

Course descriptions

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COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde001/22	Course title: Aphasia
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: analysis of a speech-language assessment results of patient with aphasia (alexia/agraphia) based published case-study (20 points), critical analysis of one therapy method on spoken or written language for patient with brain damage and creating a video on which this therapy procedures in illustrated (20 points).. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student will gain knowledge about etiopathogenesis, symptoms, clinical syndromes of aphasia, alexia and agraphia and the ways of evaluation, assessment and therapy. It will also acquire basic competencies in the field of assessment of aphasia, alexia and agraphia using available standardized tests in Slovakia.	

The student obtains information on evidence-based speech therapy intervention approaches in patients with vascular and progressive aphasia. As part of the course, students develop the ability to think in context, critically compare information. An important part is to develop their communication skills and competences, the perspective of thinking on a professional topic so that they can translate it for patients, clients with aphasia and their relatives

Class syllabus:

The course focuses on detailed knowledge of etiology, symptomatology, diagnostic procedures and therapeutic methods so that students in speech and language therapy (SLT) practice after graduation understand the issues of pathomechanism of aphasia, alexia and agraphia, know basic diagnostic approaches and can use them in examination of adult population. At the same time, students will know the basic elements and procedures of individual as well as group therapy procedures in individuals with aphasia, alexia and agraphia.

Key topics: symptoms of aphasia, clinical syndromes of aphasia (Boston classification system), cognitive-neuropsychological approach to aphasia, alexia and agraphia, neuropathology of aphasia, diagnosis of aphasia (screening of aphasia, complex test batteries of aphasia, specific tests of aphasia). Evaluation of the effectiveness of aphasia therapy in clinical conditions. Aphasia therapy: specific intervention procedures in aphasia, cognitive-neuropsychological approach (therapy of word production and comprehension, alexia, agraphia), aphasia therapy at sentence and text level. Pragmatic approaches in aphasiology: evaluation of functional communication (with a special accent for conversational analysis), conversation training, group therapy. Quality of life with aphasia (evaluation and intervention approaches).

Recommended literature:

1. Cséfalvay, Zs., Egryová, M., Wiedermann, I.: Diagnostika afázie, alexie a agrafie, Bratislava, EOS, 2018.
2. Cséfalvay, Zs., Egryová, M., Marková, J., Wiedermann, I.: Terapia afázie, alexia a agrafie, Bratislava, EOS, 2018.
3. Cséfalvay, Zs., Lechta, V. (ed.): Diagnostika NKS u dospelých. Praha: Portál, 2013.
4. Marková, J. a kol.: Analýza porozumenia viet v slovenčine. Bratislava: UK, 2015.
5. Marková, J.: Terapie afázie. Úroveň viet. Bratislava: UK, 2008.
6. Cséfalvay, Zs. a kol.: Terapie afázie. Teorie a prípadové studie. Praha: Portál, 2007.
7. Kevická, V., Marková, J., Buntová, D.: Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: UK, 2021.
8. Brnová, J., Cséfalvay, Zs.: Konverzačná anlyza v afaziológii. Bratislava: Mabag, 2009.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 142

A	ABS	B	C	D	E	FX
59,86	0,0	18,31	8,45	6,34	7,04	0,0

Lecturers: prof. PaedDr. Zsolt Cséfalvay, PhD., Mgr. Viktória Čiernik Kevická, PhD.

Last change: 13.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde001/22	Course title: Aphasia
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: analysis of a speech-language assessment results of patient with aphasia (alexia/agraphia) based published case-study (20 points), critical analysis of one therapy method on spoken or written language for patient with brain damage and creating a video on which this therapy procedures in illustrated (20 points).. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student will gain knowledge about etiopathogenesis, symptoms, clinical syndromes of aphasia, alexia and agraphia and the ways of evaluation, assessment and therapy. It will also acquire basic competencies in the field of assessment of aphasia, alexia and agraphia using available standardized tests in Slovakia.	

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Class syllabus:

The course focuses on detailed knowledge of etiology, symptomatology, diagnostic procedures and therapeutic methods so that students in speech and language therapy (SLT) practice after graduation understand the issues of pathomechanism of aphasia, alexia and agraphia, know basic diagnostic approaches and can use them in examination of adult population. At the same time, students will know the basic elements and procedures of individual as well as group therapy procedures in individuals with aphasia, alexia and agraphia.

Key topics: symptoms of aphasia, clinical syndromes of aphasia (Boston classification system), cognitive-neuropsychological approach to aphasia, alexia and agraphia, neuropathology of aphasia, diagnosis of aphasia (screening of aphasia, complex test batteries of aphasia, specific tests of aphasia). Evaluation of the effectiveness of aphasia therapy in clinical conditions. Aphasia therapy: specific intervention procedures in aphasia, cognitive-neuropsychological approach (therapy of word production and comprehension, alexia, agraphia), aphasia therapy at sentence and text level. Pragmatic approaches in aphasiology: evaluation of functional communication (with a special accent for conversational analysis), conversation training, group therapy. Quality of life with aphasia (evaluation and intervention approaches).

Recommended literature:

1. Cséfalvay, Zs., Egryová, M., Wiedermann, I.: Diagnostika afázie, alexie a agrafie, Bratislava, EOS, 2018.
2. Cséfalvay, Zs., Egryová, M., Marková, J., Wiedermann, I.: Terapia afázie, alexia a agrafie, Bratislava, EOS, 2018.
3. Cséfalvay, Zs., Lechta, V. (ed.): Diagnostika NKS u dospelých. Praha: Portál, 2013.
4. Marková, J. a kol.: Analýza porozumenia viet v slovenčine. Bratislava: UK, 2015.
5. Marková, J.: Terapie afázie. Úroveň viet. Bratislava: UK, 2008.
6. Cséfalvay, Zs. a kol.: Terapie afázie. Teorie a prípadové studie. Praha: Portál, 2007.
7. Kevická, V., Marková, J., Buntová, D.: Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: UK, 2021.
8. Brnová, J., Cséfalvay, Zs.: Konverzačná anlyza v afaziológii. Bratislava: Mabag, 2009.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 142

A	ABS	B	C	D	E	FX
59,86	0,0	18,31	8,45	6,34	7,04	0,0

Lecturers:

Last change: 13.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde049/22	Course title: Art therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: 2 hours of seminar/week, a total of 26 hours per semester, primarily in-person teaching Student workload: 13x2 hours = 26 hours; 14 hours of theoretical-practical assignment for continuous evaluation; 20 hours working out your own practical assignments, 30 hours preparing for the exam = 90 hours in total Teaching methods: Lecture, active linking of theoretical knowledge and practical tasks, experiential method (own work in the class, practical implementation and practice with the client), discussion of the topic covered.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The course is completed by an exam, which consists of a written test (50 points), submission of artworks created during the seminars (25 points) and an assignment based on the use of art therapy techniques in the work of a speech therapist (25 points). At least 91 points are required to obtain an A rating, at least 81 points to obtain a B rating, at least 73 points for a C rating, at least 66 points for a D rating, and at least 60 points for an E rating. Credits will not be granted to a student who does not complete any of the assigned topics. Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student knows the historical context of art therapy, its theoretical starting points and the diagnostic use of artistic production (children, youth, adults, seniors...) and aspects of artistic expression in the norm and in pathology. The student also knows the definition, forms and methods of art therapy, its goals and the possibilities of various art materials.	
Class syllabus: From the history of art therapy. Definition of art therapy, Theoretical psychological foundations of art therapy: Psychoanalytic (Freud, Jung, Adler), Humanistic approach in art therapy (Rogers), Shape psychology and phenomenology in art therapy, Art therapy and logotherapy, Current trends in art therapy, Spiritual-ecological existential art therapy. Forms of art therapy, Goals and target	

groups of art therapy, Methods of art therapy. Selected indications of art therapy. Children's creative expression and art diagnosis, Diagnostic art therapy tests and manuals. Art materials in art therapy.

Recommended literature:

LHOTOVÁ, M.; PEROUT, E.: Arteterapie v souvislostech. Portál, 2018. ISBN 978-80-262-1272-0

RUBIN, J.: Přístupy v arteterapii, Triton, 2008, ISBN 978-80-7387-093-5

ŠICKOVÁ-FABRICI, J.: Základy arteterapie. Portál, 2016. ISBN978-80-262-1043-6

ŠUPŠÁKOVÁ, B.: Detský výtvarný prejav : od čmáraníc k obrazom a ich významom. DOLIS, 2013. ISBN 978-80-970419-1-5

VÁGNEROVÁ, M.: Vývoj dětské kresby a její diagnostické využití. RAABE, 2017. ISBN 978-80-7496-333-9

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 175

A	ABS	B	C	D	E	FX
88,57	0,0	9,71	0,0	0,0	0,0	1,71

Lecturers: Mgr. Zuzana Ťulák Krčmáriková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde002/22	Course title: Augmentative and alternative communication
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: 1) an essay on the topic of the possibilities and limits of speech therapy intervention in the non-speaking population for selected developmental or acquired communication disorders (20 points), (2) preparation and presentation of a detailed case study of a non-speaking person using AAK (supported by a video demonstration in which the AAK device is used) that students searched on the Internet, with an emphasis on the strengths and weaknesses of the strategy (20 points). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, , acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student acquires knowledge of suitable candidates for augmentative and alternative communication (children,	

adolescents and adults). At the same time, he/she will acquire basic competencies in the field of assessment of communication of the non-speaking population. The student gets information about intervention approaches in children and adults who, for various reasons, are unable to communicate in spoken language.

