course:**

Slovak, Czech

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

Total number of evaluated students: 129

A	ABS	B	C	D	E	FX
81,4	0,0	9,3	3,88	2,33	0,78	2,33

**Lecturers:** PhDr. Kvetoslava Kotrbová, PhD., MPH**Last change:** 09.11.2022**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde119/22	<b>Course title:</b> Bibliotherapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours a week seminar; a total of 22 hours per semester, in a full-time or combined form Student workload: 3 credits = 75 hours (1 credit = 25 hours) direct teaching (22 hours), self-study and preparation for the entrance test - repetition from the previous semester (13 hours), completion of ongoing assignments and self-study (40 hours) Total: 22 + 13 + 40 = 75 hours Education methods: lecture; discussion; independent work with a literary text; working with stories – the story of a problem, the story of an illness, biography as a story; keeping a diary as a tool for training self-reflection, personal and professional growth; practice writing therapeutic letters; role playing; work in pairs; group work	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student submits 4 written homework assignments (1 assignment = 25 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to consolidate the acquired knowledge in the field of bibliotherapy and deepen it. Results: He will be able to search and analyze literary works and create the content of therapeutic-pedagogical interventions aimed at the educational goals of the client/patient, or group. He will be able to justify his proposed solution. He will be able to reflect and share his own experiential process, self-support and partner support when working in pairs and in a group, active listening, empathy and sharing and reflection of another person's process, including providing positive feedback in simulated training conditions.	
<b>Class syllabus:</b> 1. Client's dictionary/therapist's dictionary, literary art as a specific type of communication, semantic level and ethics of communication. 2. Roles and functions of metaphor, metonymy and personification in bibliotherapy.	

3. Roles and functions of non-fiction, objective literature and journalistic genres in bibliotherapy.
4. Narrative method of diagnosis and therapy.
5. Story selection, story functions, story meaning and storytelling as a tool for education and therapy.
6. Philosophical and psychological interpretation of fairy tales, myths, legends, symbols and archetypes, logic of emotions and imagination in literary works - meaning, interpretation in bibliotherapy.
7. Fairytale therapy, hagiotherapy, paremiological therapy, poeotherapy. Work methods.
8. Creative writing, therapeutic diary, therapeutic letters and their importance in bibliotherapy. 9. Interweaving of various art therapies within bibliotherapy.
10. Forms of bibliotherapy, phases of bibliotherapy, phases of bibliotherapy meeting.
11. Creating a goal, methodology for building a bibliotherapy meeting.

**Recommended literature:**

Recommended literature:

- FRANZ, M. L. 2015. Psychologický výklad pohádek. Praha: Portál, spol. s. r.o. 2015. ISBN 978-80-2620863-1
- MAJZLANOVÁ, K. 2017. Základy biblioterapie. Banská Bystrica: Krajská knižnica Ľudovíta Štúra Banská Bystrica. 60 s. ISBN 978-80-85136-58-6
- MAJZLANOVÁ, K., KOTRBOVÁ, K. 2019. Význam príbehu v biblioterapii. s. 149-172 In: Bukor, J., Szimon, Sz. a kol.: Zborník XI. Medzinárodnej vedeckej konferencie Univerzity J. Seleho 2019, Sekcia Jazyk-Kultúra-Vzt'ahy. Univerzita J. Selyeho Komárno, 2019. 244 s. ISBN: 978-80-8122-331-0. Dostupné online: <<http://uk.ujs.sk/dl/books.html>>
- KOTRBOVÁ, K., MAJZLANOVÁ, K. 2021. Terapeutický denník v biblioterapii. Hlučín-Bobrovniky: Problems of Education and Teaching in the Era of Digital Society. Collection of Scientific Articles, 02-2021 (08), 28-51. European Scientific e-Journal. ISBN 978-80-908088-1-2
- ORTNEROVÁ, G. 1995. Pohádky radí nejmenším. Praha: Vydavatelství Knižní klub, k. s.. 62 s. ISBN 80-7176-243-1
- MAJZLANOVÁ, K. 2014. Poetoterapeutika. Bratislava: Vydané vlastným nákladom. 105 s. ISBN 978-80-8153-035-7
- SVOBODA, P. 2013. Biblioterapie. Olomouc: Univerzita Palackého. 112 s. ISBN 978-80-244-3684-5, SVOBODA, P. 2007. Poetoterapie. Olomouc: Univerzita Palackého. 187 s. ISBN 978-80-244-1682-3
- KULKA, J. 1990. Psychologie umění (obecné základy). Praha: Státní pedagogické nakladatelství, 1990. 435 s. ISBN 80-04-23694-4

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
82,93	0,0	8,54	3,66	3,66	1,22	0,0

**Lecturers:** PhDr. Kvetoslava Kotrbová, PhD., MPH

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde120/22	<b>Course title:</b> Bibliotherapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student must meet the following conditions: - he will hand over the records of 5 bibliotherapy exercises (5 x 10 points), which he will present to the group - final test (50 points) The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to strengthen skills in the field of bibliotherapy. The student will be able to develop a problem anamnesis and a proposal for a solution in the form of exercises, their implementation during practice and presentation of experience in front of the group. He will be able to justify his proposed solution. The student will have interpersonal abilities and skills.	
<b>Class syllabus:</b> 1. Bibliotherapy in the context of therapeutic pedagogy. 2. Support of competences in children (communication, adaptation, self-confidence, independence) through bibliotherapy. 3. Bibliotherapy in early intervention. 4. Bibliotherapy in school therapeutic pedagogy. Application of elements of bibliotherapy in the educational process. 5. Use of bibliotherapy for a client with a disability (mental, physical, visual, hearing), with an illness, health threat, social or other disadvantage, delayed development, emotional problems, problems in the area of speech, behavior, attention, learning. 6. BT work with the client in childhood, adolescence, adult and senior age. 7. Work with the client's family as part of bibliotherapy. 8. Possible contraindications in bibliotherapy when working with a client. 9. Structure and organization of meetings, creating a goal and working with the text itself. 10. Pilot bibliotherapy program, its creation, testing and presentation. 11. Methods of evaluating the results of bibliotherapy, research in bibliotherapy	

**Recommended literature:**

Recommended literature:

KOVÁČOVÁ, B. 2010. Vývinovo orientovaná biblioterapia. In HORŇÁKOVÁ, M. (ed.) Včasná intervencia orientovaná na rodinu. Bratislava: Pedagogická fakulta Univerzity Komenského, 2010. 260 s. ISBN 978-80-223-2915-6.

MAJZLANOVÁ, K., 2017. Liečebnopedagogická diagnostika problémového správania detí v biblioterapii. In Liečebnopedagogická diagnostika situácie dieťaťa s problémami v správaní. Bratislava: Univerzita Komenského v Bratislave. s. 25-35. ISBN 978-80-223-4427-2.

MAJZLANOVÁ, K., 2017. Liečebnopedagogická intervencia prostredníctvom dramaterapie a biblioterapie pri problémoch v správaní detí. In Liečebnopedagogické intervencie pri poruchách správania detí. Bratislava: Univerzita Komenského v Bratislave. s. 8-28. ISBN 978-80-223-4454-8.

VALEŠOVÁ MALECOVÁ, B. 2021. Možnosti biblioterapie pri prevencii šikanovania na základnej škole. s. 119-136. In Studia Scientifica Facultatis Paedagogicae, č. 3, jún 2021, ročník 50. Ružomberok: Katolícka univerzita. ISSN 1336-2232

VALEŠOVÁ MALECOVÁ, B. 2021. Možnosti využitia expresívnych terapií v oblasti emocionality a emócií. In Pelcová, N., Kvetošová, L. et al. Emocionalita ve výchově prizmatem filosofické, psychologické a speciálněpedagogické reflexe. Inkluzivní škola. Praha: Univerzita Karlova, Pedagogická fakulta, 2021, s. 335 – 346. ISBN 978-80-7603-242-2

**Languages necessary to complete the course:**

Slovak, Czech

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

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
67,24	0,0	22,41	10,34	0,0	0,0	0,0

**Lecturers:** PhDr. Kvetoslava Kotrbová, PhD., MPH**Last change:** 09.11.2022**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde015/22	<b>Course title:</b> Case Study Seminar 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester Student workload: face-to-face teaching (22 hours), preparation for continuous assessment (15 hours), preparation of seminar work (33 hours). Total 22+15+33= 75 hours of student work (credit = 25 hours) Teaching methods: lecture, application of theoretical knowledge on practical examples, discussion with students on the discussed topic, work in groups, interactive education (modeling of taking an anamnesis through role playing)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment will be awarded for: - two reflections of specific cases from the available literature (20+20=40 points). - a seminar work in the form of a case study of a child or an adult individual prepared in detail by the student (60 points). 20+20+60=100 In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will acquire knowledge and practical skills of writing a case report as an important part of therapeutic and pedagogical practice. He will acquire the skills to analyze the client's documentation, collect and process anamnestic data in the form of a case report. He will also gain knowledge about the specifics of child and adult case studies and the principles of ethics in the processing of sensitive data, which is a necessity in the practice of a therapeutic educator. The student will consolidate the ability to think and reason in context, analyze and critically evaluate information, and also consolidate and develop communication skills necessary for later professional	

practice. The content of the education is the theoretical and practical basis for further study, the subject Case Study Seminar 2 and practice.

**Class syllabus:**

1. Structure of case history.
2. Case studies in therapeutic-pedagogical practice and research.
3. Taking an anamnesis as a prerequisite for writing a case report.
4. Information acquisition process, sources of information about the client.
5. Principles of ethics of working with case studies. GDPR.
6. Personal, family, problem anamnesis.
7. Case report of a child with a focus on the course of psychomotor development in preschool age.
8. Case report of a child with a focus on the course of psychomotor development at school age
9. Case history of an adult individual.
10. Analysis of model cases.
11. Practical preparation of the case report.

**Recommended literature:**

Recommended literature:

SYKORJAKOVÁ, A. Kazuistiky v liečebnej pedagogike. Bratislava : Univerzita Komenského, 2014. ISBN 978-80-223-3738-0

BARNHILL, J.W. Psychické poruchy, kazuistiky, Diagnostika podľa DSM-5. Bratislava : Vydavateľstvo F, 2015. ISBN 978-80-88952-83-1

Zákon č.18/2018 Zz. Zákon o ochrane osobných údajov.

HORŇÁKOVÁ, M. Liečebnopedagogická diagnostika, Bratislava : UK v Bratislave, 2019. ISBN 978-80-223-4846-1

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 149

A	ABS	B	C	D	E	FX
83,22	0,0	11,41	3,36	1,34	0,67	0,0

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde019/22	<b>Course title:</b> Case Study Seminar 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of seminars per week, a total of 22 hours per semester in hybrid form. Workload: face-to-face teaching (22 hours), preparation for continuous assessment (15 hours), preparation of seminar work (33 hours). Total 22+15+33= 75 hours of student work (credit=25 hours) Teaching methods: discussion with students about the topic, work in groups and solving problems by students, connecting with practice	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment will be awarded for - analysis and analysis of two specific case studies focusing on the client's main difficulties (20+20=40 points). - a seminar paper in the form of a detailed analysis and analysis of a case study with the formulation of goals and proposals for therapeutic and pedagogical intervention (60 points). 20+20+60=100 The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will be able to analyze individual case studies from a therapeutic-pedagogical point of view, formulate goals and options for therapeutic-pedagogical intervention. The student will have the ability to think and reason in context, analyze and critically evaluate information. He will be ready to work with diverse clientele, he will be able to communicate with them.	
<b>Class syllabus:</b> 1. Case studies of children in early intervention. Analysis and analysis of the case of developmental disorders. Proposal of therapeutic and pedagogical intervention. 2. Case studies of children in early intervention. Analysis and analysis of a case of social behavior disorders. Proposal of therapeutic and pedagogical intervention.	

3. Case studies of school-age children with behavioral disorders. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
4. Case studies of school-age children with learning disabilities. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
5. Case studies of children with various specific difficulties with a focus on the specifics of their artistic expression.
6. Case studies of adult clients with psychiatric illness. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
7. Case studies of adult clients with addiction. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
8. Case reports of adult clients diagnosed with Dementia. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
9. Case studies of adult clients diagnosed with Alzheimer's disease. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
10. Case studies of socially excluded adult clients. Case analysis and analysis. Proposal of therapeutic and pedagogical intervention.
11. Summative assessment in the context of study and research.

**Recommended literature:**

Recommended literature:

BARNHILL, J.W. Psychické poruchy, kazuistiky, Diagnostika podľa DSM-5. Bratislava : Vydavateľstvo F, 2015.

POTHE, P. Síla nevysloveného. Príbehy z psychoterapie detí a dospievajúcich. Portál : Praha, 2020.

VODIČKOVÁ, B. Liečebnopedagogická intervencia u detí so špecifickými ťažkosťami v materskej škole. UK v Bratislave : Bratislava, v tlači

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 130

A	ABS	B	C	D	E	FX
54,62	0,0	26,15	10,77	6,15	0,77	1,54

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde140/22			<b>Course title:</b> Communication			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<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: 14						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde140/22			<b>Course title:</b> Communication			
<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> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<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: 14						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde123/22	<b>Course title:</b> Development and health support programs
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture, 2 hours of seminar per week, a total of 33 face-to-face hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (33 hours), self-study in preparation for the assessment – 1st test (20 hours), self-study in preparation for the assessment – 2nd test (22 hours). Total 33 + 20 + 22 = 75 (1 credit = 25 hours) Education methods:	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (50 points) - final test (50 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to acquaint students with common forms of health support from other fields. The student will understand health promotion methods in an interdisciplinary field.	
<b>Class syllabus:</b> 1. Human health and behavior. 2. Preventive health promotion programs for children at an early age. 3. Preventive health promotion programs for preschool children. 4. Prevention of complications and deterioration, indicated prevention. 5. Preventive health promotion programs for school-age children. 6. Preventive programs for health promotion in adults. 7. Preventive programs for addictions. 8. Preventive health promotion programs for seniors. 9. Illness as a story. 10. Psychosomatic diseases.	

11. Palliative care - terminal stage in children, management, principles of treatment and care for children in the terminal stage of the disease

**Recommended literature:**

Recommended literature:

HEGYI, L., OCHABA, R. 2020. Podpora zdravia vo výchove. Trnava: VEDA.

KAPLAN, R. M. 1996. Zdravie a správanie človeka. SPN: Mladé letá.

KEBZA, V. 2005. Psychosociální determinanty zdraví. Praha: Grada.

WINSTON, A., ROSENTHAL, R.N., PINSKER, M.D. 2006 Úvod do podpornej psychoterapie. Trenčín: Vydavateľstvo F, 202 s. ISBN 80-88952-34-4

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
74,32	0,0	18,92	6,76	0,0	0,0	0,0

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde121/22	<b>Course title:</b> Developmental biology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, a total of 22 hours per semester, combined form (primarily face-to-face) Student workload: 2S (2 credits) for a full-time student: 11x 2 hours of direct teaching = 22 hours; 10 hours of independent study on the issue of age characteristics of individual organ systems of a child within ontogenetic development; 20 hours of preparation for the continuous written assessment. A total of 52 hours of student work. Education methods: lecture, discussion on the topic covered;	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is completed by an ongoing written assessment with a maximum of 100 points aimed at checking knowledge and understanding of the child's developmental characteristics and factors that affect the child's somatic physiological development and that may be the cause of pathological growth; to check the knowledge and use of methods that evaluate and diagnose physiologically healthy, or pathological somatic growth and development of the child and ultimately about the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), excellent performance, the student has excellent knowledge of the physiologically healthy somatic development of the child and knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education , critically evaluates the adequacy of the demands of the educational process on the child's physical and mental performance B (90-81 points, very good - above average standard), excellent performance, the student has a very good command of knowledge about the physiologically healthy somatic development of a child, knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process school education of the pupil, but critical thinking in the area of	

assessing the adequacy of the demands of the educational process on the child's physical and mental performance is borderline C (80-73 points, good - ordinary reliable work), good performance, although the student has a good command of knowledge about the physiologically healthy somatic development of the child, he knows well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the school education of the pupil, but critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent D (72-66 points, satisfactory - acceptable results), satisfactory performance, the student only partially masters knowledge about the physiologically healthy somatic development of the child and partially knows which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education pupil, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent E (65-60 points, sufficient - the results meet the minimum criteria), satisfactory performance, the student has a minimal knowledge of the physiologically healthy somatic development of the child, and likewise a minimal knowledge of which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage educational the process of the pupil's school education, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent Fx (59-0 points, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the basic knowledge about the physiologically healthy somatic development of the child, at the same time, he does not sufficiently know which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the school education of the pupil, nor is he able to critically assess the adequacy of the demands of the educational process on the physical and mental performance of the child.

**Learning outcomes:**

After completing the course, students should have knowledge of the biological laws of growth and development processes and the factors that determine them. They will acquire knowledge about the integrated bio-psycho-social essence of the human organism. They will understand the temporal-spatial succession and interdependence of changes in the structure and function of the human organism. They become familiar with critical developmental periods and risk factors that disrupt physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. Through the course, students will ultimately gain the ability to evaluate the adequacy of the demands of the educational process on the child's physical and mental performance in relation to the level of his biological maturity.