As part of the course, students develop the ability to think in context, critically compare information. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can transform it for their clients, patients and their relatives.

Class syllabus:

The course is aimed at a detailed acquaintance with three functional groups of AAC users of non-speaking children and adolescents, or the population of adults who, due to various reasons, cannot communicate in spoken language. Students acquire a basic competence to implement low-structured methodologies aimed at evaluating the strengths and weaknesses of communication and, based on an analysis of the results, propose specific AAK strategies (low-tech, high-tech) available in the Slovak Republic, respectively, prepare a plan of intervention aimed at the use of AAK in everyday communication.

Key topics: AAC candidates (children, adolescents, adults), AAC methods and aids, diagnosis of AAC- evaluation strategies, clinical examination of the non-speaking population, speech therapy intervention of children and adults who, for various reasons, cannot communicate in spoken language (children and adults with cerebral palsy, with severe intellectual disability, multiple disabilities, children with combined sensory impairments, children with autism, adults with neurological diseases, which limits verbal communication).

Recommended literature:

1. Cséfalvay, Zs., Mináriková, M.: Augmentatívna alternatívna komunikácia. In: Kerekreťiová, A.: Logopédia. UK: Bratislava, 2016.
2. Šarounová, J. a kol.: Metódy alternatívni a augmentatívni komunikace. Portál: Praha, 2014.
3. Štihová, A., Kukumbergová, M., Vozárová, A., Jánošková, T.: Augmentatívna a alternatívna komunikácia v špeciálnej škole. ŠPU: Bratislava, 2014.
4. Vybrané vedecké štúdie z oblasti AAK publikované v časopise Logopaedica (od r. 2010).

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 115

A	ABS	B	C	D	E	FX
95,65	0,0	3,48	0,0	0,0	0,0	0,87

Lecturers: doc. PhDr. Dana Buntová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde002/22	Course title: Augmentative and alternative communication
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: 1) an essay on the topic of the possibilities and limits of speech therapy intervention in the non-speaking population for selected developmental or acquired communication disorders (20 points), (2) preparation and presentation of a detailed case study of a non-speaking person using AAK (supported by a video demonstration in which the AAK device is used) that students searched on the Internet, with an emphasis on the strengths and weaknesses of the strategy (20 points). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, , acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student acquires knowledge of suitable candidates for augmentative and alternative communication (children,	

adolescents and adults). At the same time, he/she will acquire basic competencies in the field of assessment of communication of the non-speaking population. The student gets information about intervention approaches in children and adults who, for various reasons, are unable to communicate in spoken language.

As part of the course, students develop the ability to think in context, critically compare information. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can transform it for their clients, patients and their relatives.

Class syllabus:

The course is aimed at a detailed acquaintance with three functional groups of AAC users of non-speaking children and adolescents, or the population of adults who, due to various reasons, cannot communicate in spoken language. Students acquire a basic competence to implement low-structured methodologies aimed at evaluating the strengths and weaknesses of communication and, based on an analysis of the results, propose specific AAK strategies (low-tech, high-tech) available in the Slovak Republic, respectively, prepare a plan of intervention aimed at the use of AAK in everyday communication.

Key topics: AAC candidates (children, adolescents, adults), AAC methods and aids, diagnosis of AAC- evaluation strategies, clinical examination of the non-speaking population, speech therapy intervention of children and adults who, for various reasons, cannot communicate in spoken language (children and adults with cerebral palsy, with severe intellectual disability, multiple disabilities, children with combined sensory impairments, children with autism, adults with neurological diseases, which limits verbal communication).

Recommended literature:

1. Cséfalvay, Zs., Mináriková, M.: Augmentatívna alternatívna komunikácia. In: Kerekrétiová, A.: Logopédia. UK: Bratislava, 2016.
2. Šarounová, J. a kol.: Metódy alternatívni a augmentatívni komunikace. Portál: Praha, 2014.
3. Štiňová, A., Kukumbergová, M., Vozárová, A., Jánošková, T.: Augmentatívna a alternatívna komunikácia v špeciálnej škole. ŠPU: Bratislava, 2014.
4. Vybrané vedecké štúdie z oblasti AAK publikované v časopise Logopaedica (od r. 2010).

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 115

A	ABS	B	C	D	E	FX
95,65	0,0	3,48	0,0	0,0	0,0	0,87

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde068/22	Course title: Basics of didactics
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Lecture, 2 hours per week, 22 hours per semester, combined (primarily full-time) Student workload: 22 hours of direct teaching; 22 hours of preparation for continuous assessment; 45 hours of preparation for seminar work; 22 hours of preparation for final assessment. Total 111 hours of student work. Teaching methods: lecturing, (problem-based) explanation, explanation, instruction, discussion, colloquium, mind mapping, brainstorming (Philips 66), heuristic methods, situation analysis method, guided self-study	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total). As part of the final assessment, they will produce (30 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical-didactic analysis of a specific problem(s)) to address a selected teaching-learning problem(s) in the school (50 points in total). The aim is a coherent pedagogical-didactic (self-)reflection, critique, identification of critical moments of teaching and forming pedagogical thinking, production of ideas for improving the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in the current scientific-didactic theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,	

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

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific and didactic theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-didactic theories is limited to specific areas, their critical evaluation and generalization is absent,

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

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development on the basis of cognition and (self-)reflection, he/she will be familiar with and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.

Transferable competences: 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 explores the educational process in its breadth and complexity, helping teachers to orient themselves and to get the clearest possible picture of the complex range of different determinants that need to be taken into account in teaching. It makes accessible the formation and nature of teaching objectives, curriculum, as well as practical didactic principles in the teaching process. It characterizes the whole process of constructing a lesson (from the planning phase to evaluation and feedback). Currently, a discourse of different concepts and approaches to the teaching process is present and necessary in didactics. The orientation in teaching conceptions in student teachers initiates the process of creating individual conceptions, which for their practice represent the basic platform of their pedagogical thinking.

Lecture topics:

1. Didactics as a science. Didactic ideas and opinions of some educators; Subject of didactics; brief development of theoretical foundations; division of didactics; Methods of didactic research.

2. The system and elements of the teaching process. Concept of the teaching process; Objectives of the teaching process; Social, gnoseological, 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. Educational content and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; Decentralisation of curriculum; Two-level model of curriculum.
4. Teaching/educational objectives. Definition of basic terms; From general to specific learning objectives; Specific (sub) learning objectives; Key competences.
5. Teaching methods. Concept of teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monological methods, dialogical methods, selected activating methods; Determinations of optimal selection of methods.
6. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist concepts of teaching; Constructivism as a theory of cognition; Foundations of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.
7. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
8. Didactic principles/principles for a meaningful teaching process. Characteristics of didactic principles; Alternative approaches to support authentic/productive learning.
9. Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Teacher self-reflection; Creativity in the teacher's work; Pupil in teaching; Communication between teacher and pupil.
10. Diagnostics and assessment in teaching. Control of teaching results; Roles and functions of control in teaching; Internal and external control of the school.
11. Material and didactic resources. Concept and classification of material didactic means; Classification of teaching aids and

Recommended literature:

Compulsory reading:

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

Recommended reading:

KOSTRUB, D. 2008. Dieťa/žiak/študent – 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:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
89,11	0,0	8,42	1,49	0,0	0,0	0,99

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde074/22	Course title: Basics of psychodiagnostics for speech therapists
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Practice: 2 hours/week, total 22 hours/semester, Organizational form: combined (primarily face-to-face) Student workload: 22 hours of continuous teaching; 11 hours of ongoing independent study and work with manuals of psychodiagnostic methods (tests); 32 hours of administration and evaluation of psychodiagnostic methods; 24 hours preparation of the final micro assessment. A total of 89 hours. Teaching methods: exercises with practical examples of psychodiagnostic methods and procedures, administration and evaluation of selected methods, discussion in groups or in working pairs of students (also online), analysis of cases (case studies) with regard to the work of speech therapists in practice and close cooperation with psychologists; guided independent study using manuals of psychodiagnostic methods, (including videos, standards and other documents of professional associations, etc.)	
Number of credits: 3	
Recommended semester: 5., 7.	
Educational level: I.II.	
Prerequisites:	
Recommended prerequisites: Developmental psychology	
Course requirements: Weight of interim: 100% During the semester, students will actively work with the presented psychodiagnostic methods and procedures (eventually analyze the presented case reports or their parts), they will also administer some of the methods themselves and after their evaluation, they will prepare a psychological micro-assessment and self-reflection, focused on personal development. The rating is given on a scale: A (100-95%, excellent - excellent results), B (94-85%, very good - above average standard), C (84-75%, good - ordinary reliable work), D (74-65%, satisfactory - acceptable results), E (64-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) The rating is given on a scale: A (100-95%, excellent - excellent results; students actively reflect critically and creatively on adopted procedures (they also identify the limits of procedures, understand the complexity of procedures) and frameworks for the further development of psychodiagnostics and its interdisciplinary (transdisciplinary) connections; they integrate knowledge with other studied	

disciplines excellently , especially with regard to speech therapy; they are excellently prepared to work in an interdisciplinary team, especially together with psychologists (they also differentiate their professional competences and the potential of their further professional growth); they reflect the acquired knowledge and skills in relation to their own personal development and well-being (well-being).

B (94-85%, very good - above average standard; students actively critically reflect on the adopted procedures (they also understand their limits, complexity) and frameworks for the further development of psychodiagnostics and its interdisciplinary (transdisciplinary) connections; they integrate knowledge very well with other studied disciplines, especially with regard to speech therapy; they are very well prepared to work in an interdisciplinary team, especially together with psychologists (they also differentiate their professional competences and the potential of their further professional growth very well); they reflect the acquired knowledge and skills in relation to their own personal development and well-being (well -being).

C (84-75%, good - common reliable work; students at an average level critically reflect on the acquired knowledge (they understand the limits and complexity of the procedures) as well as the framework for the further development of psychodiagnostics and its interdisciplinary links; they integrate knowledge well with other studied disciplines, especially with regard to speech therapy; they are well prepared to work in an interdisciplinary team, especially together with psychologists (they differentiate their professional competences and the potential of their further professional growth well); they basically reflect the acquired knowledge and skills in relation to their own personal development and well-being .

D (74-65%, satisfactory - acceptable results; students more or less critically reflect on the acquired knowledge (they gradually understand the limits and complexity of the procedures at the instigation of a group discussion or the teacher), in principle they also understand the framework for the further development of psychodiagnostics and its interdisciplinary connections; they acceptably integrate knowledge with other studied disciplines, especially with regard to speech therapy; they are quite ready to work in an interdisciplinary team, especially together with psychologists (at the same time, they differentiate their professional competences and the potential of their further professional growth); they also partly reflect the acquired knowledge and skills in relation to personal development and well-being.

E (64-60%, sufficient - study results and student activities (activity in exercises, written work) are of lower quality compared to the above criteria and characteristics, but their acquired knowledge and skills from psychodiagnostics sufficiently prepare them for work in an interdisciplinary team, especially together with psychologists; at the same time, they sufficiently differentiate their professional competences and the potential of their further professional growth; to a certain extent, they also reflect the acquired knowledge and skills in relation to their own personal development and well-being.

Fx (59-0%, insufficient - more work, extra study required).

Learning outcomes:

After completing the exercises on the basics of psychodiagnostics, speech therapy students will know the development and currently available standard procedures of psychological diagnosis, especially those that are relevant to the practice of speech therapy and the clinical, ontogenetic psychological and other psychosocial specificities of patients or clients; they will improve in the reflection of (transferable) ethical principles of (clinical) practice; they will improve in understanding and using the principles and procedures of psychological measurement (psychometrics), relevant also for speech therapy; at the same time, some administered procedures (with themselves) will contribute to their further personal self-knowledge and development. Speech therapy students, as mentioned above, should use the acquired knowledge when studying other psychological, speech therapy or i. relevant subjects of your study program; in the clinically oriented

research of his final thesis; in speech therapy practice in the comprehensive, systemic assessment of the mental state and its prognosis in their patients and clients and in the systemic planning of speech therapy therapeutic intervention (including all types of prevention).

Moreover, in addition to the transferable areas of competence and literacy (digital, general methodological, social and communication, etc., some others are already mentioned in the texts above), their study leads to correct, more objective self-reflection and self-knowledge, important for emerging experts of helping professions.

Class syllabus:

1. Introduction to psychological diagnostic methods and ethical principles of psychodiagnostics and testing (components of psychodiagnostics, clinical methods - interview, observation, anamnesis, tests - performance tests, personality questionnaires and inventories, projective methods and instrumental methods (dynamic testing, digitalization, etc.); code of ethics in psychodiagnostics and testing, procedures based on scientific evidence, standard procedures and their development - personalized diagnostics, integrative approach vs. eclecticism, problem of unproven procedures; related institutions, publishers of psychodiagnostic methods, etc.).

2. Psychodiagnostics at an early age: methods of assessing psychological development, developmental screening, methods and indications for a more detailed examination, examples of tests and procedures.

3. Performance tests with regard to the ontogenetic and clinical point of view (age, health and mental state, etc.): tests of general mental abilities (intelligence); tests of special abilities (verbal, spatial imagination, numerical ability, perceptual readiness, memory abilities, psychomotor abilities, artistic abilities, etc.)

4. Psychological examination of the whole personality and non-intellectual components of personality (affectiveness, emotional intelligence, coping, etc.): questionnaires, inventories and scales; projective methods, instrumental / digitized procedures.

5. Evaluation of interpersonal relationships, family structures and their dynamics: interactive and non-interactive approaches.

Recommended literature:

Compulsory readings:

- SVOBODA, M. (ed.), HUMPOLÍČEK, P., ŠNOREK, V. 2013. Psychodagnostika dospělých. Praha: Portál, 2013.

- TESTOVÉ PRÍRUČKY (Psychodagnostika, s.r.o., Testcentrum Praha a iné)

Recommended readings:

- GLASOVÁ, M., GROMA, M., 2019. Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In: Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného /inkluzívneho vzdelávania [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 2019. S. 57-96 [CD-ROM].

- SVOBODA, M. (ed.), KREJČÍŘOVÁ, D., VÁGNEROVÁ, M. 2001. Psychodagnostika dětí a dospívajících. Praha: Portál 2001.

ŘÍČAN, P., J., KREJČÍŘOVÁ, D., A KOL. 2006. Dětská klinická psychologie. 4. prep. a dopl. vyd. Praha: Grada, 2006.

WEB-linky: Testforum <https://testforum.cz/> a iné

PERIODICS: Studia psychologica, Psychológia a patopsychológia dieťaťa, Československá psychologie, Journal of Clinical Psychology, Psychological Assessment a iné

Languages necessary to complete the course:

Slovak and Czech primarily, English to deepen studies

Notes:						
Past grade distribution 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
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde074/22	Course title: Basics of psychodiagnostics for speech therapists
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Practice: 2 hours/week, total 22 hours/semester, Organizational form: combined (primarily face-to-face) Student workload: 22 hours of continuous teaching; 11 hours of ongoing independent study and work with manuals of psychodiagnostic methods (tests); 32 hours of administration and evaluation of psychodiagnostic methods; 24 hours preparation of the final micro assessment. A total of 89 hours. Teaching methods: exercises with practical examples of psychodiagnostic methods and procedures, administration and evaluation of selected methods, discussion in groups or in working pairs of students (also online), analysis of cases (case studies) with regard to the work of speech therapists in practice and close cooperation with psychologists; guided independent study using manuals of psychodiagnostic methods, (including videos, standards and other documents of professional associations, etc.)	
Number of credits: 3	
Recommended semester: 4., 6., 8.	
Educational level: I.II.	
Prerequisites:	
Recommended prerequisites: Developmental psychology	
Course requirements: Weight of interim: 100% During the semester, students will actively work with the presented psychodiagnostic methods and procedures (eventually analyze the presented case reports or their parts), they will also administer some of the methods themselves and after their evaluation, they will prepare a psychological micro-assessment and self-reflection, focused on personal development. The rating is given on a scale: A (100-95%, excellent - excellent results), B (94-85%, very good - above average standard), C (84-75%, good - ordinary reliable work), D (74-65%, satisfactory - acceptable results), E (64-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) The rating is given on a scale: A (100-95%, excellent - excellent results; students actively reflect critically and creatively on adopted procedures (they also identify the limits of procedures, understand the complexity of procedures) and frameworks for the further development of psychodiagnostics and its interdisciplinary (transdisciplinary) connections; they integrate knowledge with other studied	

disciplines excellently , especially with regard to speech therapy; they are excellently prepared to work in an interdisciplinary team, especially together with psychologists (they also differentiate their professional competences and the potential of their further professional growth); they reflect the acquired knowledge and skills in relation to their own personal development and well-being (well-being).

B (94-85%, very good - above average standard; students actively critically reflect on the adopted procedures (they also understand their limits, complexity) and frameworks for the further development of psychodiagnostics and its interdisciplinary (transdisciplinary) connections; they integrate knowledge very well with other studied disciplines, especially with regard to speech therapy; they are very well prepared to work in an interdisciplinary team, especially together with psychologists (they also differentiate their professional competences and the potential of their further professional growth very well); they reflect the acquired knowledge and skills in relation to their own personal development and well-being (well -being).

C (84-75%, good - common reliable work; students at an average level critically reflect on the acquired knowledge (they understand the limits and complexity of the procedures) as well as the framework for the further development of psychodiagnostics and its interdisciplinary links; they integrate knowledge well with other studied disciplines, especially with regard to speech therapy; they are well prepared to work in an interdisciplinary team, especially together with psychologists (they differentiate their professional competences and the potential of their further professional growth well); they basically reflect the acquired knowledge and skills in relation to their own personal development and well-being .

D (74-65%, satisfactory - acceptable results; students more or less critically reflect on the acquired knowledge (they gradually understand the limits and complexity of the procedures at the instigation of a group discussion or the teacher), in principle they also understand the framework for the further development of psychodiagnostics and its interdisciplinary connections; they acceptably integrate knowledge with other studied disciplines, especially with regard to speech therapy; they are quite ready to work in an interdisciplinary team, especially together with psychologists (at the same time, they differentiate their professional competences and the potential of their further professional growth); they also partly reflect the acquired knowledge and skills in relation to personal development and well-being.

E (64-60%, sufficient - study results and student activities (activity in exercises, written work) are of lower quality compared to the above criteria and characteristics, but their acquired knowledge and skills from psychodiagnostics sufficiently prepare them for work in an interdisciplinary team, especially together with psychologists; at the same time, they sufficiently differentiate their professional competences and the potential of their further professional growth; to a certain extent, they also reflect the acquired knowledge and skills in relation to their own personal development and well-being.

Fx (59-0%, insufficient - more work, extra study required).