**Class syllabus:**

1. Defining ontogenesis. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. Laws of growth and development. Typical and atypical growth and development. (the student can distinguish between physiologically healthy and pathological somatic development of a child for the needs of applying knowledge in the upbringing and education of children, in the form of effective cooperation with special educators, psychologists and other experts from practice)
2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosome aberrations. Mutagens and teratogens. Mutations. Chromosome aberrations. (the student controls and knows the internal endogenous factors of the environment that determine the hereditary predisposition of the child to handle the demands of the educational process on the mental and physical burden of the organism)

3. Environmental factors. Definition of environment, external, internal environment.
4. Neurohormonal regulation. The importance of nervous and hormonal regulation as a mechanism of biological adaptation. Determination of growth and development processes by environmental factors.
5. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (the student controls which of the factors affect the somatic development of the child and which may be the consequences of the child's lower ability to manage the educational process of the pupil's school education)
6. Ontogenetic development. Division of ontogeny: biological definition of individual periods.
7. Prenatal, perinatal, postnatal period. Prenatal period - formation and development of the embryo (pregnancy), importance of the placenta. Environmental risk factors endangering prenatal development.
8. Perinatal period. Childbirth, high-risk newborn.
9. Postnatal period - characteristics of the newborn, infant, toddler, preschool, younger and older school age periods from the aspect of somatic changes (growth, motor development) and risks of developmental disturbances. A brief overview of the anatomy and physiology of organ systems. (the student distinguishes the age characteristics of individual systems in individual periods of ontogenesis and knows how to use and apply these characteristics in the practice of school education)
10. Methods of assessing physical growth and development, determining biological maturity. (the student can diagnose the level of development of children, critically assess the adequacy of the demands of the educational process on the child's physical and mental performance and, based on the diagnosis, design and implement an appropriate intervention)
11. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all its components of the bio-psycho-social essence of the child's development)

**Recommended literature:**

Recommended literature:

FUCHSOVÁ, M. Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. 1. vyd. – Bratislava: Univerzita Komenského v Bratislave, 2020. – 145 s. ISBN 978-80-223-4812-6

DROBNÝ, I. DROBNÁ, M. Biológia dieťaťa pre špeciálnych pedagógov II. 3. vyd. Bratislava: Pedagogická fakulta UK, 2000. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008. ISBN 80-7184-867-0.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 142

A	ABS	B	C	D	E	FX
4,93	0,0	9,86	19,72	19,72	32,39	13,38

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde006/22	<b>Course title:</b> Developmental psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: Lecture 2 hours a week, total 22 hours per semester, combined form (primarily in person) Student workload: 22 hours of continuous teaching; 11 hours of ongoing preparation for classes, 16 hours of preparation for the presentation of a seminar work (interactive form, video, quiz in a study group, etc.) related to current knowledge of developmental psychology (development of cognition, executive functions, theory of mind, communication and speech, psychological components of morality etc.) and its written completion; 16 hours of preparation for the intermediate test; 8 hours of personal written reflection of ontogenesis (psychological life path in oneself and close people); 16 hours of preparation for the final test; 16 hours of preparation for the oral exam. A total of 89 hours. Teaching methods: lecture, heuristic methods, group discussion, work in groups, analysis of videos of field situations, analysis of problem situations, guided self-study and work with a professional text.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Intermediate assessment approx. 50% + final assessment approx. 50% During the semester, there will be one written examination in the form of closed and open questions (20 points), students will prepare a presentation in the study group and then complete it in writing (30 points), a written personal reflection of their life journey (10 points), a final written examination in the form of closed and open questions (20 points), oral exam (20 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required) For evaluation A, it is necessary for students to provide excellent results throughout the semester and to be able to independently study and reflect on the presented current knowledge	

from developmental psychology and their interdisciplinary links, especially in relation to therapeutic pedagogy. Students have an excellent understanding of the complexity of psychological ontogenesis, the current development of related scientific knowledge and its perspectives (open questions); they have an excellent critical orientation in the relevant sources of scientific and professional ontogenetic psychological information and have an excellent understanding of their application impact, especially with regard to therapeutic pedagogy and relevant other disciplines of their study program.

The grade B means that the students gave very good results throughout the semester and were quite well able to independently study and reflect on the presented current knowledge from developmental psychology and their interdisciplinary links, especially in relation to therapeutic pedagogy. Students understand very well the complexity of psychic ontogenesis, the development of related scientific knowledge; they critically orientate themselves very well in the relevant sources of professional ontogenetic psychological information and understand their application impact very well, especially with regard to therapeutic pedagogy and relevant other disciplines of their study program.

The grade C means that the students gave good results throughout the semester and were more or less able to independently study and reflect on the presented current knowledge from developmental psychology and their links to therapeutic pedagogy. Students have a good understanding of the complexity of psychological ontogenesis, the development of related scientific knowledge; more or less, they also critically orient themselves in the relevant sources of professional ontogenetic psychological information and understand their application impact, especially with regard to therapeutic pedagogy and relevant other disciplines of their study program.

The grade D means that the students gave average but acceptable results during the semester, they were also able to study independently and reflect on the presented current knowledge from developmental psychology and their links to therapeutic pedagogy. After a discussion in the study group or at the teacher's initiative, they also understand the complexity of psychological ontogenesis and related scientific knowledge; to an acceptable degree, they are on average also critically oriented in the relevant sources of professional ontogenetic psychological information and understand their application impact, especially with regard to therapeutic pedagogy and relevant other disciplines of their study program.

The grade E means that the students presented acceptable results to a lesser extent throughout the semester, and to a lesser extent they were also able to independently study and reflect on the presented current knowledge from developmental psychology and their links to therapeutic pedagogy. After discussion in the study group or at the teacher's initiative, they understand the complexity of psychological ontogenesis and related knowledge acceptably, but also with certain limits; to an acceptable extent, but even with those limits, with help, they critically orientate themselves in relevant sources of professional ontogenetic psychological information and understand their application impact, especially with regard to therapeutic pedagogy and relevant other disciplines of their study program.

An Fx rating means that students' performance was insufficient, further study and extra work is required.

Learning outcomes:

The goal of successful completion of developmental psychology is that students will have critically acquired (to the extent indicated in the assessment scale above) current theoretical and empirical knowledge from developmental psychology as a basic psychological discipline (i.e. subject and research methods in ontogenetic psychology, conceptual system of developmental psychology, interdisciplinary and transdisciplinary relationships and application possibilities; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions,

personality and social competence in the context of a person's lifelong ontogenesis; basic psychological methods and techniques for assessing the level of development; current areas research and development in developmental psychology and their results). They will be able to apply this knowledge relevantly when studying other subjects of the study program, they will also be important for the preparation of the final bachelor's thesis (ontogenetic system point of view) and prospectively also in practice when working with clients or patients of different ages. In addition to theoretical-empirical knowledge about psychological ontogenesis, students will acquire the general ability to compare and critically evaluate professional and scientific information and various other information sources, they will be able to present and clarify professional knowledge (even with the use of graphs, tables at least at a basic level) not only in their study group, but also to other persons (patients, clients), and therefore also to apply the acquired knowledge to situations in real life and to oneself (personal development point of view, psychological literacy). They will also be able to better study independently, find logical and systemic connections in opinions and thoughts, differentiate and critically evaluate knowledge. In addition, by completing this subject, they gradually develop organizational and digital skills when working with modern information technologies and sources of scientific and professional information.

**Learning outcomes:**

The goal of successful completion of developmental psychology is that students will have critically acquired (to the extent indicated in the assessment scale above) current theoretical and empirical knowledge from developmental psychology as a basic psychological discipline (i.e. subject and research methods in ontogenetic psychology, conceptual system of developmental psychology , interdisciplinary and transdisciplinary relationships and application possibilities; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions, personality and social competence in the context of a person's lifelong ontogenesis; basic psychological methods and techniques for assessing the level of development; current areas research and development in developmental psychology and their results). They will be able to apply this knowledge relevantly when studying other subjects of the study program, they will also be important for the preparation of the final bachelor's thesis (ontogenetic system point of view) and prospectively also in practice when working with clients or patients of different ages. In addition to theoretical-empirical knowledge about psychological ontogenesis, students will acquire the general ability to compare and critically evaluate professional and scientific information and various other information sources, they will be able to present and clarify professional knowledge (even with the use of graphs, tables at least at a basic level) not only in their study group, but also to other persons (patients, clients), and therefore also to apply the acquired knowledge to situations in real life and to oneself (personal development point of view, psychological literacy). They will also be able to better study independently, find logical and systemic connections in opinions and thoughts, differentiate and critically evaluate knowledge. In addition, by completing this subject, they gradually develop organizational and digital skills when working with modern information technologies and sources of scientific and professional information.

**Class syllabus:**

1. The subject, methods of research in developmental psychology and the relationship of this basic psychological discipline to other psychological and related disciplines, especially special pedagogy, as well as the current conditions of the development of sciences (e.g. evolutionary psychology, evolutionary developmental psychology, developmental neuroscience, etc.).
2. General charakteristika of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization of psychological development.

3. Current theoretical models of psychic development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactional models of psychic ontogenesis (also complex system models, etc.).
4. Motor skills (or the development of movement control) and its importance in overall psychological development: the laws and course of development of gross and fine motor skills, their relationship to overall psychological development (basic developmental psychological procedures for assessing the developmental level of motor skills).
5. Play and drawing and their place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and psychosocial development, basic developmental psychological procedures for their evaluation and use in psychological intervention or therapy).
6. Cognitive development: the development of cognitive psychological functions also in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, communication and especially speech and its importance for overall psychological development, human action and behavior regulation; executive functions, social cognition - theories of mind, mentalization, etc.).
7. Personality development: formation of self and psychological identity - self-image, self-understanding, self-evaluation, needs, values and interests and their shaping factors (family, school, peer group, friends, culture and religion) and the knowledge contribution of the main theories of personality development. Building interpersonal bond (attachment): theory and empirical findings; attachment and psychological ontogenesis. Development of emotions: stages and factors of the development of emotions in a bio-psycho-social context (differentiation of the experience of emotions and their expression, emotional intelligence, emotional regulation with regard to stages of ontogenesis and critical periods - early and preschool age, puberty and adolescence, old age).
8. Psychosexual development: physical and psychological components of human sexuality and its development (genetic, gonadal, brain; nuclear and role gender / gender identity, psychosexual orientation; concept of gender and ontogenesis).
9. Social development: the development of the social self, social understanding and social relations and socialization of the individual; socialization processes in the context of ontogenesis and a critical social group - family, school, play/peer group, or other collective with regard to age and current socio-cultural challenges (emerging adulthood; issues of aging - the concept of gerotranscendence, etc.). Moral development: psychological concepts of moral development (conditions and developmental stages, moral judgment and moral action/prosocial behavior, moral character, moral values, moral feeling and moral identity; self-discipline and empathy).
10. Selected methods of assessment of development in early age and childhood: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity and its psychological assessment (screenings and tests of school maturity).
11. Basic psychological developmental tasks and nodal points, characteristics or signs in individual phases of psychosocial development in a lifelong context.

**Recommended literature:**

Recommended literature:

VÁGNEROVÁ, M., LISÁ, L. 2021. Vývojová psychologie. Dětství a dospívání. Praha: Karolinum.

LANGMEIER, J., KREJČÍŘOVÁ, D. 2006. Vývojová psychologie. 2. aktual. vyd. Praha: Grada (vybrané části)

GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. 2021: Multimodalita vývinu emocionálnej regulácie u adolescentov. Bratislava: Univerzita Komenského.

GLASOVÁ, M. 1995. Vybrané kapitoly z vývinovej psychológie. In: Glasová, M., Páleník, L., Solárová, E., Štefanovič, J.: Vybrané kapitoly zo psychológie. Bratislava: Metodické centrum Tomášikova (vybrané části)

ZACHAROVÁ, Z. 2021. Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (vybrané kapitoly)  
Periodiká a pod.: APA, PsycInfo; Developmental psychology, Child Development; Psychológia a patopsychológia; Československá psychologie, Studia psychologica a iné

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 170

A	ABS	B	C	D	E	FX
18,82	0,0	35,88	10,0	14,71	11,76	8,82

**Lecturers:**

**Last change:** 19.10.2025

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde126/22	<b>Course title:</b> Developmental speech disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Type of activities, number of hours and form of the course: 2 seminar hours per week, 22 hours in total, combined method with a preference of in-person teaching Student workload: 11 x 2 hours in-person lessons = 22 hours; 20 hours preparation of semestral works using compulsory and recommended readings, 10 hours preparation for final test including the study of compulsory readings. 52 hours of student work in total. Teaching methods: lectures, application of theoretical knowledge on practical examples and videos followed by a discussion on the topic, student group presentations, role playing and training of selected therapies	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - semestral work 1 – group presentation of selected therapy (20 points) - semestral work 2 – administration and evaluation of the TEKOS screening tool (20 points) - final test (60 points) It is necessary to obtain at least 60% of the points of the final test. Student work evaluation scale: A (100 – 95 points = excellent – excellent results), B (94 – 85 points = very well – above average standard), C (84 – 75 points = good – regular, reliable work), D (74 – 65 points = satisfactory – acceptable results), E (64 – 60 points = sufficiently – results meet the minimum criteria), Fx (less than 60 points = insufficient).	
<b>Learning outcomes:</b> The aim of the course is to acquire basic information from individual speech development disorders and to obtain the terminological apparatus in this area. The graduate of the course will master the terminology of speech development disorders and gain an overview of theories of speech development as well as the individual stages of speech development. The student will have basic information about the etiology, classification, symptomatology,	

diagnosis, prevention, and treatment of the most common speech disorders. The student will gain a theoretical basis and practical experience with screening assessment of communication skills of children at early and preschool age (TEKOS, Scale evaluating speech intelligibility). Students will be introduced to group therapies for children at an early and preschool age. The information that the graduates of the course will obtain will create a sufficient basis for their work even in children with speech development disorders and will ensure effective communication with speech pathologists.

**Class syllabus:**

- theories of speech development
- speech development in early, preschool and school age
- screening of language abilities in early and preschool children
- developmental language disorder and symptomatic language disorders
- phonological disorder
- literacy predictors and their assessment
- dyslexia and dysortography
- linguistic-cognitive methods of dyslexia prevention and therapy
- group therapies for preschool children
- communication strategies for the development of children's speech at an early age

**Recommended literature:**

Recommended literature:

Kapalková, S. a kol. 2010. Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: MABAG.

Hornáková, K. a kol. 2005. Kniha o detskej reči. Bratislava: Slniečko.

Mikulajová, M. a kol. 2012. Čítanie, písanie a dyslexia. Bratislava: SAL.

Mikulajová, M. 2009. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG.

Kapalková, S., Mičianová, E. 2015. Interaktívne dynamické čítanie. In Logopaedica XVIII.

Kapalková, S., Siklienková, R. 2016. Použitie prístupu Storytelling – Story acting ako stimulácia naratívnych schopností u detí. In Logopaedica 1(18).

Kapalková, S. & Vencelová, L. 2020. Šlabikár. Metodická príručka. Bratislava: SAL.

Lechta, V. 2000. Symptomatické poruchy reči u detí. Bratislava: UK.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 104

A	ABS	B	C	D	E	FX
62,5	0,0	18,27	9,62	5,77	2,88	0,96

**Lecturers:** Mgr. Kamila Kohúčiková

**Last change:** 20.10.2025

**Approved by:** prof. PhDr. Marta Hornáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde112/22	<b>Course title:</b> Drama therapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lectures, dramatic games and exercises - 11 weeks The educational activity will take place face-to-face for 1 hour per week. lecture + 1 hour - a total of 22 hours. Student workload: 11 x 2 hours of direct teaching: 22 hours Preparation for the final test: 22 hours Self-study: 15 hours Processing drama therapy sessions: 16 hours 22 + 15 + 22 + 16 = 75 hours (1 credit = 25 hours) Education methods: Experiential, activating methods (non-verbal games and exercises, improvisation, role-plays,...), discussion of the topic, work in small groups - creation of drama therapy sessions.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Creation and presentation of drama therapy meetings - 30 points 2. Final test - 70 points The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The aim of the subject is to become familiar with the possibilities of applying drama therapy in the context of therapeutic pedagogy. The student will be able to navigate the course offerings and choose drama therapy based on knowledge and assumptions.	
<b>Class syllabus:</b> 1. Definition of the term drama therapy, 2. History, theoretical starting points, 3. Meaning and goals of drama therapy. 4. Models, forms, approaches, 5. Methods and means of drama therapy - non-verbal games and exercises, 6. Dramatic play, improvisation, role plays, 7. Dance drama, puppet show,	

8. Sociodrama, psychodrama.
9. Developmental stages of dramatic play.
10. Diagnostics and research in drama therapy.
11. The role of the drama therapist.

**Recommended literature:**

Recommended literature:

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramaterapia vo výchove a včasnej intervencii. Bratislava: Musica Liturgica.

KOVALČÍKOVÁ, I. - MAJZLANOVÁ, K. - PAVLOVSKA, - M. PELÁN, J. 2003. Variácie podôb výchovnej dramatiky. Prešov: Vzdelávacia nadácia J. Husa.

MAJZLANOVÁ, K. 2004. Dramaterapia v liečebnej pedagogike. Bratislava: Iris.

MAJZLANOVÁ, K. a kol. 2014. Súčasná dramaterapia – prístupy, výzvy. Bratislava: Z-F Lingua.

PAJDLHAUSEROVÁ, E. - MAJZLANOVÁ, K. 2011. Tvorivá dramatika v edukačnom procese. Bratislava: Univerzita Komenského.

STREDL, T. 2012. Dramaterapia a jej socializačné možnosti. Komárno: Univerzita Selyeho.

VALENTA, M. 2001. Dramaterapie. Praha: Portál.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 152

A	ABS	B	C	D	E	FX
63,82	0,0	23,03	9,87	2,63	0,0	0,66

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde113/22	<b>Course title:</b> Drama therapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: The educational activity will take place face-to-face for 1 hour per week. lecture + 2 hrs. seminar exercises and drama therapy activities - a total of 33 hours. Student workload: 11 x 3 hours of direct teaching: 33 hours Preparation for the ongoing knowledge test: 20 hours Processing drama therapy programs: 25 hours Education methods: Experiential, activating methods and approaches – projective and improvisational methods and techniques, work with a story, self-reflection, discussion, relaxation.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - Creation and presentation of drama therapy exercises - 80 points – - Continuous test - 20 points Points: The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Learning outcomes: The aim of the course is to get an idea of the possibilities of applying drama therapy in the therapeutic and educational process in support of development, therapies for behavioral disorders and health support. Preparation of drama therapy exercises - creation and presentation.	
<b>Class syllabus:</b> 1. Developmental aspects of dramatic expression in children. 2. Methods and approaches in early intervention. 3. Drama therapy when working with the client's family. 4. Drama therapy with an individual. 5. Drama therapy with an educational or therapeutic group. 6. Training and combined approaches in drama therapy. 7. Integrative approaches in drama therapy, stages and phases of intervention. 8. Creating a drama therapy program for the family and the child at an early age.	

9. Creating a drama therapy program for siblings.
10. Creating a drama therapy program for a kindergarten class.
11. Creating a drama therapy program for the school class.

**Recommended literature:**

HORŇÁKOVÁ, M. a kol. 2010. Včasná intervencia orientovaná na rodinu. Vysokoškolské učebné texty pre LP. Bratislava: UK.

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramaterapia vo výchove a včasnej intervencii. Bratislava: Musica Liturgica.

MACHKOVÁ, E. a kol. 2013. Projekty dramatické výchovy pro starší školní věk. Praha: Portál.

MAJZLANOVÁ, Katarína a kol. Uplatnenie dramaterapie u detí s poruchami správania v základnej škole. In: Majzlanová, K. a kol. Liečebnopedagogická intervencia – niektoré možnosti u detí, mládeže a dospelých. Bratislava, Humanitas, s. 18 – 29., 2001. MAJZLANOVÁ, K. 2004. Dramaterapia v liečebnej pedagogike. Bratislava: Iris. MAJZLANOVÁ, K. – ŠKOVIERA, A. – FUDALY, P. 2014. Špeciálna dramatická výchova v sociálnej a špeciálnej pedagogike. Bratislava: Humanitas. MAJZLANOVÁ, K. a kol. 2014. Súčasná dramaterapia – prístupy, výzvy. Bratislava: Z-F Lingua.