Learning outcomes:

After completing the exercises on the basics of psychodiagnostics, speech therapy students will know the development and currently available standard procedures of psychological diagnosis, especially those that are relevant to the practice of speech therapy and the clinical, ontogenetic psychological and other psychosocial specificities of patients or clients; they will improve in the reflection of (transferable) ethical principles of (clinical) practice; they will improve in understanding and using the principles and procedures of psychological measurement (psychometrics), relevant also for speech therapy; at the same time, some administered procedures (with themselves) will contribute to their further personal self-knowledge and development. Speech therapy students, as mentioned above, should use the acquired knowledge when studying other psychological, speech therapy or i. relevant subjects of your study program; in the clinically oriented

research of his final thesis; in speech therapy practice in the comprehensive, systemic assessment of the mental state and its prognosis in their patients and clients and in the systemic planning of speech therapy therapeutic intervention (including all types of prevention).

Moreover, in addition to the transferable areas of competence and literacy (digital, general methodological, social and communication, etc., some others are already mentioned in the texts above), their study leads to correct, more objective self-reflection and self-knowledge, important for emerging experts of helping professions.

Class syllabus:

1. Introduction to psychological diagnostic methods and ethical principles of psychodiagnostics and testing (components of psychodiagnostics, clinical methods - interview, observation, anamnesis, tests - performance tests, personality questionnaires and inventories, projective methods and instrumental methods (dynamic testing, digitalization, etc.); code of ethics in psychodiagnostics and testing, procedures based on scientific evidence, standard procedures and their development - personalized diagnostics, integrative approach vs. eclecticism, problem of unproven procedures; related institutions, publishers of psychodiagnostic methods, etc.).

2. Psychodiagnostics at an early age: methods of assessing psychological development, developmental screening, methods and indications for a more detailed examination, examples of tests and procedures.

3. Performance tests with regard to the ontogenetic and clinical point of view (age, health and mental state, etc.): tests of general mental abilities (intelligence); tests of special abilities (verbal, spatial imagination, numerical ability, perceptual readiness, memory abilities, psychomotor abilities, artistic abilities, etc.)

4. Psychological examination of the whole personality and non-intellectual components of personality (affectiveness, emotional intelligence, coping, etc.): questionnaires, inventories and scales; projective methods, instrumental / digitized procedures.

5. Evaluation of interpersonal relationships, family structures and their dynamics: interactive and non-interactive approaches.

Recommended literature:

Compulsory readings:

- SVOBODA, M. (ed.), HUMPOLÍČEK, P., ŠNOREK, V. 2013. Psychodagnostika dospělých. Praha: Portál, 2013.

- TESTOVÉ PRÍRUČKY (Psychodagnostika, s.r.o., Testcentrum Praha a iné)

Recommended readings:

- GLASOVÁ, M., GROMA, M., 2019. Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In: Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného /inkluzívneho vzdelávania [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 2019. S. 57-96 [CD-ROM].

- SVOBODA, M. (ed.), KREJČÍŘOVÁ, D., VÁGNEROVÁ, M. 2001. Psychodagnostika dětí a dospívajících. Praha: Portál 2001.

ŘÍČAN, P., J., KREJČÍŘOVÁ, D., A KOL. 2006. Dětská klinická psychologie. 4. prep. a dopl. vyd. Praha: Grada, 2006.

WEB-linky: Testforum <https://testforum.cz/> a iné

PERIODICS: Studia psychologica, Psychológia a patopsychológia dieťaťa, Československá psychologie, Journal of Clinical Psychology, Psychological Assessment a iné

Languages necessary to complete the course:

Slovak and Czech primarily, English to deepen studies

Notes:						
Past grade distribution 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
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde073/22	Course title: Basics of psychotherapy
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar; a total of 22 hours per semester, combined method (predominantly face-to-face) Student workload: 11*2 hours of direct teaching = 22 hours, 13 hours of seminar work preparation, 20 hours of exam preparation. A total of 55 hours of work. Educational methods: lecture, instruction, discussion on a selected topic, structured role playing, case studies, brainstorming, work with professional text and information resources	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 2 hours seminar; a total of 22 hours per semester, combined method (predominantly face-to-face) Student workload: 11*2 hours of direct teaching = 22 hours, 13 hours of seminar work preparation, 20 hours of exam preparation. A total of 55 hours of work. Educational methods: lecture, briefing, discussion on a selected topic, structured role-playing, case studies, brainstorming, work with professional text and information sources 50% of the interim assessment and 50% of the final assessment. z The interim assessment consists of a seminar work. The final assessment consists of a written knowledge test. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. It is rated on a scale: A (100-94%, excellent - excellent results), B (93-86%, very good – above average standard), C (85-76%, good - regular reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required) For the A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and use the knowledge flexibly in practically determined tasks. For the B grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in using knowledge in practically determined tasks.	

For grade C, the student must have excellent theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically determined tasks.

For assessment D, the student must have basic theoretical knowledge, slight deficiencies in their evaluation and critical analysis, slight deficiencies in the use of knowledge in practically determined tasks).

For evaluations E, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, greater deficiencies in the use of knowledge in practically determined tasks.

Weight of interim/final assessment: interim/final

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The goal is to know the theoretical foundations of psychotherapy and to get a basic overview of the directions and methods of psychotherapy. After completing the course, the student will master the basic concepts of psychotherapy. Gets a basic overview of directions, forms and methods of psychotherapy necessary for working with children and adults. After completing the course, students must be able to:

- theoretical foundations of psychotherapy
- basic directions of psychotherapy
- basic forms and methods of psychotherapy

understand:

- the basic principle of psychotherapy
- peculiarities of the psychotherapy process
- indications of psychotherapy in adults and children

be able to:

- critically analyze the use of different approaches with regard to the determined problem of the individual;
- apply various psychotherapeutic means in the care of an individual with speech disorders
- use elements of various psychotherapeutic approaches in speech therapy practice
- critically analyze and compare information in professional literature

Class syllabus:

1. Introduction to the study of psychotherapy (concept of psychotherapy, history, goals, tasks, principles, types, models, forms, methods and effective factors in psychotherapy).
2. Basic concepts of psychotherapy (psychotherapeutic relationship, psychotherapy process, general indications and contraindications to psychotherapy, ethical issues of psychotherapy).
3. Directions in psychotherapy (analytical, dynamic, behavioral, humanistic, existential, cognitive and contemporary directions).
4. Suggestive psychotherapy (hypnosis, AT). Overview of relaxation methods.
5. Expressive methods of psychotherapy (music therapy, art therapy, etc.).
6. Family and couple psychotherapy (goals, types, forms, methods and effective factors).
7. Group psychotherapy (goals, types, forms, methods and effective factors).
8. Psychotherapy in clinical practice. Psychotherapy of mental and somatic disorders.
9. Specifics of child psychotherapy.

Recommended literature:

Compulsory reading:

Kratochvíl, S. (2007). Základy psychoterapie. Portál.

Recommended reading:

Balcar, K., Spitz, J. (2010). Dětská psychoterapie. Portál.

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

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. (2015). Analýza teórií snívania. *Psychiatria-Psychoterapia-Psychosomatika*, 22(3-4), 30-40.

Timuľák, L. (2006). Základy vedení psychoterapeutického rozhovoru. Portál Langmeier, J., Timuľák, L. (2005). Současný výskum psychoterapie. Triton.

Vybíral, Z., Roubal J. (Eds.). (2010). Současná psychoterapie. Portál.

Vymětal, J. (2010). Úvod do psychoterapie. PGrada Publishing a.s.

Vymětal, J. (1996). Rogersovská psychoterapie. ČS.

Yalom, I.D. (1999). Teorie a praxe skupinové psychoterapie. Konfrontace.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
55,0	0,0	20,0	20,0	5,0	0,0	0,0

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde069/22	Course title: Basics of special education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Two hours lecture full-time or combined method 11x2hours, a total of 22 hours per semester. Student load: 2P (3credits): 11x2hours of direct teaching = 22 hours, 14 hours preparation of seminar work, 15 hours preparation for continuous assessment, 30 hours preparation for exam. A total of 81 hours of student work. Student load: Discussion, interpretation, explanation, situation analysis method, group work, guided self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites:	
Course requirements: It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. During the semester, the student will prepare or present his seminar work, on a topic assigned by the teacher. The student can get a maximum of 50 points for the written final test, 20 points for the continuous test and can get a maximum of 30 points for the seminar work. Credits will not be awarded to a student unless he / she obtains at least 55% of the written final test. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). A-excellent performance, the student knows / masters / creates / critically evaluates; B-excellent performance, the student knows / masters, but critical thinking is borderline; C-good performance, the student knows / has learned, can partially apply in practice, D-acceptable performance, the student has learned in part but can not adequately apply in practice, E- minimally acceptable	

performance, the student has learned minimally and can not adequately apply in practice , FX - unacceptable performance, the student did not meet the conditions for the specified criteria.
Scale of assessment (preliminary/final): final

Learning outcomes:

Student will get acquainted with the basic knowledge about the goals, tasks and system of special pedagogy as a scientific discipline, gain an overview of the brief history of care for individuals with disabilities, disruption, threats and development of special pedagogy as a scientific discipline. Gains knowledge of basic terminology used in the field, realizes the importance of philosophy of special education, understands the relationships between relevant sciences and disciplines and special pedagogy, is familiar with current trends in education and the school system, is able to orient in current legislation in education, acquires basic knowledge on the importance of comprehensive and educational rehabilitation. The student is able to specify the need for teamwork.