MAJZLANOVÁ, K. Uplatnenie expresívnych terapeutických prístupov u detí so špeciálnymi edukačnými potrebami. 2018. In: HARČARIKOVÁ, T.- LOPÚCHOVÁ, J. (eds). Teória a praxeológia výchovnej a komplexnej rehabilitácie. Zborník vedeckých výsledkov. UK Bratislava. Brno: MSP, MAJZLANOVÁ, K. 2021. Dramaterapia – teória, výskum, prax. Bratislava: Iris. VALENTA, Milan – MÜLLER, Oldřich - POLÍNEK, Martin, D. 2010. Dramaterapie v institucionální výchově. Olomouc: Universita Palackého.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
83,17	0,0	12,87	1,98	0,0	0,0	1,98

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde114/22	<b>Course title:</b> Drama therapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: The educational activity will take place face-to-face for 1 hour per week. lecture + 2 hours - total 33 hours. Student workload: 11 x 3 hours of direct teaching: 33 hours Preparation for the final test: 20 hours Processing drama therapy meetings: 25 hours Education methods: Experiential, activating methods - paratheatre approaches, creating a drama therapy project.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Creation and presentation of a drama therapy project - 80 points - Final test - 20 points Points: The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The aim of the subject is to bring closer the application of paratheatre approaches to children, youth and adult clients through experiential experiences. Deepen the ability to analyze situations and solve them in a model way. The student will know the benefits and risks of drama therapy procedures, their specifics according to age and health status.	
<b>Class syllabus:</b> 1. Specifics of the approach to clients in drama therapy. 2. Indication of DT methods and techniques according to the developmental level of children. 3. Indication of DT methods and techniques according to the developmental level of juveniles. 4. Indication of DT methods and techniques according to the developmental level of adults. 5. Indication of DT methods and techniques according to the developmental level of seniors. 6. Paratheatre drama therapy approaches - Playback theater, Forum theater (sculpture theater, newspaper, random theater, collage theater), 7. Psychodrama, 8. Sociodrama,	

9. Pessotherapy – application in therapeutic, educational and counseling practice. Basic orientation in the issue of using rituals in drama therapy. Role and story.
10. Role theory and method (R. Landy). Psychodrama, Sociodrama (J.L. Moreno), Playback theater (J. Fox).
11. Forum Theater (A. Boal). Research and evaluation in drama therapy.

**Recommended literature:**

Recommended literature:

JENNINGS, S. 2014. Úvod do dramaterapie. Divadlo a léčba. Ariadnina nit. Nakladatelství Jalna,

KOVALČÍKOVÁ, I. - MAJZLANOVÁ, K. - PAVLOVSKA, - M. PELÁN, J. 2003. Variácie podôb výchovnej dramatiky. Prešov: Vzdelávacia nadácia J. Husa.

LIŠTIAKOVÁ, I. – VALENTA, M. 2015. Evaluace v dramaterapii. Olomouc: Univerzita Palackého, 2015.

MACHKOVÁ, E. a kol. 2013. Projekty dramatické výchovy pro starší školní věk. Praha: Portál.

MAJZLANOVÁ, K. 2004. Dramatoterapia v liečebnej pedagogike. Bratislava: Iris.

MAJZLANOVÁ, K. 2011. Divadelný model dramaterapie u postihnutých jednotlivcov.

In: MAJZLANOVÁ a kol. Nové trendy v dramaterapii, Bratislava: Musica Liturgica.

MAJZLANOVÁ, K. 2021. Dramatoterapia - teória, výskum, prax. Bratislava: Iris.

MORGANOVÁ, N. - SAXTONOVÁ J. 1996. Vyučování dramatu - hlava plná nápadů. Praha: Združení pro TD. VALENTA, Milan - MÜLLER, Oldřich - POLÍNEK, Martin, D. 2010.

Dramaterapie v institucionální výchově. Olomouc: Universita Palackého. VALENTA, M. 2001. Dramaterapie. Praha: Portál.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
74,55	0,0	18,18	3,64	1,82	0,0	1,82

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde016/22	<b>Course title:</b> Early intervention
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures and 1 hour of seminar per week, a total of 33 hours per semester in hybrid form. Workload: face-to-face teaching (33 hours), preparation for mid-term assessment (20 hours), preparation for final test and oral exam (47 hours) Total 33+20+47= 100 hours of student work (credit=25 hours) Teaching methods: lecture, practical examples, discussion, work in groups and problem solving, connecting with practice.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment during the semester will be given for two tests on the topics covered (25+25 points) Final test (50 points). 25+25+50=100 In order to successfully complete the subject, it is necessary to obtain at least 60 points from the evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will be able to recognize the manifestations of risky, delayed, disturbed development in children from birth to 6(7) years. He will be able to use diagnostic tools in medical and pedagogical diagnostics, plan goals and apply therapeutic procedures in intervention, taking into account the ecosystem approach to the child, which includes the family and other relatives of the child in the process of early intervention. The student will consolidate the ability to think and reason in context, analyze and critically evaluate information. He will also strengthen his interpersonal and communication skills necessary for communication with the child, parent and professionals within the interdisciplinary team. The content of the education has a direct output for the application of the graduate in the field of early intervention.	
<b>Class syllabus:</b>	

1. Hierarchization of the child's psychomotor development, developmental milestones
2. Early intervention, its content and structure, transdisciplinary approach
3. Dynamics of development, delayed, risky development, neurodevelopmental disorders (MKCH 10, ICF Y-CH)
4. Areas of problems and specific difficulties of children in early intervention
5. Screening methods in early intervention (developmental scales)
6. Diagnostic methods in early intervention: anamnestic interview, observation, analysis of the child's documentation, questionnaire.
7. Standardized diagnostic tools (Bayle developmental scale, Vienna developmental scale, INTER-NDA)
8. Planning, implementation and evaluation of the intervention
9. Family in early intervention. Responsive parenting
10. Therapeutic room in early intervention - tools, toys, equipment
11. Early intervention in kindergarten

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. (ed). Včasná intervencia orientovaná na rodinu. Bratislava : UK, 2010.

VODIČKOVÁ, B. STUPKOVÁ, M. (2015). Koncept včasnej intervencie u detí s dlhodobým ochorením z pohľadu liečebného pedagóga. In Skraková, J. Valašteková, V. (Ed.) Pomáhanie ako proces. Bratislava : Pro LP.

VODIČKOVÁ, B. Včasná intervencia v materskej škole vo vzťahu k špecifickým ťažkostiam detí. In Náročné dieťa. Bratislava: Raabe, 2016. s.1-22.

VODIČKOVÁ, B. Liečebnopedagogická intervencia u detí so špecifickými ťažkosťami v materskej škole. UK v Bratislave : Bratislava, v tlači

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
38,89	0,0	23,02	18,25	8,73	10,32	0,79

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde115/22	<b>Course title:</b> Ergotherapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), seminar work (30 hours), self-study in preparation for the final assessment (23 hours). Total 22 + 30 + 23 = 75 (1 credit = 25 hours) Education methods: lecture, discussion; work in small groups; problem solving tasks, interactive education,	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (60 points) - seminar paper (40 points). The rating is given on a scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Objective: To obtain a basic overview of occupational therapy as one of the concepts of therapeutic assistance in therapeutic pedagogy. The graduate will be able to critically integrate the acquired knowledge into his professional equipment, assess the possibilities and limits of the use of occupational therapy. He will be competent to effectively collaborate in an interdisciplinary manner in a team of experts in comprehensive rehabilitation.	
<b>Class syllabus:</b> 1. Terminological excursion – history of occupational therapy. 2. Philosophical approaches and starting points. 3. Current understanding of ergotherapy, activity and occupational therapy. 4. Theoretical starting points. 5. Diagnostics in occupational therapy. 6. Objectives of occupational therapy. 7. Competencies to act and be independent. 8. Malfunctions of proceedings. 9. Planning in occupational therapy.	

10. Labor and social integration of disadvantaged persons.  
 11. Specific tasks of occupational therapy for children, youth, adults and seniors.

**Recommended literature:**

Recommended literature:

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha: Grada. ISBN 978-80-2472-699-1.

HORŇÁKOVÁ, M. 2017. Vnímanie. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017.

Multisenzorické aspekty liečebnopedagogických terapií. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4476-0. Dostupné na: Publikácie – Multisenzorické prístupy (wordpress.com)

VODÁKOVÁ, J., et al. 2007. Speciální pracovní výchova a ergoterapie : Pro studenty pedagogických fakult. 2. vyd. Praha : Univerzita Karlova v Praze, 2007. 90 s. ISBN 978-80-7290-322-1.

VOTAVA, J. 2009. Ergoterapie a technické pomůcky v rehabilitaci. 2009. 1. vyd. Liberec : Technická univerzita v Liberci, 2009. 72 s. ISBN 978-80-7372-449-8.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 129

A	ABS	B	C	D	E	FX
62,02	0,0	24,81	10,85	0,78	0,0	1,55

**Lecturers:** Mgr. Pavol Janoško, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde116/22	<b>Course title:</b> Ergotherapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, 1 hour of exercises, a total of 33 hours per semester in face-to-face form Student workload: direct teaching (33 hours), production of an aid for ergotherapy (10 hours), self-study in preparation for the final assessment (17 hours). Total $33 + 25 + 17 = 75$ (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; production of aids for ergotherapy, problem solving of tasks, interactive education.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (80 points) - production of an aid for ergotherapy (20 points). The rating is given on a scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Learning outcomes: The goal is to develop already acquired basic information about the specifics of occupational therapy, specifically in the process of diagnosis, intervention, rehabilitation, counseling. He will be able to critically integrate the knowledge gained from the course into his professional equipment. He will be competent to work effectively in an interdisciplinary team. Will be able to plan, initiate, evaluate and evaluate, and terminate occupational therapy employment.	
<b>Class syllabus:</b> 1. Means in ergotherapy (diagnostic, stimulating, rehabilitative, interventional, preventive). 2. Materials in occupational therapy. 3. Examination in occupational therapy, process planning, analysis of activities. 4. Creation of a record sheet. 5. Standardized and non-standardized diagnostic methods and approaches in occupational therapy. 6. Research in occupational therapy. 7. Support-oriented ergotherapy (training of weakened functions).	

8. Development-oriented occupational therapy.
9. Ergotherapy at school age.
10. Supportive occupational therapy for adults and seniors.
11. Works from textiles, paper, folk techniques.

**Recommended literature:**

Recommended literature:

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha: Grada. ISBN 978-80-2472-699-1.

HORŇÁKOVÁ, M. 2017. Vnímание. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017.

Multisenzorické aspekty liečebnopedagogických terapií. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4476-0. Dostupné na: Publikácie – Multisenzorické prístupy (wordpress.com)

HORŇÁKOVÁ, M., STUPKOVÁ, M. 2017. Ergoterapia pri poruchách senzorickej integrácie. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017. Multisenzorické aspekty liečebnopedagogických terapií. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4476-0. Dostupné na: Publikácie – Multisenzorické prístupy (wordpress.com)

LHOTOVÁ, D. 1999. Čtení a hraní k uzdravování. Praha: Portál. ISBN 80-7178-269-3.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
68,97	0,0	29,31	1,72	0,0	0,0	0,0

**Lecturers:** Mgr. Pavol Janoško, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde117/22	<b>Course title:</b> Ergotherapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, 1 hour of exercises, a total of 33 hours per semester. The method by which the educational activity is carried out: combined). Student workload: direct teaching (33 hours), design of the author's activity (15 hours), preparation and presentation of the author's activity (7 hours), self-study in preparation for the final assessment (20 hours). Total $33 + 15 + 7 + 20 = 75$ (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; proposals and presentation of occupational therapy activities, problem solving of tasks, interactive education (production of aids for occupational therapy, creation of work procedures).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - proposal of an author's activity (40 points). - final test (60 points) The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to expand the knowledge of occupational therapy in individual areas of practice, he will know the possibilities and limits of occupational therapy intervention. Results: The student will be able to create an occupational therapy exercise/program and use it appropriately with regard to the client's health handicap and potential. He/she will be able to draft an assistance agreement, develop a short-term occupational therapy plan/program, evaluate and present it.	
<b>Class syllabus:</b> 1. Work of an occupational therapist in a sheltered workshop. 2. The work of an occupational therapist as a training of work competences. 3. Work of an occupational therapist in supported employment. 4. Work of an occupational therapist in departments of pediatrics. 5. Work of an occupational therapist in psychiatry wards.	

6. Work of an occupational therapist in departments in rehabilitation facilities.
7. Working as an occupational therapist in wards in sanatoriums, in homes for the elderly.
8. Practical use of occupational therapy exercises from the aspect of school-oriented occupational therapy.
9. Preparation and reflection of research.
10. Reminiscence therapy in occupational therapy.
11. Neuroplastic therapy.

**Recommended literature:**

Recommended literature:

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha: Grada. ISBN 978-80-2472-699-1.  
 HORŇÁKOVÁ, M., STUPKOVÁ, M. 2017. Ergoterapia pri poruchách senzorickej integrácie. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017. Multisenzorické aspekty liečebnopedagogických terapií. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4476-0. Dostupné na: Publikácie – Multisenzorické prístupy (wordpress.com)  
 VOTAVA, J. Ergoterapie a technické pomůcky v rehabilitaci. 1. vyd. Liberec : Technická univerzita v Liberci, 2009. 72 s. ISBN 978-80-7372-449-8.  
 Vybrané výskumy z problematiky.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
78,95	0,0	10,53	10,53	0,0	0,0	0,0

**Lecturers:** Mgr. Pavol Janoško, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde020/22	<b>Course title:</b> Family therapy and counselling
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 4 per level/semester: 52</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture/2 hours + seminar/ 2 hours/week, i.e. 44 hours/semester, full-time Student workload: 11 x (2+2) teaching hours = 44 hours; 20 hours of preparation of the presentation of the seminar work and its written processing; 16 hours of preparation of two assignments (wheel of influences, family map of the student); 20 hours of preparation for the oral exam. Total 100 (1 credit = 25 hours) Teaching methods: lecture with discussion, reflection of research, analysis of case studies, analysis/critical reflection of methods used when working with the family system in practice, work with relevant video recordings, work in small groups, cooperatively, presentation of the output (seminar work).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% of the interim assessment + 80% of the final assessment Mid-term assessment - processing of two assignments (20 points) Final assessment - presentation of the seminar work and written completion (40 points) and oral exam (40 points). In order to successfully complete the subject, it is necessary to obtain a minimum of 60 points from the total point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> the department and the Curative Pedagogy study program, in accordance with the profile of the graduate. Students will know the use of family therapy and counseling in the context of inclusion and participation of the individual at any age, and holistically perceive/support the client (child, adolescent, adult, senior) in the context of his social environment and family relationships. They will be able to actively use the acquired knowledge and skills in identifying and supporting the resources of families in crisis, as well as in preventive counseling and educational activities,	

towards optimizing the conditions of development in children/pupils/patients and solving potential difficulties related to development.

Transferable competencies: The knowledge gained by students will also be useful in their personal development: breaking down prejudices (inclusive aspect), improving interpersonal and communication skills, preparing for parenthood and the ability to understand and identify options for solving one's own personal or partner crises, supporting communication and relationships in one's own family or relationships in one's own surroundings.

**Class syllabus:**

1. Family in medical and pedagogical care.
2. Accompanying the family in the context of the life cycle of the individual as well as the life cycle of the family – crises, needs, resources (coping).
3. The concept of the family triad - the meaning and sources of primary, secondary and couple bonds in the family.
4. Critical events and possibilities of therapeutic and pedagogical intervention.
5. Tools and specifics of family diagnostics (family map, "iceberg" metaphor, projective techniques, sandbox therapy).
6. Family therapy process - introduction to individual phases and their specifics.
7. A family with a disadvantaged member in the context of early intervention.
8. Specific areas of family therapy: traumatic experiences in the family, violence in the family and the impact on the child/children.
9. Specific areas of family-therapeutic action: family and divorce, losses in reconstructed families, traumatized child in a surrogate family - possibilities of therapeutic-pedagogical intervention.
10. Elements of validation in the family – psychoeducation and support of parental competences.
11. Transformation of family rules, rigid beliefs and unfulfilled expectations.

**Recommended literature:**

Recommended literature:

JANOŠKO, P. Rodinný systém v kontexte teórie a praxe. Ružomberok: VERBUM, 2015, 105 s., ISBN 978-80-561-0324-1.

JANOŠKO, P. 2020. Rodinné vzťahové väzby v kontexte raného vývinu dieťaťa a podpory senzorického spracovania. In FÁBRY LUCKÁ, Z. (Ed.) Možnosti podpory senzorického spracovania dieťaťa v predškolskom veku. [elektronický dokument]. - : 1. vyd. ISBN 978-80-223-5031-0. Bratislava: Univerzita Komenského v Bratislave, 2020. - S. 29-51 [CD-ROM]

PREVENDÁROVÁ, J. Rodinná terapia v praxi. Bratislava: Radosť, 2014, ISBN 978-80-971319-1-3.

Odporúčaná literatúra:

Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <https://prolp.sk/lp-revue/>

CORNEAU, C. Anatomie lásky. Praha: Portál, 4 vyd. 248 s., 2010, ISBN 978-80-7367-701-5.

HORŇÁKOVÁ, M. (ed.) Včasná intervencia orientovaná na rodinu. Bratislava: Univerzita Komenského, 2010, 260 s., ISBN 978-80-223-2915-6.

JANOŠKO, P. 2014. Systemické aspekty rodinnej terapie. In KUBEROVÁ, H., JANOŠKO, P. (eds.) 2014. Liečebná pedagogika v kontexte teórie a praxe. Ružomberok: VERBUM, ISBN 978-80-561-0161-2, s. 69 – 87.

SATIROVÁ, V. Kniha o rodine. Praha: Práh, vyd. 2. 2006, ISBN 80-7252-150-0.

**Languages necessary to complete the course:**

Slovak, Czech, English

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 133						
A	ABS	B	C	D	E	FX
51,13	0,0	18,8	9,77	10,53	6,02	3,76
<b>Lecturers:</b> Mgr. Zuzana Ťulák Krčmáriková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde001/22	<b>Course title:</b> General pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: lecture, 2 hours per week, total 22 hours per semester, combined (primarily face-to-face) Student workload: 22 hours of direct teaching; 22 hours of preparation for the interim assessment; 30 hours of preparation for seminar work; 16 hours of preparation for the final assessment. A total of 90 hours of student work. Teaching methods: lecture, (problematic) interpretation, explanation, instruction, discussion, colloquium, creation of mind maps, brainstorming (Philips 66), heuristic methods, situation analysis method, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> As part of the ongoing assessment, students create and critically analyze (20 points) a reflective diary (it can take the form of a conceptual map) focused on pedagogical situational (self) reflection (40 points in total). As part of the final assessment, they develop (20 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical analysis of a specific problem/problems) for solving a selected educational problem/problems at school or in an extracurricular environment (total 40 points). The goal is coherent pedagogical (self) reflection, criticism, identification of critical moments of education (and/or teaching) and the presentation of the emerging pedagogical thinking of students, the production of topics for improving the personal development of students and teachers, anticipation of the development of educational reality (under the influence of current problems and theories ). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.	
<b>Learning outcomes:</b> By completing the subject, the student will be competent to carry out analytical, synthesizing and evaluation processes within the framework of (scientifically relevant - supported by practice) theories of general pedagogy, processes of personal and professional development based on	

knowledge and (self) reflection, will know and be able to apply (in specific course outputs ) necessary resources, strategies and methods. The student will know and be able to apply resources, strategies and methods for the continuous development of intra- and interpersonal communication, organizational and (self-)cognitive competences.

**Class syllabus:**

General pedagogy examines the educational reality in its breadth and complexity, thereby helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of various determinants that shape it. It makes accessible the creation and essence of pedagogical thinking and characterizes the entire process of constructing pedagogical knowledge. Currently, a discourse on various concepts and approaches to educational reality is present and necessary in pedagogy. Orientation in the current scientific discourse of pedagogy in teaching students initiates the process of creating individual concepts, which for their teaching practice represent the basic platform of their pedagogical thinking and action.

Lecture topics:

1. Pedagogy as a science. Social, epistemological, psychological and logical foundations of pedagogical science; Scientific legitimacy of pedagogy; Subject of pedagogy; Use and importance of pedagogy today.
2. Development of pedagogical thinking in the 20th and 21st centuries. Basic paradigms in education and training; Paradigms of humanization and constructivism; subject and object of education and training.
3. Factors of human development. Personality in relation to education; Functions of education; Education, education, teaching, teaching, learning; Selected methods of education.
4. Education as a subject of pedagogical science. Nature of education; Attributes of education; Education as a deliberate purposeful action; Education and self-education.
5. Conceptual structure of education and training in Slovakia Determinants of choosing the content of education and training in Slovakia; Education policy documents; Pedagogical diagnosis and effectiveness of the educational process.
6. Education outside the classroom. Features, organization and goals of extracurricular education; International and domestic educational policy documents.
7. Principles, methods, forms and means of upbringing and education for the meaningful development of an individual (teaching process). Educational problems at school and their optimal solution.
8. Teacher and educator. Teacher and educator status; competence, professionalism of the teacher; parenting styles; humanization of education.
9. The phenomenon of the teacher's social skills. Basic terms; Characteristic features, approaches and their meaning.
10. Alternative education. Basic typology of alternative schools; History and development; Modern alternative approaches.
11. Scientific approaches in pedagogy. Basic terms; Goals, methods and conceptual starting points of pedagogical research.

**Recommended literature:**

Recommended literature:

- KRATOCHVÍLOVÁ, E. et al. 2007. Úvod do pedagogiky. Trnava : Trnavská univerzita, 2007. ISBN 978-80-8082-145-6.
- HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4.
- MANNIOVÁ, Jolana. Kapitoly z pedagogiky I. Bratislava: Luskpress, 2004. ISBN 80-968956-2-1

PRŮCHA, Ján. Přehled pedagogiky. 3. aktual. vyd. Praha: Portál, s.r.o., 2009. ISBN 978-7367-567-7.  
HELUS, Z. 2004. Dítě v osobnostním pojetí. Obrat k dítěti jako výzva a úkol pro učitele i rodiče. 2. prepr. a rozš. vyd. Praha : Portál, 2004. ISBN 80-7178-888-0.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 192

A	ABS	B	C	D	E	FX
66,15	0,0	13,02	7,29	8,33	3,13	2,08

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde002/22	<b>Course title:</b> General psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: lecture, 2 hours per week, total 22 hours per semester, combined (primarily face-to-face) Student workload: Combined teaching (22 hours); ongoing preparation for teaching (18 hours), preparation and implementation of seminar work in the range of 5-7 AH and ppt presentations (20 hours); case study analyzes (15 hours preparation for the final exam - test (45 hours), total 120 hours. Teaching methods: The use of monologic, dialogic, situational methods and the Guided self-study method: The interpretation of the topic is connected with a group guided discussion on the discussed topic, examples of the application of knowledge and research findings in this area are given in practice; specific topics for critical reflection of knowledge (development of knowledge, diversity of argumentation, currently solved problems and open questions, case studies, etc.), convergent and divergent closed and open questions, questions for further reflection and study, guided self-study (work with the text) .	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students will complete a seminar work (max. 35 points), present the seminar work to classmates (20 points), evaluate the presentations (10 points) and successfully pass the final test (35 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 50% marks in any of the assignments. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required) For the A grade, it is necessary for the student to consistently deliver excellent results throughout the entire semester, to be able to study independently, and to critically compare professional texts from psychology. The student knows how to navigate in a tangle of different literary sources, knows how to select relevant	

sources for his studies, masters the basics of psychology as a science and is able to speak in front of a group based on his knowledge, knows how to evaluate outputs, compare and individual modern psychological trends. Grade B means that the student achieved above-average results throughout the semester, was capable of independent study, mastered basic information related to psychology as a science, knows how to navigate the literature, speak in front of a group, can evaluate outputs, his or her critical thinking is borderline. Grade C means that the student performed normally well during the semester, his or her theoretical knowledge of the subject matter is at a good level, but lacks the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge. Rating D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has greater problems in independent implementation work as well as in group work, does not know how to critically analyze information and finds it difficult to apply knowledge into practice. Rating E means that the student fails in more than one of the tasks, lacks the ability to analyze, compare multiple knowledge and fails in critical thinking and application of theoretical knowledge in practice.

**Learning outcomes:**

Students acquire basic information about the general patterns of human experience and behavior so that they can form a platform for understanding the functioning of the human psyche and synthesize psychological knowledge, facts, theories, research approaches into a comprehensive view of psychological reality for the needs of creative professional application in medical and pedagogical practice. They will be able to navigate the terminology of general psychology, master basic psychological theories, and be able to apply the knowledge of general psychology in a therapeutic-pedagogical context.

**Class syllabus:**

1. Subject of psychology, mission of psychology, basic dimensions of psychology, forms of psychology, psychological phenomena (processes, states, properties)
2. Basic psychological theories
3. Sensory processes. Feeling
4. Perception and ideas
5. Attention
6. Memory
7. Thinking and intelligence and creativity
8. Thinking, language and speech
9. Emotions
10. Motivation and volitional processes, frustration, stress, conflict, burden and its management
11. Social-psychological knowledge in the pedagogical space (creating an impression, distorting mechanisms about others, attitudes, stereotypes).

**Recommended literature:**

Recommended literature:

NOLEN-HOEKSEMA, S., FREDERICKSON, B. L., LOFTUS, G. R. & WAGENAAR, W. A. (2012). Psychologie Atkinsonové a Hilgarda. Portál. Vybrané kapitoly: 1, 4, 5, 8-12, 14.

Kubáni, V. (2010). Všeobecná psychológia. Prešovská univerzita

NAKONEČNÝ, M. (1997). Encyklopedie obecné psychologie. Academia.

PLHÁKOVÁ, A. (2007). Učebnice obecné psychologie. Academia.

JURSOVÁ-ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K.,

HORVÁTHOVÁ, E., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského

[https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

ŠRAMOVÁ, B. (2020). Základy psychologie (nejen) pro marketingové komunikace. VeRBuM.

<a href="http://www.vudpap.sk">www.vudpap.sk</a> <a href="http://www.komorapsychologov.sk">www.komorapsychologov.sk</a> <a href="http://www.psycnet.apa.org/search">www.psycnet.apa.org/search</a>						
<b>Languages necessary to complete the course:</b> Slovak, Czech, English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 195						
A	ABS	B	C	D	E	FX
30,77	0,0	21,54	17,95	12,31	13,33	4,1
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 21.10.2025						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde004/22	<b>Course title:</b> Health and its disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours of weekly lectures, 1 hour of weekly seminar; a total of 33 hours in attendance per semester Student workload: 4 credits/100 hours (1 credit = 25 hours) direct teaching (33 hours), self-study and preparation of seminar work (30 hours), self-study and preparation for the final test (37 hours) Total 33+30+37=100 hours of student work Teaching methods: lecture, work with literature, independent problem solving, discussion of the discussed topic	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student prepares a seminar paper - specified health disorder - prevention, risks, need for help (40 points) and passes the final knowledge test (60 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to teach the student to distinguish between health care and health care, to understand the holistic nature of health and disease, to know health models, basic health disorders, the process of healing and maintaining health, a lifestyle that supports health. The results: The student will orientate himself in the basic terminology and possibilities of health support from the point of view of a therapeutic educator, especially with children and in the family. The subject also develops health literacy, which can be used both in the care of one's own health and in the care of other persons in an informal or formal institutional environment.	
<b>Class syllabus:</b> 1. Health and disease. Definitions of health. Determinants of health.	

2. Theoretical models of health. Pathogenesis vs. salutogenesis.
3. Healing process, health awareness, lifestyle supporting health.
4. Health protection and promotion. Hygiene. Quality of life.
5. Preventive programs.
6. Health disorders. Epidemiology, etiology.
7. Hereditary/acquired diseases, childhood diseases.
8. Systemic diseases (respiratory, cardiovascular, digestive, nervous, sensory, movement system)
9. Diseases of the blood and hematopoiesis. Disorders of endocrine glands.
10. Disorders of metabolism and nutrition. Immune disorders.
11. Long-term care. Palliative care.

**Recommended literature:**

Recommended literature:

KOPECKÝ, P., KOPECKÁ, K. 2007. Zdravie a klinika chorôb. 3. vyd. 650 s. Martin: Osveta. ISBN 978-80-8063-243-4. (výber)

SLEZÁKOVÁ, J. 2005. Pediatria pre špeciálnych a liečebných pedagógov. Bratislava: SEducoS. 214s. ISBN 80-85757-13-3.

KOTRBOVÁ, K. 2020. Etablovanie liečebnej pedagogiky v podpore zdravia. Samostatná odborná príloha časopisu Lekárske noviny – mesačník slovenských lekárov a zdravotníckych pracovníkov. Modra: VEEVENT, spol. s r. o., ročník III., číslo 12/2020, 32 s. ISSN 2585-9595.

MAREŠ, M. 1997. Dítě a bolest. Praha: Grada Publishing. ISBN 80-7169-267-0.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 190

A	ABS	B	C	D	E	FX
73,68	0,0	19,47	5,79	0,0	0,0	1,05

**Lecturers:** doc. Mgr. Zuzana Fábry Lucká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde122/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), self-study in preparation for assessment (28 hours), Total 22 + 28 = 50 (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; problem solving tasks, interactive education, experiential education	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - test (100 points) The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to prepare students for inclusive forms of work and convey inclusive philosophy and processes in the context of the life of people with disabilities in society. The student will know information about the subject, content and system of inclusive pedagogy and inclusive education. He will also acquire practical skills related to the inclusive education of children (taking into account their individual needs, conditioned by social, cultural, linguistic, health and other disadvantages).	
<b>Class syllabus:</b> 1. Terminological definition of inclusion and inclusive education. 2. Index of inclusion. 3. Process and self-evaluation of inclusive education. 4. Inclusive examples of education abroad. 5. Inclusive school vision and community support systems. 6. Inclusive school climate and culture 7. Principles, goals and principles of inclusive education. 8. Characteristics of the learning community in an inclusive school. 9. Basic attributes of inclusive education in the context of therapeutic pedagogy.	

10. Communication and cooperation in an inclusive school.

11. Family in an inclusive school.

**Recommended literature:**

Recommended literature:

JANOŠKO, P. 2020. Inkluzívne školské prostredie. In JANOŠKO, P. a kol. Učiaci sa spoločnosťou – výzva pre inkluzívne vzdelávanie. Bratislava: Univerzita Komenského, ISBN 978-80-223-5053-2, S. 33-52.

JANOŠKO, P., NESLUŠANOVÁ, S. 2014. Škola s inkluzívnou klímou. Ružomberok: Verbum, 98 s., ISBN 978-80-561-0193-3.

HORŇÁKOVÁ, M., JANOŠKO, P. 2020. Učiaci sa spoločnosťou. In JANOŠKO, P. a kol. Učiaci sa spoločnosťou – výzva pre inkluzívne vzdelávanie. Bratislava: Univerzita Komenského, ISBN 978-80-223-5053-2, S. 13-32

KRIGLEROVÁ, E. G., & T. GAŽOVIČOVÁ eds.. 2012. Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. s. 13-22, ISBN: 978-80-970711-4-1,

<http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>  
BOOTH, T. a M. AINSCOW, 2007. Ukazatel inkluze: Rozvoj učení a zapojení ve školách.

Bristol: CSIE, ISBN: 80-903598-5-X <http://www.eenet.org.uk/resources/docs/Index%20Czech.pdf>

KRIGLEROVÁ, E. G. ed., 2015. Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, s. 39-60, [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf)

HAPALOVÁ, M. a E. G. KRIGLEROVÁ, 2013. O krok bližšie k inklúzii. Bratislava: Človek v tísi Slovensko a CVEK, ISBN: 978-80-971343-0-3, <http://cvek.sk/o-krok-blizsie-k-inkluzii/>

HORŇÁKOVÁ, M. 2014. Kroky k inkluzívnej škole. Ružomberok: Verbum. ISBN: 978-80-561-0187-2.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 153

A	ABS	B	C	D	E	FX
62,09	0,0	31,37	0,65	0,65	0,0	5,23

**Lecturers:** Mgr. Tímea Lelovič, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde131/22	<b>Course title:</b> Introduction to therapeutic pedagogic gerontology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours/week (lecture) for a total of 22 hours using the combined method. Student's workload: direct teaching (22 hours), seminar work (25 hours), preparation of an assignment for direct work with a client/creation of aids, exercises, tasks, etc. and subsequent implementation of activities with the senior citizen as part of his/her support, recording and presentation (20 hours). Total 22+25+28 = 75 (1 credit = 25 hours). Education methods: active linking of theoretical knowledge (lecture) and practical assignments, experiential method (own work in class, individual/group), discussion of the discussed topic and prepared assignments for direct work with seniors.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is completed by the evaluation of partial tasks during the semester, which consists of the development of the assigned task for the support of senior citizens / on-going (60 points), the development of the assigned seminar work / on-going (40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.	
<b>Learning outcomes:</b> The goal is to convey knowledge about tasks, difficult circumstances of life in senior age, about the importance of social support, movement and activities, about taboo topics of old age. The student will know basic concepts in the field of aging, old age and longevity. He will understand the individual stages of seniority, their importance for maturation and a valuable life. He will develop professional attitudes and gain an understanding of the specifics of senior age in the context of physiological, psychological, social and spiritual changes. Transferable benefit: optimization of attitudes towards seniors, improvement of communication and ability to benefit from the wisdom of old age.	
<b>Class syllabus:</b> 1. Introduction to the topic - aging, old age, gerontology, gerontopsychology. 2. Developmental tasks of the transition from late adulthood to old age.	

3. The importance of lifestyle and its changes in senior age.
4. Crises in senior age.
5. Pathological disorders typical of old age, physiological changes, maintenance of strength. 6. Social impacts of old age.
7. Personality changes in old age - their causes, prevention.
8. Possibilities of support in the senior year - validation.
9. Old age and the meaning of life, tasks of the third age.
10. The last chapter of life, the dying process, death.
11. Meaning of rituals, reception, preparation and coping.

**Recommended literature:**

Recommended literature:

Erikson, E. H.: Životní cyklus rozšířený a dokončený – devět věků člověka. Praha: Portál, 2015. ISBN 978-80-262-0786-30000

Kosová Martina a kol.: Logoterapie v životním cyklu. Praha: TRITON, 2021. ISBN 978-80-7553-909-0

Thorová K.: Vývojová psychologie – Proměny lidské psychiky od početí po smrt. Praha: Portál, 2015. ISBN978-80-262-0714-6

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
95,31	0,0	0,0	0,0	0,0	1,56	3,13

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde013/22	<b>Course title:</b> Learning disabilities
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester in hybrid form. Student workload: face-to-face teaching (22 hours), preparation for mid-term assessment (20 hours), two reflections on previously sent materials (10 hours), self-study for final assessment (48 hours). Total 22+20+10+48= 100 hours of student work (credit=25 hours). Teaching methods: lecture, application of theoretical knowledge on practical examples, discussion with students on the discussed topic, work in groups and problem solving by students	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment during the semester will be awarded for two reflections on materials sent in advance (10+10=20) Final test (50 points) + oral exam (30 points) 20+50+30=100 In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. Credits will not be awarded to a student who receives less than 11 points in the interim assessment. The rating is given on a scale: A 100 – 91 points = excellent – excellent results B 90 – 81 points = very good – above average standard C 80 – 73 points = good – regular reliable cooperation D 72 – 66 points = satisfactory – acceptable results E 65 – 60 points = sufficient – the results meet the minimum criteria Fx less than 59 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will acquire knowledge about the issues of etiology, symptomatology, diagnosis and the possibilities of intervention for individuals with learning disabilities as part of the professional competence of a therapeutic teacher in the framework of counseling in the school environment. The student will consolidate the ability to think and reason in context, analyze and critically evaluate information.	
<b>Class syllabus:</b>	

1. Definition of the term specific developmental learning disorders (SLD), their etiology and categorization. Learning disabilities in MKCH10.
2. Predictors of ŠVPU.
3. Dyslexia and dysorthography. Linguistic-cognitive approach.
4. Dysgraphia and dyspraxia.
5. Dyscalculia.
6. Diagnostics, intervention strategies.
7. Secondary consequences of the STP. Fear of mathematics.
8. Disorders of behavior in relation to the ŠVPU.
9. IVP. Integrated pupil with ŠVPU. The role of the teacher
10. The content of the education has a direct output for the application of the graduate in the field of counseling in the school environment.
11. Therapeutic and pedagogical support programs for the child and family

**Recommended literature:**

Recommended literature:

MIKULAJOVÁ, M. Jazykovo-kognitívne prístupy prevencie a terapie dyslexie. 1. vyd. Bratislava : MABAG s.r.o., 2009.

HARČARÍKOVÁ, T. Pedagogika jednotlivcov s poruchami učenia. Bratislava : Mabag, 2008.