The student develops critical thinking, improves computer literacy, is able to reflect on their own attitudes to special pedagogical education, intervention and in cooperation with speech therapy care.

Class syllabus:

1. A brief history of care for individuals with disabilities, disorders and threats. 2. Development of special pedagogy as a scientific field. 3. Philosophy of special education. 4. Definition framework of special pedagogy. 5. Special pedagogy in the context of other disciplines. 6. Basic terminology used in special pedagogy. 7. Current trends in special pedagogy. 8. Current legislation and special pedagogy. 9. Theory of communication of individuals with disabilities and disabilities. 10. Comprehensive rehabilitation and educational rehabilitation

Recommended literature:

VAŠEK, Š., 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia 2011. ISBN 80-86723-13-5.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha Portál. 2016. s. 463. ISBN: 978-80-262-1123-5.

Recommended literature:

TARCSIOVÁ a kol. 2007. Základy špeciálnej pedagogiky pre prácu so študentami stredných a vysokých škôl. Bratislava: MABAG.s.r.o. 2007.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

VANČOVÁ, A. a kol., 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky.- Bratislava:

Iris, 2010. ISBN 978-80-89238-37-8.

VANČOVÁ, A., 2007. K perspektívam vedného odboru špeciálna pedagogika. Recenzovaný zborník. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2007. s. 428-439. ISBN 978-80-223-2412-0

VOJTKO, Tibor. (ed.), 2007. Postižený človek v dejinách II. Hradec Králové: Gaudeamus, 2007 s.

ISBN 978-80-7041-081-3.

The currently valid School Act and related decrees.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution						
Total number of evaluated students: 111						
A	ABS	B	C	D	E	FX
63,06	0,0	21,62	7,21	7,21	0,9	0,0
Lecturers: Mgr. Miroslava Tomášková, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde037/22	Course title: Bilingualism
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (4 credits): 11 x 2 hours attendance at seminars = 22 hours; 90 hours preparation of seminar projects; A total of 112 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, application of theoretical knowledge on practical examples, E-learning, work in small groups, discussion	
Number of credits: 4	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an intermediate test (10 points), A final test (30 points), and during the semester, based on the submission of a series of elaborated works (60 points) aimed at examining one bilingual child with several diagnostic tools (PABIQ, LITMUS-MAIN, Repetition of quasi-universal non-words, LITMUS- CLT). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student receives information about bilingualism and the rating system of multilingual children. He will get acquainted and practically try the administration of evaluation tools PABIQ, LITMUS MAIN, LITMUS CLT, and Repetition of quasi-universal non-words (Farm test).	

At the same time, the student will understand the language development of bilingual children and the basic principles when working with multilingual children.
As part of the course, students develop the ability to think in context, critically compare information, and plan and organize. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can translate it into a form for the non-specialist.

Class syllabus:

Themes:

1. Questions of raising bilingual children, myths
2. Classification of bilingualism, development of the bilingual child, a critical period
3. Bilingualism vs. Developmental language disorder
4. Basic information for parents and professionals, working with PABIQ questionnaires, Beirut tour
5. Quasi-universal pseudo-words test for bilingual children LITMUS NWR (FARMA test)
6. Vocabulary assessment of bilingual children LITMUS CLT test, CDI questionnaire
7. Examination of the narrative ability of bilingual children through the LITMUS MAIN battery
8. Analysis of macro and microstructure narratives
9. The case studies of the bilingual child
10. Principles of care and stimulation of bilingual children in speech therapy intervention
11. A students teamwork presentation on the topic of the benefits of bilingualism for the quality of life

Recommended literature:

DANIŠKOVÁ, Z., FILAGOVÁ, M., KAPALKOVÁ, S., PÍŠOVÁ, J.: Dieťa hovoriace iným jazykom, možnosti kompenzačnej podpory v predškolskom vzdelávaní. Bratislava: Štátny pedagogický ústav, 2021

KAPALKOVÁ, S. : Bilingvizmus a vývin jazykových schopností detí v ranom veku. In: A. Kerekreťiová (ed.) Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. s. 129 - 144

KAPALKOVÁ, S., SLANČOVÁ, D., NEMCOVÁ, M.: MAIN: Slovak version (based on the revised version in English). ZAS Papers in Linguistics. Č. 64 (2020), s. 1 – 39

KAPALKOVÁ, S. – PALUGYAYOVÁ, L.: Narušená komunikačná schopnosť v multilingválnej spoločnosti. In: Logopédia. Bratislava: Univerzita Komenského, 2016. s. 36 -56

KAPALKOVÁ, S., a kol. Narrative abilities in early succesive bilingual Slovak – English children a cross-language comparison. In: Applied Psycholinguistics. Roč. 37, special issue1 (2016), s. 145 – 164

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 106

A	ABS	B	C	D	E	FX
67,92	0,0	27,36	4,72	0,0	0,0	0,0

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde037/22	Course title: Bilingualism
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (4 credits): 11 x 2 hours attendance at seminars = 22 hours; 90 hours preparation of seminar projects; A total of 112 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, application of theoretical knowledge on practical examples, E-learning, work in small groups, discussion	
Number of credits: 4	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an intermediate test (10 points), A final test (30 points), and during the semester, based on the submission of a series of elaborated works (60 points) aimed at examining one bilingual child with several diagnostic tools (PABIQ, LITMUS-MAIN, Repetition of quasi-universal non-words, LITMUS- CLT). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student receives information about bilingualism and the rating system of multilingual children. He will get acquainted and practically try the administration of evaluation tools PABIQ, LITMUS MAIN, LITMUS CLT, and Repetition of quasi-universal non-words (Farm test).	

At the same time, the student will understand the language development of bilingual children and the basic principles when working with multilingual children.
As part of the course, students develop the ability to think in context, critically compare information, and plan and organize. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can translate it into a form for the non-specialist.

Class syllabus:

Themes:

1. Questions of raising bilingual children, myths
2. Classification of bilingualism, development of the bilingual child, a critical period
3. Bilingualism vs. Developmental language disorder
4. Basic information for parents and professionals, working with PABIQ questionnaires, Beirut tour
5. Quasi-universal pseudo-words test for bilingual children LITMUS NWR (FARMA test)
6. Vocabulary assessment of bilingual children LITMUS CLT test, CDI questionnaire
7. Examination of the narrative ability of bilingual children through the LITMUS MAIN battery
8. Analysis of macro and microstructure narratives
9. The case studies of the bilingual child
10. Principles of care and stimulation of bilingual children in speech therapy intervention
11. A students teamwork presentation on the topic of the benefits of bilingualism for the quality of life

Recommended literature:

DANIŠKOVÁ, Z., FILAGOVÁ, M., KAPALKOVÁ, S., PÍŠOVÁ, J.: Dieťa hovoriace iným jazykom, možnosti kompenzačnej podpory v predškolskom vzdelávaní. Bratislava: Štátny pedagogický ústav, 2021

KAPALKOVÁ, S. : Bilingvizmus a vývin jazykových schopností detí v ranom veku. In: A. Kerekreťiová (ed.) Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. s. 129 - 144

KAPALKOVÁ, S., SLANČOVÁ, D., NEMCOVÁ, M.: MAIN: Slovak version (based on the revised version in English). ZAS Papers in Linguistics. Č. 64 (2020), s. 1 – 39

KAPALKOVÁ, S. – PALUGYAYOVÁ, L.: Narušená komunikačná schopnosť v multilingválnej spoločnosti. In: Logopédia. Bratislava: Univerzita Komenského, 2016. s. 36 -56

KAPALKOVÁ, S., a kol. Narrative abilities in early succesive bilingual Slovak – English children a cross-language comparison. In: Applied Psycholinguistics. Roč. 37, special issue1 (2016), s. 145 – 164

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 106

A	ABS	B	C	D	E	FX
67,92	0,0	27,36	4,72	0,0	0,0	0,0

Lecturers: doc. Mgr. Svetlana Kapalková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde050/22	Course title: Biomedical foundations for speech pathologists 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 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 for mid-term evaluation, 18 hours preparation of semestral work, 40 hours preparation for final test including the study of compulsory readings. 100 hours of student work in total. Teaching methods: lectures, application of theoretical knowledge on practical examples followed by a discussion on the topic, compulsory, and recommended readings study, continuous pictorial and schematic processing of the topics covered by the course.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: - active participation in classes (10 points) - mid-term test (20 points) - semestral work (20 points) – graphic processing of the topics covered in the form of student scripts - final test (50 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). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is to acquire basic information about the anatomy and physiology of speech and language, to master the basic medical terminology. Upon successful completion, students will gain a comprehensive view of anatomical structures related to speech and physiological processes that are involved in speech production. Students	

will gain knowledge about the functioning of individual speech subsystems: respiration, phonation, articulation. They will gain information about the structure and function of the central and peripheral areas of the nervous system, ensuring the production and understanding of language, as well as speech production.

Class syllabus:

- anatomy and physiology of breathing
- anatomy and physiology of phonation
- anatomy and physiology of articulation
- anatomy and physiology of hearing and vision
- structure and function of the central nervous system
- structure and function of the peripheral nervous system
- neurophysiology of speech and language

Recommended literature:

Compulsory readings:

Ostatníková, D. 2003. *Anatómia, fyziológia a patofyziológia reči*. Bratislava: Asklepios, 2003.

Recommended readings:

Ostatníková, D. a kol. 2020. *Lekárske neurovedy*. Bratislava: SOLEN, 2020.