VODIČKOVÁ, B. Komu nie je do smiechu - prípadové štúdie dvoch detí s poruchami učenia a správania: čiastkové výsledky dlhodobého kvalitatívneho výskumu. In Zdravie detí - výzva pre všetkých. Bratislava : Univerzita Komenského, 2008. - S. 62-66.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
56,03	0,0	21,99	10,64	5,67	4,26	1,42

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde109/22	<b>Course title:</b> Music therapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures/week; a total of 22 hours by the attendance method Student workload: direct teaching (22 hours); preparation of ongoing written and practical assignments (5 hours); preparation of seminar paper (10 hours); continuous self-study (20 hours); self-study in preparation for the final assessment (18 hours). Total 22+5+10+20+18=75 hours. (1 credit = 25 hours) Education methods: lecture combined with discussion on the topic, practical exercises aimed at getting to know the methods and techniques used in music therapy, work in groups.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student prepares and submits three continuous written and practical assignments related to the topics covered in the course (10 points in total), prepares and submits a seminar paper (20 points). The assessment will include a written test/examination (70 points). Credits will not be awarded to a student who scores less than 38 points on the written test. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will know basic information about music therapy and the possibilities of using music and its components within the therapeutic and pedagogical intervention. He will know the basics of music therapy, basic definitions, signs and techniques. He will understand how music therapy methods are used in therapeutic and pedagogical practice. He will better understand the possibilities of using music in the context of health promotion and education.	
<b>Class syllabus:</b> 1. Music therapy in therapeutic pedagogy. 2. The physical nature of sound. 3. Music and its components (rhythm, melody, harmony, intensity, color), musical movement. 4. Functions of music in therapy.	

5. Music therapy in the past and today.
6. Selected definitions and features of music therapy.
7. Forms of music therapy.
8. Instruments in music therapy
9. Basic methods of music therapy (musical improvisation, interpretation, composition and listening to music).
10. Techniques of active (vocal activities, instrumental component) and receptive music therapy.
11. Combined techniques.

**Recommended literature:**

Recommended literature:

AMTMANNOVÁ, E., JAROSOVÁ, E., KARDOS, T. 2007. Aplikovaná muzikoterapia [online]. ISBN: 978-80-969813-7-3. Dostupné na: [https://prolp.files.wordpress.com/2008/02/aplikovana\\_mt.pdf](https://prolp.files.wordpress.com/2008/02/aplikovana_mt.pdf)

HABALOVÁ, M. 2019. Terapeutické využitie vibrácií a zvukov v multisenzorických prístupoch. In: FÁBRY LUCKÁ, Z. (Ed.) 2019. Zborník príspevkov z medzinárodnej konferencie Multisenzorické prostredie ako priestor pre intervenciu [online].

Bratislava: Univerzita Komenského. ISBN 978-80-223-4865-2. Dostupné na: <https://multisenz.files.wordpress.com/2019/12/zbornik-konferencia-multisenzoricke-prostredie.pdf>

KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada. ISBN: 978 – 80-247-2846-9.

MÁTEJOVÁ, Z., MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN. ISBN: 80-08-00315-4.

ZELEIOVÁ, J., 2002. Muzikoterapia – dialóg s chvením. Východiská, koncepty a praktická aplikácia. Bratislava: ÚHV SAV. ISBN: 80-968279-6-0.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 151

A	ABS	B	C	D	E	FX
60,26	0,0	23,18	11,26	4,64	0,66	0,0

**Lecturers:** Mgr. Mária Habalová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde110/22	<b>Course title:</b> Music therapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours of seminar/week; a total of 33 hours by the attendance method Student workload: direct teaching (33 hours); preparation of ongoing written and practical assignments (8 hours); preparation of seminar work and music therapy session (20 hours); continuous self-study (4 hours); preparation for an ongoing written test (25 hours). Total 33+8+20+4+25=90 hours. (1 credit = 30 hours) Education methods: lecture combined with discussion, experiential methods, practical exercises, work in small groups, application of theoretical knowledge on practical examples, presentations of student outputs (ongoing assignments, music therapy session) within the teaching + feedback.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student prepares and presents 4 ongoing written and practical assignments related to the topics covered in the course (20 points), passes an ongoing written test (50 points), submits a seminar paper (10 points), presents and conducts one music therapy session during classes (20 points). Credits will not be awarded to a student who scores less than 28 points on the interim written test. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student knows the pedagogical, medical and psychotherapeutic starting points of music therapy and their overlaps in the theory and practice of therapeutic pedagogy. Can use basic diagnostic procedures and tools. He knows the criteria for preparing music therapy meetings. Knows age specificities in relation to music in a biodynamic context. He is able to use activities associated with music for relaxation, support of perception and development in early, preschool and school-age children. He can use music and its components for self-development and personal psychohygiene.	
<b>Class syllabus:</b> 1. Pedagogical, medical and psychotherapeutic concept of music therapy.	

2. Focus and structure of music therapy programs in therapeutic pedagogy.
3. Diagnostics in music therapy.
4. Anatomical and physiological basis of music therapy.
5. Age characteristics in relation to music.
6. Development of hearing.
7. Music therapy for premature babies.
8. Music therapy in early intervention.
9. Support of perception in music therapy (auditory perception, visual perception, perception of body schema, vibration stimuli).
10. Support of communication and relationships in music therapy.
11. Techniques and exercises aimed at calming and relaxation.

**Recommended literature:**

Recommended literature:

HABALOVÁ, M. 2021. Možnosti hudby pri podpore vnímania a vývinu u detí vo včasnej intervencii. In *Studia Scientifica Facultatis Paedagogicae*. 2021, roč. 20, č. 3., s. 25 - 35.

ISSN 1336-2232. Dostupné na: [http://studiascientifica.ku.sk/wp-content/uploads/2021/11/ssf\\_3\\_21\\_s\\_obalkou\\_update.pdf](http://studiascientifica.ku.sk/wp-content/uploads/2021/11/ssf_3_21_s_obalkou_update.pdf)

HABALOVÁ, M. 2020. Využitie zvukov a hudby v edukácii a terapii detí s poruchou senzorickeho spracovania. In Fábry Lucká, Z. (Ed.) 2020. Možnosti podpory senzorickeho spracovania dieťaťa v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5021-0.

AMTMANNOVÁ, E., JAROSOVÁ, E., KARDOS, T. 2007. Aplikovaná muzikoterapia [online]. ISBN: 978-80-969813-7-3.

BENÍČKOVÁ, M. 2011. Muzikoterapie a specifické poruchy učení. Praha: Grada. ISBN 978-80-247-3520-7.

GERLICHOVÁ, M. 2021. Muzikoterapie v praxi. Příběhy muzikoterapeutických cest. 2. Praha: Grada. ISBN: 978-80-271-1791-8.

KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada. ISBN: 978 – 80-247-2846-9.

ŠIMANOVSKÝ, Z. 1998. Hry s hudbou a techniky muzikoterapie. Praha: Portál. ISBN 80-7178-264-5.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
57,58	0,0	14,14	16,16	5,05	5,05	2,02

**Lecturers:** Mgr. Mária Habalová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde111/22	<b>Course title:</b> Music therapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours of seminar/week; a total of 33 hours by the attendance method Student workload: direct teaching (33 hours); preparation of methodological sheets and presentations of music therapy exercises (9 hours); preparation of the seminar work + preparation of the presentation of the seminar work (22 hours); preparation for an ongoing written test (26 hours). Total 33+9+22+26=90 hours of student work. (1 credit = 30 hours) Education methods: lecture combined with discussion of the topic covered, experiential methods, practical exercises, work in small groups, presentations of student outputs (progressive assignments, seminar work) within the teaching + feedback.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will prepare and present 3 own music therapy exercises, which will correspond in content to the thematic areas of the course (15 points), pass an interim written test (50 points), submit a seminar paper (15 points), present the content and conclusions of his seminar paper at teaching (20 points). Credits will not be awarded to a student who scores less than 28 points on the interim written test. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student knows how to use music therapy techniques in a targeted manner. He is able to organize, lead and evaluate music therapy sessions in the context of specific issues in the field of: multisensory perception, motor and mobility, cognitive functions, communication, emotions, adaptability, support of social skills, competences, relationships and support of psychosomatic health. He can look up information and current research in the available professional literature. He understands helping as help to help himself, he can critically evaluate and modify his actions in the interest of the entrusted person.	

**Class syllabus:****Recommended literature:**

Recommended literature:

GERLICHOVÁ, M. 2021. Muzikoterapie v praxi. Příběhy muzikoterapeutických cest. 2. Praha: Grada. ISBN: 978-80-271-1791-8.

AMTMANNOVÁ, E., JAROSOVÁ, E., KARDOS, T. 2007. Aplikovaná muzikoterapia [online]. ISBN: 978-80-969813-7-3.

BAKER, F., TAMPLIN, J. 2006. Music Therapy Methods in Neurorehabilitation. A Clinician's Manual. London: Jessica Kingsley Publishers. ISBN 978 1 84310 412 4.

FÁBRY LUCKÁ, Z. 2017. Multisenzorika v muzikoterapeuticky orientovanej intervencii. In Lessner Lištiaková, I. Multisenzorické aspekty liečebnopedagogických terapií. [online] Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80 223-4476-0.

HABALOVÁ, M. 2019. Terapeutické využitie vibrácií a zvukov v multisenzorických prístupoch. In: Fábry Lucká, Z. (Ed.). 2019. Zborník príspevkov z medzinárodnej konferencie Multisenzorické prostredie ako priestor pre intervenciu [online].

Bratislava: Univerzita Komenského. ISBN 978-80-223-4865-2. Dostupné na: <https://multisenz.files.wordpress.com/2019/12/zbornik-konferencia-multisenzoricke-prostredie.pdf>

KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada. ISBN: 978 – 80-247-2846-9.

THAUT M. H., Hoemberg V. (Ed.) 2014. Handbook of neurologic music therapy. Oxford: Oxford University Press. ISBN 978-0-19-879261-1.

ŠIMANOVSKÝ, Z. 1998. Hry s hudbou a techniky muzikoterapie. Praha: Portál. ISBN 80-7178-264-5.

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
60,66	0,0	22,95	11,48	3,28	0,0	1,64

**Lecturers:** Mgr. Mária Habalová, PhD.**Last change:** 09.11.2022**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde127/22	<b>Course title:</b> Neurodevelopmental disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture per week, 2 hours of seminar for a total of 33 hours per semester using the combined method. Workload: direct teaching (33 hours), self-study (15 hours) - elaboration of the given topic in groups (preparation, elaboration, presentation 20 hours), self-study in preparation for the final assessment (27 hours) Total 33+15+ 27= 75 (credit = 25 hours) Education methods: problem-oriented discussions (on etiology, manifestations, education in neurodevelopmental disorders), stories and video presentations from practice.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: During the semester, students complete group work on a selected topic with a presentation (30b), prepare one review from one publication on the topic (20b) and pass the final test (50b)- The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is for students to become more familiar with the causes and manifestations of neurodevelopmental disorders in childhood, their consequences for personality development and health, and to become familiar with therapeutic and educational models of help. The result of education will be the correct use of concepts, understanding of contexts and circumstances that make it difficult for the child to function and, conversely, that help. They will know current intervention practices. They will also be informed about the problems of adolescence and adulthood in individuals with these disorders.	
<b>Class syllabus:</b> 1. Defining neurodevelopmental disorders (WHO - DSM 5) 2. Etiology, symptomatology, needs 3. Hypersensitivity 4. Hyposensitivity 5. Disorders of the autism spectrum	

6. Attention disorders
7. Attention deficit hyperactivity disorder
8. Adolescence and adulthood
9. Self-advocacy
10. Counseling for parents and teachers
11. Family support and accompaniment

**Recommended literature:**

Recommended literature:

VODIČKOVÁ B. Liečebnopedagogická intervencia u detí s vývinovými ťažkosťami v materskej škole. (publikácia v príprave)

SILBERMAN, S. Neurokmene, Príbehy autizmu a neurodiverzity. Absynt. 2021. ISBN 978-80-8203-250-2.

MATÉ, G., 2021. Roztěkaná mysl. Původ a léčení poruch pozornosti. Praha: PEPLECOMM. ISBN 978-80-87917-65-7.

SELLIN, R., 2016. Hypersenzitívni ľudia medzi nami. Vysoká senzitivita – od mínusu k plusu. Banská Bystrica: Noxi. ISBN 978-80-8111-332-1.

World Health Organization, 2012. Developmental difficulties in early childhood Prevention, early identification, assessment and intervention in low- and middle-income countries : a review. Geneva : WHO Press, World Health Organization.

World Health Organization. 2007. International Classification of Functioning, Disability and Health, Children & Youth Version. Geneva : WHO Press, World Health Organization

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 93

A	ABS	B	C	D	E	FX
75,27	0,0	12,9	7,53	0,0	3,23	1,08

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde007/22	<b>Course title:</b> Neuroscientific bases of therapeutic pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours of lectures per week, a total of 22 hours per semester. Student workload: direct teaching (22 hours), continuous self-study (11 hours) and two reflections (5 hours each), continuous assessment (preparation, elaboration, reflection 15 hours), self-study in preparation for the final assessment (42 hours) Total 22+11+5 +5+15+42= 100 (credit= 25 hours) Teaching methods: connecting neuroscientific foundations with theories of therapeutic pedagogy, problem-oriented discussions (on neurodevelopment, perception, learning, on communication, on CNS disorders and their prevention/rehabilitation, on demands for education and care, lifestyle), case studies.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, there will be two written exams (25 points each) that will verify mastery of concepts and factual knowledge, two reflections on lecture topics and recommended literature (20 points) that will verify understanding of the context, a final exam of 30 points - will verify orientation in the issue and understanding of the laws of the CNS and knowledge of neurosciences in therapeutic pedagogy. (25+25+20+30=100%) The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Objectives: to provide the basis for understanding the overall functioning of a person, about the development and functioning of the CNS, about specific and neurodevelopmental disorders in further study. Results: the student will know how the CNS develops, how its functions are organized, he will understand the connections between experience and knowledge/action, he will know	

frequent CNS disorders, their causes, manifestations, possibilities of prevention, rehabilitation, therapeutic education. The student will acquire the ability to better use his brain, take care of psychohygiene and a healthy lifestyle. Acquires the basics for planning and implementing therapeutic-pedagogical exercises.

**Class syllabus:**

1. Development of CSN, supporting and risk factors
2. Neurons, transmitters, plasticity
3. Brain topography
4. Characteristics of CNS functions
5. Perception in prenatal and early age
6. Learning, motivation, experience
7. Emotions, joy, stress
8. Relationships and social learning in the context of CNS
9. Frequent CNS disorders,
10. Consequences for development and behavior
11. Therapeutic and pedagogical approaches in the context of neurodevelopmental knowledge

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M.. 2017. Vnímanie. In: Multisenzorické aspekty liečebnopedagogických terapií . Bratislava : Univerzita Komenského, 2017. - S. 8-33. ISBN 978-80-223-4476-0  
MAGRINY, M. 2021. Mozog. Návod na použitie. Bratislava: Ikar. ISBN 978-80-551-8097-7.  
MURGAŠ, M. a kol. 2001. Vývin mozgu a jeho poruchy. Martin: Osveta. ISBN 978-80-8063-369-1.

Odporúčaná literatúra:

ADÁMEK, M. 2014. Neuropedagogika. Pardubice: FF UP. 2014. ISBN 978-80-7395-829-9.  
DOIDGE, N. 2012. Váš mozok se dokáže zmenit. Brno: CEREBRUM PRESS. 2012. ISBN 978-80-264-0111-7.  
HORŇÁKOVÁ, M. 2007. Mozog ako partner v liečebnej výchove. In: Revue liečebnej pedagogiky. - Roč. 1, č. 1 (2007), s. 3-6. - ISSN 1337-5563  
MEDINA, J., 2012. Pravidla mozku. Brno: Cerebrum. ISBN 978-80-265-0015-5.  
SPECK, O. 2008. Hirnforschungen und Erziehung. Eine pädagogische Auseinandersetzung mit neurobiologischen Erkenntnissen. München.Basel: Reinhardt. ISBN978-3-497-01959-5.

**Languages necessary to complete the course:**

Slovak, Deutsch

**Notes:**

**Past grade distribution**

Total number of evaluated students: 155

A	ABS	B	C	D	E	FX
54,84	0,0	20,65	16,13	3,87	1,94	2,58

**Lecturers:** prof. PhDr. Marta Horňáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde012/22	<b>Course title:</b> Personality psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture + 2 hours seminar; a total of 44 hours per semester, combined method (predominantly face-to-face) Student workload: 11x4 hours of direct teaching = 44 hours of teaching, 16 hours of seminar work preparation, 30 hours of exam preparation. A total of 90 hours of work. Teaching methods: lecture, instruction, discussion on a selected topic, case studies, brainstorming, work with professional text and information sources	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous evaluation allows to get 50 points from the evaluation, the student prepares a seminar paper. The final assessment consists of a written knowledge test (30 points) and an oral exam (20 points). A minimum of 60 points is required for successful completion of the subject. The rating is given on a scale: A 100 – 95 points = excellent – excellent results B 94 – 85 points = very good – above average standard C 84 – 75 points = good – regular reliable cooperation D 74 – 65 points = satisfactory – acceptable results E 64 – 60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> After completing the course, students must be able to: <ul style="list-style-type: none"> <li>• basic components of personality</li> <li>• theoretical foundations of personality psychology</li> <li>• basic theories of personality</li> <li>• personality research methods understand:</li> <li>• basic principles of personality formation</li> <li>• personality structure</li> <li>• peculiarities of personality development in norm and pathology. be able to:</li> </ul>	

- use the principles of personality formation to develop the cognitive, affective and abilities of pupils and students
- integrate different psychological approaches into a holistic understanding of personality
- develop the individual components of the educational process in the context of the pupils' personalities in the classroom
- use an empathic approach and support the self-actualization tendencies of pupils and students
- critically analyze and compare information in professional literature.

### **Class syllabus:**

1. Basic definition and concepts of personality psychology - structure and dynamics of personality.
2. Concepts of the psychoanalytic approach - personality structure according to S. Freud, A. Freud's defense mechanisms and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Individual and analytical psychology - the desire for power according to A. Adler, the need for power in students in an educational environment;
4. C. Jung's archetypes, acceptance of archetypal tendencies and their relation to the educational process.
5. Humanistic psychoanalysis by E. Fromm and K. Horney.
6. Behaviorism and neobehaviorism - the concept of behaviorism by E. Thorndik, J. Watson, operant conditioning by B. Skinner and its importance in teacher-student interaction, social learning by A. Bandura - the teacher as a role model, theory of learned helplessness by M. Seligman, synthesis of behaviorism and psychoanalysis by N. Miller and J. Dollard.
7. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and support of the self-actualization drive as the goal of the educational process.
8. Characteristic approaches of R. Cattell, H. Eysenck, G. Allport.
9. Cognitive approach to understanding personality according to G. Kelly, K. Lewin.
10. Psychological methods of recognizing personality.
11. Psychological approaches and their importance in pedagogy.

### **Recommended literature:**

Recommended literature:

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

Fábik, D., & Fábiková, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. *Psychiatria-Psychoterapia-Psychosomatika*. 28(1), 30-37.