Love, R. J. & Webb, W.G. 2009. *Mozek a řeč*. Praha: Portál, 2009.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 239

A	ABS	B	C	D	E	FX
56,49	0,0	30,96	8,79	2,51	0,42	0,84

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde051/22	Course title: Biomedical foundations for speech pathologists 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 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 for mid-term evaluation, 18 hours preparation of semestral work, 40 hours preparation for final test including the study of compulsory readings. 100 hours of student work in total. Teaching methods: lectures, application of theoretical knowledge on practical examples followed by a discussion on the topic, compulsory, and recommended readings study, student group presentations	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: - active participation in classes (10 points) - mid-term test (20 points) - semestral work (20 points) – presentation of selected topic in the field of developmental disorders - final test (50 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). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is to provide basic information about the pathophysiology and etiopathogenesis of the most frequent disorders of child development, to acquire the medical terminological apparatus in this area. Upon successful completion, students will obtain information about the most common developmental disorders in terms of etiology, symptomatology regarding speech, basic diagnostics,	

and therapy. Students will have an overview of those neurological, psychiatric, and orthodontic disorders in childhood, in which there are often various types of impaired communication skills. The acquired knowledge is key to understanding the background of speech disorders that students will encounter during future speech therapy practice, as well as to understanding the associated neurological and psychiatric diagnoses of pediatric speech therapy patients.

Class syllabus:

- development of the nervous system
- neurological basis of autism spectrum disorders
- chromosomal aberrations (e. g. Down syndrome, Cri du Chat syndrome, Prader-Willi syndrome, Turner syndrome, Angelman syndrome, Williams syndrome, fragile X chromosome syndrome)
- demyelinating diseases in childhood (e. g. Guillan Barré syndrome, Bell's palsy)
- childhood cancers
- epilepsy (e. g. Landau-Kleffner syndrome)
- attention disorders
- basics of dentistry and orthodontics

Recommended literature:

Compulsory readings:

Bakoš, J. & Ostatníková, D. 2020. Vývin nervového systému. In Ostatníková, D. a kol. Lekárske neurovedy. Bratislava: SOLEN, 2020.

Lecture Handouts

Recommended readings:

Menkes, J. H. 2010. Dětská neurologie I. Praha: Triton, 2010.

Hort, V. a kol. 2008. Dětská a adoslescentní psychiatrie. Praha: Portál, 2008.

Bachratý, A. & Bachratá, L. 1996. Čelustná ortopédia. Bratislava: Univerzita Komenského - vysokoškolské skriptá.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 203

A	ABS	B	C	D	E	FX
68,47	0,0	28,57	1,48	1,48	0,0	0,0

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde052/22	Course title: Biomedical foundations for speech pathologists 3
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 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 for mid-term evaluation, 18 hours preparation of semestral work, 40 hours preparation for final test including the study of compulsory readings. 100 hours of student work in total. Teaching methods: lectures, application of theoretical knowledge on practical examples followed by a discussion on the topic, compulsory, and recommended readings study, student group presentations	
Number of credits: 4	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: - active participation in classes (10 points) - mid-term test (20 points) - semestral work (20 points) – presentation of a case study - final test (50 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). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is to provide basic information about the pathophysiology and etiopathogenesis of the most frequent neurological and psychiatric diseases in adulthood, to acquire the medical terminological apparatus in this area. Upon successful completion, students will receive information about the most frequent neurological and psychiatric diseases and disorders in adult population in terms of their etiology,	

symptomatology, basic diagnosis, and therapy. Students will get an overview of those neurological and psychiatric diseases in which various types of impaired communication skills arise. The acquired knowledge is key to understanding the background of speech disorders that students will encounter during future speech therapy practice, as well as to understanding the associated neurological and psychiatric diagnoses of speech therapy patients.

Class syllabus:

- stroke
- hypokinetic diseases (Parkinson's disease and Parkinson's syndrome)
- hyperkinetic diseases (Huntington's disease, chorea, myoclonus, tremor, Tourette's syndrome)
- autoimmune and demyelinating diseases (multiple sclerosis, myasthenia gravis)
- dementia (Alzheimer's, vascular, frontotemporal, Lewy body dementia)
- primary progressive aphasia
- neurological basis of memory and its disorders
- disorders of consciousness (somnolence, sopor, coma, obscured consciousness, delirium)
- perceptual disorders (illusions, hallucinations, agnosia)
- thought disorders (obsessive thoughts and delusions)
- emotional and mood disorders

Recommended literature:

Compulsory readings:

Vavrušová, L. a kol. 2012. Demencia. Martin: Osveta, 2012.

Bednařík, J. a kol. 2010. Klinická neurologie. Část speciální I. a II. Praha: Triton, 2010.

Kolibáš, E. 2010. Průručka klinické psychiatrie. Nové Zámky: Psychoprof, 2010.

Lecture Handouts

Recommended readings:

Cséfalvay, Zs. a kol. Poruchy komunikačných schopností pri Parkinsonovej chorobe. Bratislava: UK, 2020.

Cséfalvay, Zs. a kol. 2020. Primární progresivní afázie. In Česká a slovenská neurologie a neurochirurgie, roč. 83/116, 2020, č. 3, s. 226–239.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 124

A	ABS	B	C	D	E	FX
70,16	0,0	22,58	4,03	2,42	0,0	0,81

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde038/22	Course title: Case study seminar: augmentative and alternative communication
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 45 hours preparation of 5 case studies (5x9), 8 hours seminar projects; A total of 75 hours of student work. Participation on discussion of the topic discussed, work in small groups. Problem solving of tasks with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic sessions, choice and creative preparation of therapeutic aids, discussion of topics discussed, role play in the practice of therapeutic procedures, analysis of video recordings.	
Number of credits: 3	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be continuously evaluated for analyzing 5 cases of children/adults belonging to the non-speaking population and for developing AAC strategy proposals (15 points for each client). The selection of diagnostic areas, tools, data analysis, diagnosis, selection of the initial goals, selection of AAC devices, description of the procedure for using the AAC device, description of the training of communication partners are evaluated. In the seminar work, the student processes one video of the AAC user and analyses it from the point of view of diagnosis, AAC user, communication channel and description of the AAC device. Maximum rating 25 points. It is necessary to score at least 95/100 points for A, at least 85 points for rating B, at least 75 points for rating C, at least 65 points for rating D and at least 60 points for rating E. Scale of assessment (preliminary/final): interim/final	
Learning outcomes:	
Class syllabus: Diagnosis of the AAC user, diagnosis of learning barriers, levels of cooperation, planning of therapy, timetable, preparation of aids, training of the communication partner, evaluation of the effectiveness of therapy on the analysis of 5 case studies of children and adult non-speaking clients (special case studies elaborated within the framework of diploma theses of students of speech therapy, video-case studies, published case studies published in the professional literature).	
Recommended literature:	

BOČKOVÁ B. 2015. Vybrané kapitoly z AAK. Brno: Masarykova univerzita. ISBN 978-80-210-7896-3 (online : pdf)
 CSÉFALVAY Zs., MINÁRIKOVÁ M. 2016. Augmentatívna alternatívna komunikácia. In: Kerekrétiová, A. a kol.: Logopédia. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4165-3. s. 323 – 339.
 LAUDO VÁ L. 2003. Náhradní komunikační systémy. In: Škodová, E., Jedlička, I. a kol: Klinická logopedie. Praha: Portál, 2003. ISBN 78-80-7367-340-6

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
99,11	0,0	0,89	0,0	0,0	0,0	0,0

Lecturers:

Last change: 13.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde038/22	Course title: Case study seminar: augmentative and alternative communication
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 45 hours preparation of 5 case studies (5x9), 8 hours seminar projects; A total of 75 hours of student work. Participation on discussion of the topic discussed, work in small groups. Problem solving of tasks with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic sessions, choice and creative preparation of therapeutic aids, discussion of topics discussed, role play in the practice of therapeutic procedures, analysis of video recordings.	
Number of credits: 3	
Recommended semester: 8., 10.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be continuously evaluated for analyzing 5 cases of children/adults belonging to the non-speaking population and for developing AAC strategy proposals (15 points for each client). The selection of diagnostic areas, tools, data analysis, diagnosis, selection of the initial goals, selection of AAC devices, description of the procedure for using the AAC device, description of the training of communication partners are evaluated. In the seminar work, the student processes one video of the AAC user and analyses it from the point of view of diagnosis, AAC user, communication channel and description of the AAC device. Maximum rating 25 points. It is necessary to score at least 95/100 points for A, at least 85 points for rating B, at least 75 points for rating C, at least 65 points for rating D and at least 60 points for rating E. Scale of assessment (preliminary/final): interim/final	
Learning outcomes:	
Class syllabus: Diagnosis of the AAC user, diagnosis of learning barriers, levels of cooperation, planning of therapy, timetable, preparation of aids, training of the communication partner, evaluation of the effectiveness of therapy on the analysis of 5 case studies of children and adult non-speaking clients (special case studies elaborated within the framework of diploma theses of students of speech therapy, video-case studies, published case studies published in the professional literature).	
Recommended literature:	

BOČKOVÁ B. 2015. Vybrané kapitoly z AAK. Brno: Masarykova univerzita. ISBN 978-80-210-7896-3 (online : pdf)
 CSÉFALVAY Zs., MINÁRIKOVÁ M. 2016. Augmentatívna alternatívna komunikácia. In: Kerekrétiová, A. a kol.: Logopédia. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4165-3. s. 323 – 339.
 LAUDO VÁ L. 2003. Náhradní komunikační systémy. In: Škodová, E., Jedlička, I. a kol: Klinická logopedie. Praha: Portál, 2003. ISBN 78-80-7367-340-6

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
99,11	0,0	0,89	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Dana Buntová, PhD., prof. PaedDr. Zsolt Cséfalvay, PhD.