Fábik, D. (2021). Obranné mechanizmy v sne. *Psychoterapie*. 15(2), 122-133.

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

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

Slovak, Czech

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
19,88	0,62	26,71	29,19	10,56	11,8	1,24

**Lecturers:** PaedDr. Eva Vancu, PhD.

**Last change:** 19.10.2025

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde005/22	<b>Course title:</b> Philosophical concepts of the human
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: Type of teaching: seminar Scope of teaching: 2 hours/week, i.e. j. 22 hours/semester, combined method Student workload: 22 hours of direct teaching, 14 hours of preparation for the interim test, 15 hours of development of interim tasks, 24 hours of self-study. Total: 75 Teaching methods: Problem interpretation. The discussion about the material covered is conducted in such a way as to inspire students to think about selected aspects of the given issue and to form their own argumentatively supported conclusions. Students will also be encouraged to reconstruct interdisciplinary or interdisciplinarity links between the material covered and thematically close subjects that students have mastered in other subjects completed as part of their study program. Documented cases of misuse of knowledge from the arsenal of anthropology will also be discussed, and students will be encouraged to propose measures that could prevent such failures.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weight of interim / final assessment: 100/0 The interim assessment includes the development of assigned interim tasks (40 points) and an interim didactic test (60 points). A minimum of 60 points is required for successful completion of the subject. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b>	

Weight of interim / final assessment: 100/0 The interim assessment includes the development of assigned interim tasks (40 points) and an interim didactic test (60 points). A minimum of 60 points is required for successful completion of the subject.

The rating is given on a scale:

- A (100-91 points, excellent - excellent results),
- B (90-81 points, very good – above average standard),
- C (80-73 points, good - ordinary reliable work),
- D (72-66 points, satisfactory - acceptable results),
- E (65-60 points, sufficient – the results meet the minimum criteria),
- Fx (59-0 pts, insufficient - more additional work required)

**Class syllabus:**

1. Specifics of a person's philosophical reflection.
2. Classification of philosophical views on man according to relevant philosophical disciplines, philosophical directions, authors and traditions.
3. Pointing to mutual intersections of philosophical and pedagogical anthropology.
4. Basic regulative ideas summarizing from philosophical thematizations of man relevant for pedagogical sciences: the idea of human dignity and the idea of humanity.
5. Transhumanism.
6. Criticism of human upgrade proposals.
7. Code of ethics for anthropotechnics.
8. Philosophical criticism of instrumental approaches to man.
9. The problem of alienation.
10. Philosophical phenomenology of childhood, mature age and old age, life strategies and values associated with the mentioned periods of life.
11. Man in a posthumanist perspective.

**Recommended literature:**

Recommended literature:

MALÍK, B. (2014) Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Bratislava: Iris, 2014, 135 s. ISBN 978-80-8153-028-9.

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 2008, 214 s. ISBN 978-80-89256-09-9.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. ISBN 978-80-8200-057-6.

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 163

A	ABS	B	C	D	E	FX
41,1	0,0	17,18	20,86	11,66	6,13	3,07

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde103/22	<b>Course title:</b> Play therapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures per week, a total of 22 hours per semester in hybrid form. Workload: face-to-face teaching (22 hours), self-study (25 hours), preparation for mid-term assessment (3 hours), preparation for final assessment (studying and writing of a foreign research study or professional article by the student on the topic of the game (25 hours). Total 22+ 25 + 3+25= 75 hours of student work, (credit=25 hours) Education methods: lecture, practical examples, discussion with students, work in groups	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the interim assessment will be awarded for: - processing of a partial assignment (20 points), - one reflection of the topic of the lecture (10 points) Final seminar paper - study and written processing of a foreign research study or professional article by the student, with the theme of the game. The formal and content level of the student's text (50 points) and oral presentation (20 points) will be assessed. 20+10+50+20=100 In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will gain knowledge about the issues and importance of play in childhood, its theories, classification, development and functions, as well as the specifics of play for children with various disabilities. The student will understand the theoretical foundations of the game, which are	

necessary for continuing in the subject Play Therapy 2, 3, which have a more practical nature. He will be able to use theoretical knowledge, understand the processes behind the child's play, which is essential for his further study and clinical practice. The student will strengthen the ability to think and reason in context, analyze and critically evaluate information. The content of the education is the theoretical basis for further study and the subjects Play Therapy 2,3 and therapeutic-pedagogical practice.

**Class syllabus:**

1. Definitions, characteristics of the game
2. Game in pedagogical systems and game theory
3. Classification of games and game activities
4. Game functions: recreational, educational, diagnostic, therapeutic, integrative
5. History of the game
6. Developmental stages and neuropsychological foundations of play
7. The toy and its meaning for the child
8. Individual differences in play, the influence of the environment on a child's play
9. Family game
10. Specifics of the game in difficult situations of the child (health disadvantage, deprivation, trauma, aggression, anxiety, etc.)
11. Education through play vs. play therapy

**Recommended literature:**

Recommended literature:

SVETLÍKOVÁ, J. 2005. Hra vo výchove emocionálne a sociálne narušených detí. Bratislava: Retaas sro. ISBN 80-89113-23-0.

HORŇÁKOVÁ, M. 2020. Inkluzívny potenciál hry. In JANOŠKO, P. (ed.). Učiace sa spoločenstvo-výzva pre inkluzívne vzdelávanie. [online]. Bratislava: Univerzita Komenského v Bratislave. S. 53-73. Dostupné na: [https://www.researchgate.net/publication/352839323\\_Uciace\\_sa\\_spolocenstvo\\_vyzva\\_pre\\_inkluzivne\\_vzdelavanie](https://www.researchgate.net/publication/352839323_Uciace_sa_spolocenstvo_vyzva_pre_inkluzivne_vzdelavanie)

VODIČKOVÁ, B. 2021. Hra očami matiek detí predškolského veku. In VALACHOVÁ, D., KOVÁČOVÁ, B. (ed). Expresivita vo výchove IV. [online]. Bratislava: Univerzita Komenského v Bratislave s. 231-246. Dostupné na: <https://expresivneterapie.wordpress.com/vedecke-zborniky/>

VÁGNEROVÁ, M. 2012. Vývojová Psychologie. Dětství a dospívání. Praha : Univerzita Karlova. ISBN 9978-80-223-4863-8.

ŠIMANOVSKÝ, Z., MERTIN, V. 2012. Hry pomáhají s problémy. Praha : Portál.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
63,64	0,0	24,68	7,14	1,95	2,6	0,0

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde104/22	<b>Course title:</b> Play therapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour seminar + 2 hours exercise, 3 hours/week, face-to-face Student workload: Active participation in seminars and exercises (11x3 hours of direct teaching - 33 hours); Continuous study of recommended theoretical sources. Processing ongoing practical assignments on selected course topics and their written recording (20 hours). Continuous written test during semester teaching (10 hours). Semester-long supervision of founders of therapeutic activities (portfolio with therapeutic activities). (17 hours) Final written test. (10 a.m.) 90 hours in total – 1 credit is 30 hours Methods: self-experienced/experiential therapeutic activities; reflections; discussions, video analyses	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Final classification - point assessment of the student: active participation in professional discussions in face-to-face classes - 20 points. Continuous written test - 20 points. The whole semester led book of therapeutic activities - 20 points. Final written test – 40 points. 100-94 A, 93-86 B, 85-78 C, 77-69 D, 68-61 E, 60 and under FX. Weight of interim / final assessment: 100% of interim assessment	
<b>Learning outcomes:</b> The aim is to theoretically and practically teach therapeutic pedagogy students to use free play, group therapeutic-pedagogical game techniques and structured game exercises with the aim of diagnosis and therapy with a focus on children, adults and senior clients. The student will be able to analyze the game, target it and use it with a therapeutic and educational purpose in different age groups.	
<b>Class syllabus:</b> 1. Definition and meaning of natural free play in LP intervention. Play in play therapy (definition of therapeutic-pedagogical play therapy). Correct data processing, evaluation of procedures. 2. Procedural LP diagnosis of the client through play in a bio-psycho-social context. 3. Group play therapy activities (preparation, leadership, reflection). 4. Practical therapeutic possibilities of selected materials - mastery - training of basic principles - analysis of demonstration procedures.	

5. Developmental contexts in the application of therapeutic play exercises. Neuropsychological contexts in play therapy.
6. Client- and family-oriented treatment-pedagogical approach.
7. Game exercises of practical life - examples, analysis. Sensorimotor game exercises - examples, analysis.
8. Play in the context of cognitive, emotional and social development.
9. Therapeutic playroom – components of a stimulating prepared environment.
10. Problems associated with impaired development and life cycle (managing life stages) in the context of game techniques (defensive escapes, mental blocks, addiction, desire for power, inferiority complex, fear, etc.).
11. Accepting therapeutic communication. Support of parental competences through play.

**Recommended literature:**

Recommended literature:

MONTESSORI, M. 1998. Tajuplné dĕtství. Nakladatelství světových pedagogických smĕrů. Praha, 1998. ISBN80-86-189-00-7

MITAŠÍKOVÁ, P. 2020. Hrové liečebnopedagogické cvičenia praktického života. In: Možnosti podpory senzorickeho spracovania dieťaťa v predškolskom veku. Fábry, Z. L. ed. 2020. UK v Bratislave. ISBN 978-80-223-5031-0.

MITAŠÍKOVÁ, P. 2021. Kontexty rozvoja vnímania v rámci včasnej liečebnopedagogickej intervencie. In. Studia Scientifica Facultatis Peadagogicae. Č. 3, roč. 20, 2021. ISSN 1336-2232.

MITAŠÍKOVÁ, P. 2021. Včasná intervencia prostredníctvom Montessori hrových liečebnopedagogických cvičení v predškolskom veku. In: Poradenský systém orientovaný na dieťa so špeciálnymi výchovno-vzdelávacími potrebami v materskej škole. Magová, M. (ed.). Verbum. Ružomberok, 2020. ISBN 978-80-561-0799-7.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 136

A	ABS	B	C	D	E	FX
69,12	0,0	13,97	10,29	1,47	0,0	5,15

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde105/22	<b>Course title:</b> Play therapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour seminar + 2 hours exercise, 3 hours/week, face-to-face Student workload: Active participation in seminars and exercises (11x3 hours of direct teaching - 33 hours); Continuous study of recommended theoretical resources. Processing ongoing practical assignments on selected course topics and their written recording (20 hours). Continuous written test during semester teaching (10 hours). Semester-long supervision of founders of therapeutic activities (portfolio with therapeutic activities) (17 hours). Final written test. (10 a.m.) 90 hours in total – 1 credit is 30 hours Methods: self-experienced/experiential therapeutic activities; reflections; discussions, video analyses	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Final classification - point assessment of the student: active participation in professional discussions in face-to-face classes - 20 points. Continuous written test - 20 points. The whole semester led book of therapeutic activities - 20 points. Final written test – 40 points. 100-94 A, 93-86 B, 85-78 C, 77-69 D, 68-61 E, 60 and under FX. Weight of interim / final assessment: 100% of interim assessment	
<b>Learning outcomes:</b> The goal is the use of play therapy techniques and the creation of therapeutic-pedagogical programs in the context of specific tasks in the field of supporting emotions, auditory perception, visual perception, memory, attention, perception of body schema, fine motor, gross motor, communication, adaptability, aggression, hyperactivity, hypoactivity, social relationships, independence, self-confidence, cognitive functions, neuromuscular irritability - neuroticism, psychosomatic health. The result of education is that the student knows the specific possibilities of games, understands the connections with disorders and behavior, is able to offer supportive/helpful games.	
<b>Class syllabus:</b> 1. Play therapy in early intervention 2. Language development and language education in the context of play. 3. Play therapy in the context of using the natural environment	

4. Play while supporting cognitive development (clarification of perception, improvement of observation and intelligence, isolation of the senses)
5. Social development and adaptation as a reflection in the game (moral and social education, inclusion, social life in the environment, adaptation to the group)
6. Study of the individual (movement, language, play)
7. Support of independence (spontaneous play, internal motivation, imitation, motor coordination, secure relational bond)
8. Play in the process of creating a person's personality (active participation, development of conscious will, suitable conditions)
9. Deviations in development (manifestations of shock, injuries, trauma, stress, treatment with organized activity in a prepared environment, consequences of sustained early damage with an impact on adulthood)
10. Work and learning are integrated in the game (the basis for unifying the child's personality)
11. Construction and analysis of game exercises with a focus on individual issues: independence, self-management (self-management, self-regulation), adaptability, participation, tactile, visual, auditory, kinesthetic perception, body schema, emotions, self-confidence, self-confidence, neuromuscular irritability - neuroticism, movement and activity (hyperactivity - hypoactivity), concentration (impulsivity, lack of concentration, fleeting attention), executive functions, psychosomatic health (chronic - acute diseases - injuries), non-directive communication.

**Recommended literature:**

Recommended literature:

MONTESSORI, M. 1998. Tajuplné d'etstvie. Nakladatelstvie svetov'ych pedagogick'ych smeru'. Praha, 1998. ISBN80-86-189-00-7

MITAŠÍKOVÁ, P. 2019. Podnetne pripravené prostredie a jeho terapeutické aspekty v podpore aktivného učenia – historické kontexty. In. Multisenzorické prostredie ako priestor pre intervenciu. Fábry, L. Z. (ed.). UK v Bratislave. ISBN 978-80-223-4865-2

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
80,49	0,0	13,41	3,66	0,0	1,22	1,22

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde024/22	<b>Course title:</b> Practice in therapeutic education 1
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Continuous professional experience Recommended teaching range (in hours): 40 hours Study methods: full-time continuous practice, hospitalization, medical and pedagogical intervention under supervision, observation, record keeping Student workload: Face-to-face participation directly in the practice facility (8x4 hours of direct teaching - 32 hours); Study of professional literature - 30 hours. Continuous keeping of practice records (processing practice diaries) (38 hours). 100 hours in total - 1 credit is 25 hours	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. During the interim assessment, the student submits: interim records (80 points), a presentation on the progress of the practice at the final meeting of the practice (20 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to offer basic information and orientation about the forms and possibilities of therapeutic and pedagogical assistance to individuals with threatened and disturbed development in practice, familiarization of students with the selected facility. Result: The student will know some possibilities of practical application, will be able to write notes from observations and exercises, will be able to present his work.	
<b>Class syllabus:</b> 1. Introductory information on the course of practice. 2. Familiarization with the facility - daily routine, focus, content and forms of work with the client. 3. Hospitalization activity – observation, recording knowledge.	

4. Work with the client in assistance with the teacher. 5. Practical experience. 6. Consultations. 7. Practical experience - observation. 8. Practical experience - diagnosis. 9. Practical experience - intervention. 10. Practical experience - communication. 11. Conclusions from practice.						
<b>Recommended literature:</b> Recommended literature: Materials from relevant facilities - profile, organizational and other instructions and guidelines. Recommended professional literature regarding the problems solved as a matter of priority in the given practice facility. Laws on the legislative solution of therapeutic and pedagogical care.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 153						
A	ABS	B	C	D	E	FX
96,08	0,0	1,31	1,96	0,0	0,0	0,65
<b>Lecturers:</b> Mgr. Petra Mitašíková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde025/22	<b>Course title:</b> Practice in therapeutic education 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Continuous professional experience Recommended teaching range (in hours): 40 hours Study methods: full-time continuous practice, hospitalization, medical and pedagogical intervention under supervision, observation, record keeping Student workload: Face-to-face participation directly in the practice facility (8x4 hours of direct teaching - 32 hours); Study of professional literature - 30 hours. Continuous keeping of practice records (processing practice diaries) (38 hours). 100 hours in total - 1 credit is 25 hours	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. During the interim assessment, the student submits: interim records (80 points), a presentation on the progress of the practice at the final meeting of the practice (20 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to connect theoretical education with practice and offer space for experience under supervision. The student will be able to navigate the educational situation and will be able to actively solve therapeutic-educational situations - data collection, evaluation, therapeutic-pedagogical intervention, feedback.	
<b>Class syllabus:</b> 1. Analysis of clients' problems, collection of information (educational, health, social, psychological). 2. Observation. 3. Management and evaluation of records.	

4. Planning.
5. Communication in the team.
6. Proposal of supportive therapeutic and pedagogical approaches and measures to improve the conditions of development and quality of life of the client.
7. Practical experience - observation.
8. Practical experience - diagnosis.
9. Practical experience - intervention.
10. Practical experience - communication.
11. Consultations.

**Recommended literature:**

Recommended literature:

MAJZLANOVÁ, K. 2011. Súčasný poslanie liečebnej pedagogiky pri skvalitňovaní života detí so znevýhodnením. Bratislava : VÚDPaP - Zborník príspevkov z medzinárodnej konferencie „Dieťa v ohrození“, 2011. Zákony o legislatívnom riešení liečebnopedagogickej starostlivosti. Materiály z príslušných zariadení - profil, organizačné a iné pokyny a usmernenia. Odporúčaná odborná literatúra ohľadom problematík riešených prioritne v danom praxovom zariadení.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 128

A	ABS	B	C	D	E	FX
82,03	0,0	9,38	5,47	0,0	1,56	1,56

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde026/22	<b>Course title:</b> Practice in therapeutic education 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Continuous professional experience Recommended teaching range (in hours): 40 hours Study methods: full-time continuous practice, hospitalization, medical and pedagogical intervention under supervision, observation, record keeping Student workload: Face-to-face participation directly in the practice facility (8x4 hours of direct teaching - 32 hours); Study of professional literature - 30 hours. Continuous keeping of practice records (processing practice diaries) (38 hours). 100 hours in total - 1 credit is 25 hours	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. During the interim assessment, the student submits: interim records (80 points), a presentation on the progress of the practice at the final meeting of the practice (20 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to send students to facilities in the context of the topic of the final thesis and enable them to penetrate deeper into the issue. Result: The student will be able to connect current knowledge from a specific field with practice. He will be able to collect data, evaluate them, make therapeutic-pedagogical intervention (here and now), feedback in accordance with ethical and professional requirements.	
<b>Class syllabus:</b> 1. Selection and selection of clients with developmental and behavioral disorders. 2. Involvement in the diagnostic process. 3. Communication in the team.	

4. Targeted collection of information in the context of a bachelor's thesis.
5. Compilation of a problem anamnesis with a proposal of techniques, materials and approaches to achieve the treatment-pedagogical goal.
6. Practical experience - observation.
7. Practical experience - diagnosis.
8. Practical experience - intervention.
9. Practical experience - communication.
10. Consultations.
11. Evaluation of experience in the context of a bachelor's thesis.

**Recommended literature:**

Recommended literature:

KOPŘIVA, K. 1979. Lidský vztah jako součást profese. Praha : Portál, 1997. s. 170,

Zákony o legislatívnom riešení liečebnopedagogickej starostlivosti.