Last change: 13.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde043/22	Course title: Case study seminar: cleft palate speech
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Educational activities: type of activities, number of hours and form of the course: 22 hours per semester, 2 hours weekly, primarily in-person teaching Student workload: 40 hours – deep analysis of 4 case studies with preparation of conclusions and intervention plan 35 hours – individual preparation of semestral work Together 75 hours of student workload Teaching methods: Case study analysis based on video-recordings of children with cleft palate; description of symptoms of cleft palate speech; elaboration of assessment conclusions and planning goals of therapeutic stimulation; preparation of detailed plan of stimulation; selection of stimulation methods and materials. Group discussion, problem-solving, role playing in using the therapeutic methods; information resources work, critical analysis in Communication Disorders research studies.	
Number of credits: 3	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde021/22 - Cleft palate speech	
Recommended prerequisites: M-LOGde021 Cleft Palate Speech	
Course requirements: The students will be evaluated on the basis of complex analysis of 4 case studies of children with cleft palate speech, each of which will consist of: identification of symptoms of cleft palate speech; their classification using causal classification system; evaluating of velo-pharyngeal function based on symptom identification; planning a diagnostic therapy and its conclusions; elaborating of a plan of complex medical intervention, including speech and language assessment and consequent speech stimulation with detailed description of goals and methods. Student can get max. 15 percent for each case study. Seminar work will consist of phonetic transcription and analysis of two speech samples of cleft children with different symptomatology. Transcription will be elaborated from video-recordings using three different approaches of transcription. Student will compare the results obtained by the three methods and will evaluate a reliability of the transcriptions (20 percent).	

<p>Semestral work should represent preparation of a stimulation or assessment tool/material for SLT or creating an information leaflet for parents on chosen topic from cleft palate speech. Evaluation of the student's work will be based on complexity, accuracy, creativity, effort and ability to use literature, research and other recourses (20 percent).</p> <p>Student will gain level A (excellent – excellent results) if he collects at least 91 percent; level B (very well – above average standard) min. 81 percent; level C (good – regular, reliable work) min. 73 percent; level D (satisfactory – acceptable results) min. 66 percent; and level E (sufficiently – results meet the minimum criteria) min. 55 percent; and level Fx (insufficient) 54 percent and less.</p> <p>Scale of assessment (preliminary/final): interim/final</p>
<p>Learning outcomes:</p> <p>Student will be able to plan and execute diagnostic therapy in cleft children and will be able to elaborate correct conclusions on evaluation of their velo-pharyngeal function. Consequently, he will be able to propose and plan main steps of multidisciplinary management and treatment and to cooperate in medical consilium on the question of VP function correction.</p> <p>Student will gain wide experience in evaluating different symptoms of cleft palate speech, will be able to identify them and classify them correctly. On this basis student should be able to create plan of overall speech and language intervention with concrete inter-dependent steps and correct choice of therapeutic methods. Student will have an opportunity to learn about different therapeutical approaches and methods in detail. He will create a stimulation material on at least one of the approaches.</p> <p>Student will get experience in creating reports for other health workers, school teachers and parents.</p>
<p>Class syllabus:</p> <ul style="list-style-type: none"> - Practical application of knowledge gained from basic course on Cleft Palate Speech, with focus on assessment and stimulation techniques. - Application of diagnostic therapy and developing intervention and stimulation plan fro individual children based on different categories of symptoms. - Assessment, diagnostic therapy and speech stimulation in compensatory articulation; in children with symptoms of pressure sensitive sound omission; in symptoms of weak pressure consonants, nasal emissions and hypernasality (symptoms of velo-pharyngeal insufficiency, VPI); in cleft-specific symptoms of palatal and velar articulation; and in symptoms of dental articulation and developmental articulation errors. - Possibilities of intervention and speech stimulation in children with hypernasality and other symptoms of VPI. Critical evaluation of questionable approaches. - Early intervention and stimulation of speech and language development in cleft palate children
<p>Recommended literature:</p> <ol style="list-style-type: none"> 1. KEREKRÉTIOVÁ, A. (2020): Palatolália. In: KEREKRÉTIOVÁ A.: Logopédia. Univerzita Komenského v Bratislave. 2. KEREKRÉTIOVÁ, A.(2008): Velofaryngální dysfunkce a palatolalie. Praha: Grada. 3. KUMMER, A. (2014): Cleft palate and craniofacial anomalies. Effects on speech and resonance. New York, Cengage Learning. 4. ORAVKINOVÁ, Z. (2010): Raná logopedická intervencia u detí s rózštepom pery a/alebo podnebia. SPN. 5. ORAVKINOVÁ, Z. (2018): Logopedická intervencia u detí s rózštepom pery a podnebia. Bratislava: SPN.
<p>Languages necessary to complete the course:</p> <p>Slovak, English</p>
<p>Notes:</p>

Past grade distribution						
Total number of evaluated students: 136						
A	ABS	B	C	D	E	FX
79,41	0,0	14,71	3,68	0,74	1,47	0,0
Lecturers: Zuzana Oravkinová						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde041/22	Course title: Case study seminar: developmental language disorder
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 70 hours preparation of seminar projects; A total of 92 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, application of theoretical knowledge on practical examples, work in small groups, case studies	
Number of credits: 3	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde019/22 - Developmental language disorder	
Recommended prerequisites: M-LOGde019 Developmental Language Disorder	
Course requirements: The student will be evaluated based on the submission of a series of elaborated works: <ul style="list-style-type: none"> - Introduction of the speech therapist at the first contact with a parent of the DLD child (10 points) - Preparation of a questionnaire for finding out the family and personal history of a child with DLD for his speech therapy practice (10 points) - Transmission of an overview of the used minimum standards of speech therapy diagnostics of children with DLD for the field of education and health (adjustment to the table for the student's practice) (10 points) - Elaboration of a transcript of a narrative sample from diagnostics in a child with DLD, scoring and interpreting the narrative evaluation (20 points) - Based on the background, elaboration, and evaluation of pragmatism in a child with DLD (10 points) - Development of a sample therapy lesson for a child with DLD at an early age (20 points) - Setting therapy goals and developing a sample therapy lesson for a child with DLD at preschool age (20 hours) The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice),	

C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context),
D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation),
E (64-60 points, sufficiently – results meet minimum criteria),
Fx (59-0 points, underperforming – extra work required).
Scale of assessment (preliminary/final): final

Learning outcomes:

Practical application of the knowledge gained in the course Developmental Language Disorder and Early Intervention. Illustration of theoretical knowledge on specific case reports of children. Students will use creative work, critical thinking, and knowledge of guidelines in the field of speech therapy intervention.

Class syllabus:

The course focuses on the practical deepening of knowledge, its application to language intervention, and the understanding of the broader context when working with DLD children and their families.

Themes:

1. Establishing contact with the child, model situations and types of children, types of parents
2. Overview and summary of evaluation methods according to language planes and, at the same time, according to the age of the child and available standards in Slovakia
3. Practical analyses of selected tests (Lahey, GPsk, algorithm of selection of therapy goals)
4. Practical analysis of multiple profiles of children in the field of narrative, defining goals in this area
5. Case report 1: a child with DLD at an early age in the process of diagnosis
6. Case report 1: a child with DLD at an early age in the process of therapy
7. Case report 2: a child with DLD in preschool age in the process of diagnosis
8. Case report 2: a child with DLD in preschool age in the process of therapy
9. Case report 3: a child with DLD
10. Group therapy with children with DLD in preschool age (Interactive reading, storytelling – story acting, phonemic awareness according to El'konin)
11. Group therapy with school-age children with DLD (metalanguage and metacognitive approaches of the DLD and me program)

Recommended literature:

KAPALKOVÁ, S. – LIZÁKOVÁ, R.: Hodnotenie úrovne porozumenia u detí v ranom veku do tretieho roka. In: Listy klinické logopedie. Roč. 5, č. 2 (2021)
KAPALKOVÁ, S. – NEMCOVÁ, M.: Gramatika príbehu v rozprávání detí predškolského veku. In: Jazyk a kultúra. Roč. 11, č. 43-44 (2020), s. 65 – 71.
KAPALKOVÁ, S. – VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava : Slovenská asociácia logopédov, 2020. 347 s.
SOWERBUTTS, A. – FINER, A.: DLD and me. Supporting Children and Young People with Developmental Language Disorder. London: Routledge, 2020.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution						
Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
74,17	0,0	22,5	1,67	0,0	0,0	1,67
Lecturers: doc. Mgr. Svetlana Kapalková, PhD., Mgr. Eleonóra Árvai						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde041/22	Course title: Case study seminar: developmental language disorder
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 70 hours preparation of seminar projects; A total of 92 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, application of theoretical knowledge on practical examples, work in small groups, case studies	
Number of credits: 3	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde019/22 - Developmental language disorder	
Recommended prerequisites: M-LOGde019 Developmental Language Disorder	
Course requirements: The student will be evaluated based on the submission of a series of elaborated works: <ul style="list-style-type: none"> - Introduction of the speech therapist at the first contact with a parent of the DLD child (10 points) - Preparation of a questionnaire for finding out the family and personal history of a child with DLD for his speech therapy practice (10 points) - Transmission of an overview of the used minimum standards of speech therapy diagnostics of children with DLD for the field of education and health (adjustment to the table for the student's practice) (10 points) - Elaboration of a transcript of a narrative sample from diagnostics in a child with DLD, scoring and interpreting the narrative evaluation (20 points) - Based on the background, elaboration, and evaluation of pragmatism in a child with DLD (10 points) - Development of a sample therapy lesson for a child with DLD at an early age (20 points) - Setting therapy goals and developing a sample therapy lesson for a child with DLD at preschool age (20 hours) The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice),	

C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context),
D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation),
E (64-60 points, sufficiently – results meet minimum criteria),
Fx (59-0 points, underperforming – extra work required).
Scale of assessment (preliminary/final): final

Learning outcomes:

Practical application of the knowledge gained in the course Developmental Language Disorder and Early Intervention. Illustration of theoretical knowledge on specific case reports of children. Students will use creative work, critical thinking, and knowledge of guidelines in the field of speech therapy intervention.