Materiály z príslušných zariadení - profil, organizačné a iné pokyny a usmernenia. Odporúčaná odborná literatúra ohľadom problematik riešených prioritne v danom praxovom zariadení.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
84,92	0,0	8,73	2,38	0,0	1,59	2,38

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde141/22		<b>Course title:</b> Professional foreign language 1				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>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: 13						
A	ABS	B	C	D	E	FX
92,31	0,0	0,0	0,0	0,0	7,69	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde141/22		<b>Course title:</b> Professional foreign language 1				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>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: 13						
A	ABS	B	C	D	E	FX
92,31	0,0	0,0	0,0	0,0	7,69	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde142/22		<b>Course title:</b> Professional foreign language 2				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<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	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde142/22		<b>Course title:</b> Professional foreign language 2				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>						
<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	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde143/22			<b>Course title:</b> Projects in therapeutic education 1			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>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: 88						
A	ABS	B	C	D	E	FX
98,86	0,0	0,0	1,14	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Habalová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde143/22		<b>Course title:</b> Projects in therapeutic education 1				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>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: 88						
A	ABS	B	C	D	E	FX
98,86	0,0	0,0	1,14	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Habalová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde144/22			<b>Course title:</b> Projects in therapeutic education 2			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>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	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Habalová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde144/22		<b>Course title:</b> Projects in therapeutic education 2				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</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>						
<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	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Habalová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde017/22	<b>Course title:</b> Psychiatry
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester using the combined method. Workload: direct teaching (22 hours), self-study (15 hours), elaboration of the given topic in groups (preparation, elaboration, presentation 20 hours), self-study in preparation for the final assessment (42 hours) Total 22+15+20+43= 100 (credit = 25 hours) Teaching methods: problem-oriented discussions (on etiology, manifestations, treatment, roles of non-pharmacological therapies, on basic psychiatric diseases and disorders, on relapse prevention, rehabilitation, on consequences for parenting, social application. Cooperation, risks in interaction. Video-presentations from psychiatric practice.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student in groups (of two or three) will prepare a seminar paper on an approved topic using recommended literature in the range of at least 10 pages (30 points), present the work (10 points) with their own reflection in the context of therapeutic pedagogy and discussion. The final exam (60 points) verifies the knowledge of psychiatry, understanding of the context, orientation in the issue, ability to recognize diagnostic images, know how to communicate, offer help, know the tasks of the treatment educator. (30+10+60=100 points) The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The goal is to convey to the student the knowledge of psychiatry necessary for prevention in ordinary environments, so that they are able to provide first aid, understand the difficulties of a person with a mental disorder, and support the children of parents with a psychiatric diagnosis. Results: The student will acquire basic knowledge about the etiology, symptomatology of mental disorders and diseases, knowledge related to the educational and social dimension of psychiatric	

diseases and disorders. He will understand preventive measures, know the possibilities of support, the tasks of treatment and psychosocial rehabilitation, he will be oriented in the needs of educational assistance, he will know possible risks and limitations. As transferable knowledge, he will gain awareness of the importance of psychohygiene, stress reduction, the need for good relationships and the prerequisites for the ability to notice a person who needs help.

**Class syllabus:**

1. Subject and tasks of psychiatry, mental health.
2. Classification of mental disorders - international classification systems.
3. Causes of psychological disorders – psychological, social, organic, genetic.
4. Symptomatology and course of individual types of mental disorders and diseases –
5. Clinical picture, specifics of treatment (psychoses, neuroses, depression, psychological disorders...).
6. Specifics of mental illnesses in children
7. Specifics of mental illnesses in adolescents.
8. Specifics of mental illnesses in adults and seniors
9. System of care for the mentally ill.
10. Treatment of mental disorders and diseases, psychotherapy, psychosocial rehabilitation.
11. Therapeutic and pedagogical intervention.

**Recommended literature:**

Recommended literature:

KOLIBÁŠ, E.: Všeobecná psychiatria. Bratislava: Lekárska fakulta Univerzity Komenského. 2011. ISBN 978-80-223-2985-9.

KUČEROVÁ, H. Psychiatrické minimum. Praha: Grada, 2015. 160 s. ISBN978-80-247-4733-0.

DULCAN, M.K., MARTINI, D.R.: Detská a dorastová psychiatria. Trenčín: Vydavateľstvo F. 2004. ISBN: 80-88952-12-3.

OREL, M. a kol. Psychopatologie. Praha: Grada 2012. 246 s. ISBN 978—80.247-3737-9.

TRENCKMANN, U. BANDELOW, B.: Psychiatria a psychoterapia, Trenčín: Vydavateľstvo F, 2005.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
66,67	0,0	6,35	9,52	9,52	7,94	0,0

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde106/22	<b>Course title:</b> Psychomotor therapy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the interim assessment will be awarded for: - processing of a partial assignment (20 points), - one reflection of the topic of the lecture (10 points) Final seminar paper - study and written processing of a foreign research study or professional article by the student, with the topic of psychomotorics. The formal and content level of the student's text (50 points) and oral presentation (20 points) will be assessed. 20+10+50+20=100 In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will gain knowledge about the issue and importance of movement and psychomotor skills in children. The student will understand the theoretical foundations of psychomotorically understood movement, which are essential for continuing in the subject Psychomotor Therapy 2, 3. He will be able to use theoretical knowledge, understand the processes behind the individual's psychomotor skills, how the individual manifests himself through psychomotor skills, which is necessary for his further study and therapeutic and pedagogical practice. He/she will be able to apply knowledge about psychomotorically understood movement in practice with children, to compile psychomotor exercises and activities in the school environment with a specific goal. The student will strengthen the ability to think and reason in context, analyze and critically evaluate information. He will also strengthen his interpersonal and communication skills, which are closely connected with psychomotor and non-verbal skills of a person. The content of the education is the theoretical basis for further study and subjects Psychomotor therapy 2, 3 and therapeutic-pedagogical practice.	
<b>Class syllabus:</b> 1. Definitions of the basic terms movement-motorics-psychomotorics 2. Neuromotorics, sensorimotorics in experience 3. Sociomotorics, psychomotorics in experience	

4. Psychomotorics in the European context
5. Three psychomotor schools - Kiphardt, Szabová, Zimerová
6. Movement, body, non-verbality, territoriality
7. The importance of psychomotor skills at an early age,
8. The importance of psychomotor skills in preschool and school age
9. Psychomotor exercises and activities in the context of children's age and specific difficulties
10. Psychomotor exercises and activities and their potential in inclusion
11. Psychomotor education vs. psychomotor therapy

**Recommended literature:**

Recommended literature:

VODIČKOVÁ, B. 2020. Inkluzívny potenciál pohybu. In JANOŠKO, P. (ed.). Učiace sa spoločenstvo-výzva pre inkluzívne vzdelávanie. [online]. Bratislava: Univerzita Komenského v Bratislave, s. 53-73.

Dostupné na: [https://www.researchgate.net/publication/352839323\\_Uciace\\_sa\\_spolocenstvo\\_vyzva\\_pre\\_inkluzivne\\_vzdelavanie](https://www.researchgate.net/publication/352839323_Uciace_sa_spolocenstvo_vyzva_pre_inkluzivne_vzdelavanie)

VODIČKOVÁ, B. 2020. Od psychomotorickej expresie cez psychomotorickú výchovu k psychomotorickej terapii. In KOVÁČOVÁ, B., VALACHOVÁ, D. (ed.). Expresivita v (art)terapii III. [online]. Bratislava : UK v Bratislave, s. 105-115. Dostupné na: [https://expresivneterapie.files.wordpress.com/2020/11/text-zbornik-\\_expresvita-v-artterapii-3.pdf](https://expresivneterapie.files.wordpress.com/2020/11/text-zbornik-_expresvita-v-artterapii-3.pdf)

SZABOVÁ, M., VODIČKOVÁ, M., STUPKOVÁ, M. 2012. Dieťa v centre pozornosti. Tvorivé aktivity na rozvoj osobnosti dieťaťa, formovanie a upevňovanie vzťahov medzi učiteľom a deťmi. Bratislava : RAABE. ISBN 978-80-8140-015-5.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
75,16	0,0	14,65	7,01	1,27	0,0	1,91

**Lecturers:** doc. Mgr. Barbora Vodičková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde107/22	<b>Course title:</b> Psychomotor therapy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, 1 hour of exercises, a total of 33 hours per semester. The method by which the educational activity is carried out: combined). Student workload: direct teaching (33 hours), seminar work (22 hours), self-study in preparation for the final assessment (20 hours). Total 33 + 22 + 20 = 75 (1 credit = 25 hours) Educational methods: discussion; work in small groups; problem solving of tasks, interactive education (role playing, psychomotor exercises)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (60 points) - seminar paper (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will know specific methods, will have experience through personal experience - dance and dance therapy, pantomime, psychogymnastics, field games, yoga and yoga exercises. He will know their potential and risks.	
<b>Class syllabus:</b> 1. Inspirational methods from which psychomotor therapy draws in therapeutic pedagogy. 2. Data collection and evaluation 3. Movement games 4. Dance and dance therapy 5. Concentrative movement therapy 6. Pantomime. 7. Psychogymnastics. 8. Field games. 9. Yoga and yoga exercises. 10. Relaxation movement techniques.	

## 11. Possibilities of using psychomotor therapy as an intervention tool

### Recommended literature:

Recommended literature:

FÁBRY LUCKÁ, Z. 2017. Liečebnopedagogická intervencia prostredníctvom psychomotorickej terapie pri problémoch v správaní detí. In LESSNER LIŠTIAKOVÁ, I. (Ed.). 2017.

Liečebnopedagogické intervencie pri poruchách správania detí. Bratislava : Univerzita

Komenského v Bratislave, 2017. 174 s. ISBN 978-80-223-4454-8. Dostupné na: [https://](https://poruchyspravania.files.wordpress.com/2021/04/sk_lessner-listiakova-ed_2017_intervencie.pdf)

[poruchyspravania.files.wordpress.com/2021/04/sk\\_lessner-listiakova-ed\\_2017\\_intervencie.pdf](https://poruchyspravania.files.wordpress.com/2021/04/sk_lessner-listiakova-ed_2017_intervencie.pdf)

FÁBRY LUCKÁ, Z. 2021. Psychomotorická terapia v detskom veku. Bratislava: Univerzita

Komenského. ISBN 978-80-223-5202-4.

FÁBRY LUCKÁ, Z. 2021. Konkretizácia pomôcok v psychomotorickej terapii. In: Studia

Scientifica Facultatis Paedagogicae. – Ružomberok : Katolícka univerzita v Ružomberku. ISSN

1336-2232. Roč. 20, č. 3 (2021), s. 53-60. Dostupné na: [http://studiascientifica.ku.sk/wp-content/](http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf)

[uploads/2021/10/ssf\\_3\\_21\\_s\\_obalkou.pdf](http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf)

### Languages necessary to complete the course:

Slovak, Czech, English

### Notes:

### Past grade distribution

Total number of evaluated students: 130

A	ABS	B	C	D	E	FX
86,92	0,0	9,23	2,31	0,0	0,77	0,77

**Lecturers:** doc. Mgr. Zuzana Fábry Lucká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde108/22	<b>Course title:</b> Psychomotor therapy 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, 1 hour of exercises, a total of 33 hours per semester. The method by which the educational activity is carried out: combined). Student workload: direct teaching (33 hours), design of author's movement activities (23 hours), self-study in preparation for the final assessment (19 hours). Total 33 + 23 + 19 = 75 (1 credit = 25 hours) Educational methods: discussion; work in small groups; problem solving of tasks, interactive education, creation of movement activity proposals, modification of movement activities/exercises from other authors.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (60 points) - design of author's movement activities (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will know about the possibilities of intervention in specific problem areas - the area of fine and gross motor skills, cognitive perception, perception of body schema, parent-child relationship, hypo-activity and hyperactivity of the child, human life cycle. He will be able to prepare suitable movement games for children with regard to their needs	
<b>Class syllabus:</b> 1. Individual form of psychomotor therapy. 2. Group form of psychomotor therapy. 3. Diagnostics and evaluation in psychomotor therapy. 4. Problems in the field of fine motor skills. 5. Problems in the field of gross motor skills. 6. Problems in the field of cognitive perception.	

7. Problems in the field of perception of body schema.
8. Problems in the parent-child relationship.
9. Problems in the area of hypoactivity of the child.
10. Problems in the field of child hyperactivity.
11. Problems in the context of the child's life cycle.

**Recommended literature:**

Recommended literature:

FÁBRY LUCKÁ, Z. 2021. Psychomotorická terapia v detskom veku. Bratislava: Univerzita Komenského. ISBN 978-80-223-5202-4.

FÁBRY LUCKÁ, Z. 2021. Konkretizácia pomôcok v psychomotorickej terapii. In: Studia Scientifica Facultatis Paedagogicae. – Ružomberok : Katolícka univerzita v Ružomberku. ISSN 1336-2232. Roč. 20, č. 3 (2021), s. 53-60. Dostupné na: [http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf\\_3\\_21\\_s\\_obalkou.pdf](http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf)

SZABOVÁ, Magdaléna. Náčrt psychomotorickej terapie. Bratislava: Pedagogická fakulta Univerzity Komenského, 1998. ISBN 80-88868-06-8.

SZABOVÁ, M. 2003. Pohybom proti astme. Bratislava: LIEČREH GÚTH, 2003.

**Languages necessary to complete the course:**

Slovak, Czech, English, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
90,14	0,0	5,63	0,0	1,41	0,0	2,82

**Lecturers:** doc. Mgr. Zuzana Fábry Lucká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde022/22	<b>Course title:</b> School therapeutic pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture, one hour seminar per week, A total of 33 face-to-face hours per semester. Student Workload: direct teaching (33 hours), ongoing self-study (20 hours), reflection on the book (7 hours), preparation for the final assessment (15 hours). Total: 33+20+7+15= 75 (1 credit = 75 h) Teaching methods: introduction to the topic through a story, discussion, lecture, work in groups: developing a proposal to solve a difficult situation in the classroom/family/school	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester there is one test (25 points) and one reflection presentation on a selected publication (20 points), a group solution model (15 points). Studying the required literature and mastering the final assessment (40 points), where he will demonstrate knowledge and attitudes in accordance with the professional profile of a therapeutic educator. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will know the roles of the therapeutic teacher in the school and in the school facility, he will understand the mechanisms that lead to school failure, conflicts, violence, he will know the tools for their change. He will be able to understand the professional roles of experts in a team and the importance of good cooperation. He will know his roles in relation to the family and the school environment, he will have an idea of how things can be improved (how to communicate, create opportunities for change, support).	
<b>Class syllabus:</b> 1. The place of the therapeutic pedagogue in education, legislative framework. 2. Current problems and challenges in education (inclusion, neuropedagogy)	

<ul style="list-style-type: none"> <li>3. Practical pedagogy (Jakob Rink)</li> <li>4. Causes of failure</li> <li>5. Conflicts, aggression, bullying</li> <li>6. Attitudes and prejudices in inclusion</li> <li>7. Changes - change process, means</li> <li>8. Work with family</li> <li>9. Screening, intervention, counseling.</li> <li>10. Preventive programs</li> <li>11. Teamwork, cooperation with the school management, with supporting institutions</li> </ul>														
<p><b>Recommended literature:</b>  Recommended literature:  HORŇAKOVÁ, M. Komunikácia v inkluzívnej škole. Bratislava . UK v BA. 2017. ISBN 978-80-223-4416-6.  JANOŠKO, P. a kol. Učiace sa spoločenstvo, výzva pre inkluzívne vzdelávanie. UK: Bratislava, 2020. ISBN 978-80-223-5053-2.  Odporúčaná literatúra:  ADÁMEK, M. Neuropedagogika. Pardubice : FF UP. 2014. ISBN 978-80-7395-829-9 Internet  ČOKYNA, J. A okraje máš kde? N Press s.r.o. 2019 ISBN 978-80-99925-06-0.  GUGENBÜHL-CRAIG, A. 2007. Nebezpečí moci v pomáhajících profesích. Praha . Portál, 2007. ISBN 978-80-7367-809-8. s. 76-89.  ONDRÁČEK, P. 2003. Františku, přestaň konečně zlobit, nebo... Praha : ISV, 2013. ISBN80-86642-18-6.  RINK, J. E. 2005. Praktická pedagogika. Bratislava : UK v BA. 2005. ISBN 80-223-2133-8.</p>														
<p><b>Languages necessary to complete the course:</b>  Slovak, Czech</p>														
<p><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 125</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>52,0</td> <td>0,0</td> <td>26,4</td> <td>19,2</td> <td>1,6</td> <td>0,0</td> <td>0,8</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	52,0	0,0	26,4	19,2	1,6	0,0	0,8
A	ABS	B	C	D	E	FX								
52,0	0,0	26,4	19,2	1,6	0,0	0,8								
<p><b>Lecturers:</b> Mgr. Tímea Lelovič, PhD.</p>														
<p><b>Last change:</b> 08.11.2022</p>														
<p><b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde128/22	<b>Course title:</b> Self-advocacy and participation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), self-study in preparation for continuous assessment (28 hours), Total 22 + 28 = 50 (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; problem solving of tasks, interactive learning, experiential learning, discussion of stories of people who overcame isolation	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The condition for graduation is to read a book (a story about participation) with reflection (20 points), write a project for a specific person to support independence and participation (60 points), and present it (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to increase students' sensitivity to situations of exclusion for people with disabilities, to support the creation of competencies to use activities (games, movement, activities) to create self-confidence, improve independence, and inclusion. The student will understand the impact of isolation, will be able to coordinate social support, use activities to support the individual and improve his functioning in society Transferable competences, acquires the courage to engage, the ability to stand up and support others.	
<b>Class syllabus:</b> 1. Advocacy movement - causes, goals. 2. Self-advocacy of people with physical disabilities. 3. Self-advocacy of people with mental disabilities. 4. Self-advocacy of people with multiple disabilities. 5. Self-advocacy for autism spectrum disorders.	

6. Integration of people with mental illness into society. 7. Inclusion of people from excluded communities. 8. Inclusion of children with low social skills. 9. Solution-focused therapy. 10. Games and exercises with a prosocial focus. 11. Activities for family inclusion.						
<b>Recommended literature:</b> Recommended literature: KEBZA, V. Psychosociální determinanty zdraví. Praha, Avicenum, 2005. ISBN 8020013075 ZATLOUKAL L. ŽÁKOVSKÝ, D. Zázrak tří květin, Terapie zameraná na řešení s dětmi a dospívajícími. Praha: Portál, 2019. ISBN 978-80262-14,84-7. NAWKA, P., ČERNÁK P., HAŠTO, J. Reintegrácia psychosociálne postihnutých do spoločnosti. Súčasný stav a perspektívy. Vydavateľstvo T, 1998. 208s. ISBN 8096727796						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Kvetoslava Kotrbová, PhD., MPH						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde124/22	<b>Course title:</b> Social education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours of seminar per week, a total of 22 hours per semester, combined form (primarily face-to-face) Student workload: 2S (2 credits): 11 x 2 hours of direct teaching = 22 hours; 15 hours of preparation for seminars; 23 hours of preparation for the interim assessment; a total of 60 hours of student work. Teaching methods: monologic methods (lecturing), dialogical methods (interview, discussion), problem-based methods (brainstorming), guided self-study (working with the text and solving continuously assigned tasks).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is finished with an assessment, 100% of the interim assessment. The interim assessment includes: the student's task is to develop and present an assigned seminar task (maximum possible number of points obtained - 40) and pass an interim written test (maximum number of points obtained - 60). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation (min. 60 out of 100 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> After successfully completing the course, the student knows the basic concepts of social pedagogy. Understands the place of social pedagogy in the system of pedagogical sciences. It categorizes the typology of the environment and can explain the effects of a stimulus-adverse environment on the child. It describes and interprets the specifics of raising a child in a substitute family environment. He understands the specifics of social-educational work with children and pupils from socially disadvantaged environments and with pupils with problematic behaviour. Understands the importance of social and educational prevention of risky behavior. By analyzing, solving and discussing tasks from seminar assignments, the student can communicate his conclusions, think critically and think in context.	

**Class syllabus:**

1. Basic conceptual apparatus of social pedagogy.
2. Social pedagogy as a scientific discipline.
3. Subject of social pedagogy.
4. The relationship of social pedagogy to other sciences and scientific disciplines.
5. Social pedagogy as a helping profession.
6. Environment, its characteristics and typology.
7. Socially disadvantaged environment.
8. The substitute education environment.
9. School socio-pedagogical work. Social and educational aspects of working with children and pupils from socially disadvantaged backgrounds. Social-educational aspects of working with students with problematic behavior.
10. Strategies for the prevention of pupils' risky behavior.
11. Socio-pedagogical aspects of work with the family.

**Recommended literature:**

Recommended literature:

- BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.
- HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.
- HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. ISBN 978-80-557-1717-3.
- BAKOŠOVÁ, Z. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.
- KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.
- ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.
- ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.

**Languages necessary to complete the course:**

Slovak

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

Total number of evaluated students: 147

A	ABS	B	C	D	E	FX
40,82	0,0	27,21	10,88	8,84	6,12	6,12

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde130/22	<b>Course title:</b> Social pathology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (22 hours), self-study in preparation for mid-term assessment (29 hours), self-study in preparation for final assessment (24 hours), Total $22 + 29 + 24 = 75$ (1 credit = 25 hours) Education methods: lecture, discussion on the topic covered; work in small groups; problem solving tasks	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (50 points) - final test (50 points) At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is for the student to be able to orient himself in socio-pathological phenomena, to know their causes, connections and help possibilities. The student will be able to diagnose and analyze socio-pathological phenomena, acquire competences for prevention, counseling and other professional intervention in the given area from the point of view of therapeutic pedagogy.	
<b>Class syllabus:</b> 1. Social pathology as a scientific discipline, 2. Etiology of socio-pathological phenomena, 3. Diagnostics of pathological manifestations of behavior 4. Specifics of pathological phenomena in childhood 5. Specifics of pathological phenomena in adulthood,	

6. Negative social phenomena (unemployment, poverty, homelessness, divorce rate, population imbalance).
7. Social pathology versus social deviance.
8. Typology of socio-pathological phenomena.
9. Analysis of antisocial phenomena and their characteristics (vandalism, bullying, extremism, domestic and spectator violence).
10. Crime, prostitution, suicide, alcoholism, nicotineism, non-alcoholic drug addiction, drugs, non-substance addictions, possibilities of therapy for social deviations.
11. Prevention of socio-pathological phenomena, risk groups.

**Recommended literature:**

Recommended literature:

FIŠER, S., ŠKODA, J. 2009. Sociální patologie. Praha : Grada Publishing, 2009. ISBN 978-80-247-2781-3.

HRONCOVÁ, J., KRAUS, B. a kol. 2006. Sociálna patológia pre sociálnych pracovníkov a pedagógov. Banská Bystrica, 2006. ISBN 8080832234.

KRAUS, B., HRONCOVÁ, J. a kol. 2010. Sociální patologie. Hradec Králové : Gaudeamus, 2.vyd. 2007.

MATOUŠEK, O., KROFTOVÁ, A. 1998. Mládež a delikvence. Praha: Portál, 1998. ISBN 8071782262.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
65,0	0,0	22,5	5,83	3,33	1,67	1,67

**Lecturers:** Mgr. Mária Habalová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde009/22	<b>Course title:</b> Social psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours of lectures per week; a total of 22 hours per semester in a combined form (primarily face-to-face) Student workload: 11x 2 hours of direct teaching = 22 hours; 18 hours of seminar work preparation; 20 hours of preparation for the interim assessment; 30 hours of exam preparation. A total of 90 hours of work. Teaching methods: Interpretation with multimedia support, dialogic and discussion methods and demonstration, critical analysis of psychological theory and scientific studies in the field of social psychology and analysis of case studies	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject ends with an exam. The interim assessment includes a paper for the seminar in the range of 3-5 standard pages (30 points) and the final assessment a final test (70 points). A minimum of 60 points is required for successful completion of the course. The final test takes into account the theoretical knowledge acquired during the semester. The report is on a selected theoretical topic from the field of social psychology, but also with the application aspect of solving a specific interpersonal problem using the acquired knowledge. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required) The rating is given on a scale: A (100-94 points), excellent - excellent results; the student correctly and actively critically and creatively reflects the knowledge of social psychology, knows how to integrate it with the knowledge of other disciplines, critically and creatively applies the acquired knowledge when	

evaluating and influencing group activities. The student's professional text shows the ability to use various theoretical concepts to describe and explain social phenomena, as well as the complete ability to find appropriate solutions to problematic interpersonal situations.

B (93-86 points), very good - above average standard; the student adequately critically reflects the knowledge and frameworks of the discipline, including their meaningful integration with the knowledge of other disciplines, critically and creatively applies the acquired knowledge when evaluating and influencing group activities from the point of view of the individual and the group, but also specifically in relation to the future target group,

C (85-76 points), good - ordinary reliable work; the student mainly reflects critically on knowledge and the current development of the discipline, knows interdisciplinary connections and can, in most cases, correctly apply them when evaluating and influencing group events from the point of view of the individual and the group, but also specifically in relation to the future target group; in the professional text of the student, one can see only a partial ability to use various theoretical concepts to describe and explain social phenomena, as well as a partial ability to propose a solution to an interpersonal situation using intervention techniques,

D (75-68 points), satisfactory - acceptable results; the average student critically reflects knowledge and the current development of the discipline, knows interdisciplinary connections, applies the acquired knowledge with greater guidance when evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group,

E (67-60 points), sufficient - the results meet the minimum criteria, the student critically reflects knowledge and the current development of the discipline only to a limited extent, knows interdisciplinary connections, is able to apply the knowledge at a minimum level in evaluating and influencing group events from the point of view of the individual and the group, but also specifically in relation to the future target group,

Fx (59-0 points), not enough - more work, extra study is required.

Learning outcomes:

The aim of the subject Social psychology is to inform about the origin, development and position of social psychology in the system of human sciences and to offer an overview of the most important knowledge and theories. The subject expands the student's knowledge and understanding in the issues of: the social aspect of a person integrated in society and culture; methodologies of social psychology; identities; interpersonal perception; communications; attitudes and social representations; social influence, psychology of groups. Much attention is paid in particular to the attitudes, motives, behavior and perception of individuals and groups in society and the application of this knowledge in practice, e.g. in the principles of cooperation and conflict resolution or broader interpersonal contexts of the work of a therapeutic pedagogue.

The student concludes:

- can define basic terms and methods based on the areas of research in social psychology and knows standard methodological practice in the research of social phenomena and social interventions,
- recognizes the functioning mechanisms of groups, such as social idleness, he can further identify the means and methods of socialization and the influence of socio-cultural determination on the psyche of the individual.
- integrates knowledge about the social reality of a person in the environment of relationships in the context of prevention, education, intervention with a focus on the inclusion and participation of individuals at any age, primarily in the departments of education and health, as well as social affairs, justice and the interior.
- critically assesses the impact of the cultural and social environment on the individual, and recommend procedures leading to changes in areas such as social perception, attitudes, methods of communication or group phenomena.

**Learning outcomes:**

The aim of the subject Social psychology is to inform about the origin, development and position of social psychology in the system of human sciences and to offer an overview of the most important knowledge and theories. The subject expands the student's knowledge and understanding in the issues of: the social aspect of a person integrated in society and culture; methodologies of social psychology; identities; interpersonal perception; communications; attitudes and social representations; social influence, psychology of groups. Much attention is paid in particular to the attitudes, motives, behavior and perception of individuals and groups in society and the application of this knowledge in practice, e.g. in the principles of cooperation and conflict resolution or broader interpersonal contexts of the work of a therapeutic pedagogue.

The student concludes:

- can define basic terms and methods based on the areas of research in social psychology and knows standard methodological practice in the research of social phenomena and social interventions,
- recognizes the functioning mechanisms of groups, such as social idleness, he can further identify the means and methods of socialization and the influence of socio-cultural determination on the psyche of the individual.
- integrates knowledge about the social reality of a person in the environment of relationships in the context of prevention, education, intervention with a focus on the inclusion and participation of individuals at any age, primarily in the departments of education and health, as well as social affairs, justice and the interior.
- critically assesses the impact of the cultural and social environment on the individual, and recommend procedures leading to changes in areas such as social perception, attitudes, methods of communication or group phenomena.

#### **Class syllabus:**

1. Introduction to the study and methods of social psychology: subject, basis of research and ethics in social psychology research, history of social psychology.
2. Socio-cultural determination of psyche: man, society and culture.
3. Socialization of the individual: definition of the concept of socialization and its essence, means and methods of socialization, theories of socialization.
4. Social cognition: perception of others, interpersonal attraction, determinants affecting impression formation, attribution theories.
5. Social communication: definition of the term, communication process, non-verbal communication (gestures, facial expressions, spatial positioning, movements, touches, paralinguistics), verbal communication, lies as part of communication
6. Attitudes: definition, functions and structure of attitudes, formation of attitudes, measurement of attitudes, interventions aimed at changing attitudes.
7. Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance.
8. Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competition, cooperation, leadership.
9. Social behavior: social norm, prosocial behavior, aggressive behavior, mob behavior, conflicts.
10. Practical application of social psychology: use of social psychology, social-psychological personality problems of therapeutic pedagogues and educators,
11. Social psychology and mental health, searching and working with professional literature in social psychology relevant for therapeutic pedagogues and educators.

#### **Recommended literature:**

Recommended literature:

Masaryk, R. (2013). Medzi človekom a ľuďmi. IRIS.

- Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. 3. aktualizované vydání. Portál. (Kapitola: Sociální chování)
- Báčová, V. (2009). Súčasný smery v psychológii. Veda.
- Hayesová, N. (2011). Základy sociálnej psychológie. Portál.
- Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského.
- Lemešová, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
- Petrík, J., & Popper, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. *Studia Psychologica*, 62(3), 232-245.
- Petrík, J., Uhrecký, B., Popper, M., & Nôťová, L. (2021). Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association. *Human Affairs*, 31(2), 194-211.
- Sollárová, E., Slaměnik, I., & Výrost, J. (2019). Sociální psychologie. Teorie, metody, aplikace. Grada.
- Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Portál.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 139

A	ABS	B	C	D	E	FX
79,86	0,0	7,91	5,76	0,0	2,16	4,32

**Lecturers:** Mgr. Veronika Horníková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde145/22		<b>Course title:</b> Social-psychological training 1				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <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>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: 193						
A	ABS	B	C	D	E	FX
96,37	0,0	1,55	1,04	0,0	0,0	1,04
<b>Lecturers:</b> doc. Mgr. Barbora Vodičková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde146/22			<b>Course title:</b> Social-psychological training 2			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <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>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: 147						
A	ABS	B	C	D	E	FX
93,2	0,0	3,4	2,04	0,0	0,0	1,36
<b>Lecturers:</b> Mgr. Zuzana Ťulák Krčmáriková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde008/22	<b>Course title:</b> Special education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours of lectures per week, a total of 22 hours per semester. Student workload: direct teaching (22 hours), continuous self-study (10 hours), two continuous tests (25 hours each), reflection of the book read on a topic (10 hours), self-study (30 hours) and final test/exam (18 hours). (Total 22+10+25+25++18= 100) (1 credit= 25 hours) Teaching methods: lectures with a motivational story (book, video) and discussion	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, there are two tests (25 points each) that verify the mastery of concepts and factual knowledge, one reflection of the book read on the topics (20 points), and a final test (30) that verifies the understanding of connections with severe mental disability, sensory disorders, communication, diseases and health disorders that make development and application difficult. (Total: 25+25+20+30=100%) The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will know the causes, manifestations and consequences of serious disabilities on the development, health and application of a person in the context of education and training, as well as the possibilities of prevention, rehabilitation and remedial education. He will understand that disability is largely an unmanaged coping process. He will understand the uniqueness of these individuals and what they enrich others with, he will adopt attitudes of respect and healthy helping.	

He will be well prepared for receiving additional information and experience in the context of the field and profession.

**Class syllabus:**

1. History of medical and special care in the world and in our country
2. Concepts (disability as a condition and as a process)
3. Current definition of special pedagogy, segregated, integrated education and inclusion
4. Mental disability (Control test 1)
5. Speech disorders
6. Disorders of sensory perception
7. Disorders of health, body schema (Control test 2)
8. Severe and multiple disabilities
9. Concepts of care in therapeutic pedagogy
10. Developmental concepts of care
11. Work with family

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. 2019. Základy špeciálnej pedagogiky pre liečebných pedagógov. Bratislava: PdF UK v Bratislave, Nepochikované texty, prístupné na internete.

HORŇÁKOVÁ, M. 2010. Dieťa so zdravotným znevýhodnením v kontexte vývinu a zdravia.

In: Včasná intervencia orientovaná na rodinu. - Bratislava : Univerzita Komenského, 2010. - S. 17-46. – ISBN 978-80-223-2915-

BERNITZKE, F. 2009. Heil- und Sonderpädagogik. 3. vydanie. Troisdorf : Bildungsverl. EINS. 2009. ISBN 978-3-8237-1542-9.

ORTLAND, B. 2006. Die eigene Behinderung in Fokus. Theoretische Fundierung und Wege der Inhaltlichen Auseinandersetzung. Bad Heilbrunn : Klinkhardt, 2006. ISBN 3-7815-1485-4.

VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava : Sapienta. 332 s. ISBN 80- 968797-6-6.

VANČOVÁ, A. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. Bratislava : Iris, 2012. 462 s. ISBN 978-80-89238-68-2

**Languages necessary to complete the course:**

Slovak, Deutsch

**Notes:**

**Past grade distribution**

Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
59,75	0,0	23,27	11,95	1,89	0,63	2,52

**Lecturers:** prof. PhDr. Marta Horňáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde149/22			<b>Course title:</b> Student conference			
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 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: 1						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde149/22			<b>Course title:</b> Student conference			
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 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: 1						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/B-LCPde011/22	<b>Course title:</b> Therapeutic and pedagogical diagnostics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 2 hours of lectures per week, 1 hour of seminar, a total of 33 hours per semester. Student workload: direct teaching (33 hours), continuous self-study and test (10 hours), practice conducting an admissions interview (8 hours) and recording at least three of them, observation and recording of lessons (9 hours), self-study in preparation for the final assessment (40 hours) Total 33+10+8+9+40=100 (1 credit= 25 hours) Teaching methods: lectures, practical exercises, familiarization with diagnostic methods and tests used in LP practice, discussion	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, one written exam (25 points each) that verifies mastery of concepts and factual knowledge. Next, the student will hand over the notes of the conducting interview (3x, maximum 3 pages, 10 points), records of observations made (participatory, free and structured - 3 pages, 20 points), attend classes, become familiar with the methods used, read the mandatory literature and passes the final exam/test, 45 points. The rating is given on a scale: A 100 – 95 points = excellent – excellent results B 94 – 85 points = very good – above average standard C 84 – 75 points = good – regular reliable cooperation D 74 – 65 points = satisfactory – acceptable results E 64 – 60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will gain knowledge about diagnostics in other fields and the specifics of therapeutic and pedagogical diagnostics. He will acquire ethical requirements, learn and use basic methods such as observation, conducting a diagnostic interview, processing information and its use. He will understand the importance of correct handling of information, the necessity of continuous	

verification, and know the possibilities of diagnostics when evaluating the course of the intervention. He will practice the ability to observe, separate descriptive statements from evaluative ones and use data for planning measures, as well as manage communication in difficult situations.

**Class syllabus:**

1. Diagnostics - definition, forms, medical diagnosis.
2. Specifics of diagnostics in other helping fields
3. LP – diagnostics – peculiarities, requirements
4. Anamnesis - personal
5. Family, objective, school, medical history,
6. Methodology in diagnostics,
7. Observation - benefits, risks
8. Scales, tests, - benefits, risks
9. Analysis of activity results
10. MKF – diagnostic circuits, qualifiers
11. Some diagnostic procedures and possibilities in therapies

**Recommended literature:**

Recommended literature:

FÁBRY LUCKÁ, Z., LIŠTIAKOVÁ, I. 2014. Diagnostické plánovanie vo včasnej intervencii. Bratislava: UK v BA, 2014. ISBN 978-80-223-3778-6.

HORŇÁKOVÁ, M. Liečebnopedagogická diagnostika, 2019. Bratislava : PdF UK, ISBN 978-80223-4846-1

GROSCHKE, D. 2004 Psychologische Mittle und heilpädagogische Zwecke?- Zur Diagnose der heilpädagogischen Diagnostik. Aktuelle Entwicklungen und Tendenzen in der Heilpädagogik. BHP, Jahrg. 3, 4/04.

BUNDSCHUH, K. 2004, Heilpädagogische Diagnostik. Reinhardt, München, 2004.

Medzinárodná klasifikácia funkčnej schopnosti dizability a zdravia/dospelí/ deti. WHO, 2001. Bratislava: WHO. ISBN 80-968689-1-8 internetový zdroj

**Languages necessary to complete the course:**

Slovak, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 147

A	ABS	B	C	D	E	FX
45,58	0,0	27,89	17,01	4,76	2,04	2,72

**Lecturers:** prof. PhDr. Marta Horňáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KLP/B-LCPde039/22			<b>Course title:</b> Therapeutic and pedagogical practice - excursion			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 25s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<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: 62						
A	ABS	B	C	D	E	FX
75,81	0,0	20,97	0,0	1,61	0,0	1,61
<b>Lecturers:</b> doc. Mgr. Barbora Vodičková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						