Class syllabus:

The course focuses on the practical deepening of knowledge, its application to language intervention, and the understanding of the broader context when working with DLD children and their families.

Themes:

1. Establishing contact with the child, model situations and types of children, types of parents
2. Overview and summary of evaluation methods according to language planes and, at the same time, according to the age of the child and available standards in Slovakia
3. Practical analyses of selected tests (Lahey, GPsk, algorithm of selection of therapy goals)
4. Practical analysis of multiple profiles of children in the field of narrative, defining goals in this area
5. Case report 1: a child with DLD at an early age in the process of diagnosis
6. Case report 1: a child with DLD at an early age in the process of therapy
7. Case report 2: a child with DLD in preschool age in the process of diagnosis
8. Case report 2: a child with DLD in preschool age in the process of therapy
9. Case report 3: a child with DLD
10. Group therapy with children with DLD in preschool age (Interactive reading, storytelling – story acting, phonemic awareness according to El'konin)
11. Group therapy with school-age children with DLD (metalanguage and metacognitive approaches of the DLD and me program)

Recommended literature:

KAPALKOVÁ, S. – LIZÁKOVÁ, R.: Hodnotenie úrovne porozumenia u detí v ranom veku do tretieho roka. In: Listy klinické logopedie. Roč. 5, č. 2 (2021)
KAPALKOVÁ, S. – NEMCOVÁ, M.: Gramatika príbehu v rozprávaní detí predškolského veku. In: Jazyk a kultúra. Roč. 11, č. 43-44 (2020), s. 65 – 71.
KAPALKOVÁ, S. – VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava : Slovenská asociácia logopédov, 2020. 347 s.
SOWERBUTTS, A. – FINER, A.: DLD and me. Supporting Children and Young People with Developmental Language Disorder. London: Routledge, 2020.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution						
Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
74,17	0,0	22,5	1,67	0,0	0,0	1,67
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde040/22	Course title: Case study seminar: dyslexia
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours seminar/week; total for the semester 22 hours, combined form (primarily full-time). Student workload: 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; the processing of diagnostic methodology according to assignment = 25 hours; preparation of a therapeutic plan for one month according to the structured literacy model = 35 hours. A total of 82 hours of student work. Teaching methods: case studies, application of theoretical knowledge on practical examples, work in small groups, discussion of the topic, activating methods, analysis, brainstorming, problem-solving, and E-learning.	
Number of credits: 3	
Recommended semester: 6., 8.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde006/22 - Dyslexia	
Recommended prerequisites: M-LOGde006 Dyslexia	
Course requirements: The student's assessment consists of two-term papers - elaboration of diagnostic methodology according to the assignment and its presentation (50 points) and preparation of an individual therapeutic plan for one month according to the structured literacy model (50 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required). Scale of assessment (preliminary/final): final	

Learning outcomes:

Learning objectives and outcomes:

The course aims to acquire basic competencies in the field of diagnostics, therapy, and prevention of dyslexia in the context of specific developmental learning disorders.

During the course, the student has the opportunity to see the practical application of knowledge gained in the course on dyslexia on particular case studies. Thanks to a detailed analysis of case studies, student has the opportunity to combine theoretical knowledge with application in practice, to consider diagnostic and therapeutic cases in a broader context. He will get acquainted with the most common comorbid disorders in dyslexia and diagnostic tools and therapeutic methodologies that he can apply in his speech therapy practice.

Class syllabus:

Deepening knowledge of the dyslexia course. Follow-up information on the etiopathogenesis, diagnosis, and treatment of dyslexia and specific learning disabilities in case studies. Obtaining information about the most common comorbid disorders and diagnostic and therapeutic methods used in practice.

Topics:

1. Case report – diagnostic process Part 1 (assessment of language skills)
2. Case report – diagnostic process Part 2 (evaluation of reading and writing skills)
3. Case report – therapy of dyslexia
4. Comorbidity – dyslexia and developmental language disorder in school-age
5. Comorbidity – dyslexia and dyscalculia
6. Comorbidity – dyslexia and ADHD
7. Comorbidity – dyslexia and behavioural disorders
8. Impairment of executive functions in dyslexia
9. Nonverbal learning disability
10. Curriculum and educational standards 1st – 4th grade of elementary school
11. Methodical instructions and legislation

Recommended literature:

1. VENCELOVÁ, M., VÁRYOVÁ, L., MIKULAJOVÁ, M. 2012. Ilustratívne kazuistiky. In MIKULAJOVÁ, M. a kol. Čítanie, písanie a dyslexia s testami a normami. Bratislava: SAL vo vydavateľstve Mabag, s. 259 – 285.
2. BALAŽOVÁ ANTALÍKOVÁ, J. 2018. Kognitívne prediktory dyskalkúlie v predškolskom veku. In MIKULAJOVÁ, M. (Ed.). Utváranie ranej gramotnosti v norme a patológii. Brno: Institut vzdelávania Sokrates, 2018. s. 89 – 136.
3. SCHÖFFELOVÁ, M. a kol. 2012. Diagnostika exekutívnych funkcií orientačným testom dynamickej praxie. In Psychológia a patopsychológia dieťaťa, roč. 46, 2012. č. 1, s. 33 – 45.
4. ZUBÁKOVÁ, M. a kol. 2012. Diagnostika exekutívnych funkcií Vengerovým subtestom kreslenia vzorky podľa diktátu. In PhD existence 2: Česko-slovenská psychologická konferencia (nejen) pro doktorandy a o doktorandech. Olomouc: Univerzita Palackého, 2012. s. 23 – 26.

Tests and methodologies:

1. VÁRYOVÁ, B., MIKULAJOVÁ, M. 1996. Piagetove testy kognitívnych operácií. Bratislava: Psychodiagnostika a.s., 1996.
2. ACHUTINA, T. V., PYLAJEVA, N. M. 2009. Škola pozornosti. Metodika rozvíjania a korekcie pozornosti pre deti vo veku 5 – 7 rokov. Bratislava: Dialóg, spol. s r.o., 2009.
3. VENGER, L. A. Kreslenie vzorky podľa diktátu. Nepochikované.
4. MÍKA, J. 1982. Orientační test dynamické praxie. Bratislava: Psychodiagnostické a didaktické testy, 1982.

5. GRIMMOVÁ, H., SCH#LER, H., MIKULAJOVÁ, M. 1997. Heidelbergský test rečového vývinu H-S-E-T. Bratislava: Psychodiagnostika, a. s., 1997.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
95,42	0,0	1,53	1,53	0,76	0,0	0,76

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde040/22	Course title: Case study seminar: dyslexia
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours seminar/week; total for the semester 22 hours, combined form (primarily full-time). Student workload: 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; the processing of diagnostic methodology according to assignment = 25 hours; preparation of a therapeutic plan for one month according to the structured literacy model = 35 hours. A total of 82 hours of student work. Teaching methods: case studies, application of theoretical knowledge on practical examples, work in small groups, discussion of the topic, activating methods, analysis, brainstorming, problem-solving, and E-learning.	
Number of credits: 3	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde006/22 - Dyslexia	
Recommended prerequisites: M-LOGde006 Dyslexia	
Course requirements: The student's assessment consists of two-term papers - elaboration of diagnostic methodology according to the assignment and its presentation (50 points) and preparation of an individual therapeutic plan for one month according to the structured literacy model (50 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required). Scale of assessment (preliminary/final): final	

Learning outcomes:

Learning objectives and outcomes:

The course aims to acquire basic competencies in the field of diagnostics, therapy, and prevention of dyslexia in the context of specific developmental learning disorders.

During the course, the student has the opportunity to see the practical application of knowledge gained in the course on dyslexia on particular case studies. Thanks to a detailed analysis of case studies, student has the opportunity to combine theoretical knowledge with application in practice, to consider diagnostic and therapeutic cases in a broader context. He will get acquainted with the most common comorbid disorders in dyslexia and diagnostic tools and therapeutic methodologies that he can apply in his speech therapy practice.

Class syllabus:

Deepening knowledge of the dyslexia course. Follow-up information on the etiopathogenesis, diagnosis, and treatment of dyslexia and specific learning disabilities in case studies. Obtaining information about the most common comorbid disorders and diagnostic and therapeutic methods used in practice.

Topics:

1. Case report – diagnostic process Part 1 (assessment of language skills)
2. Case report – diagnostic process Part 2 (evaluation of reading and writing skills)
3. Case report – therapy of dyslexia
4. Comorbidity – dyslexia and developmental language disorder in school-age
5. Comorbidity – dyslexia and dyscalculia
6. Comorbidity – dyslexia and ADHD
7. Comorbidity – dyslexia and behavioural disorders
8. Impairment of executive functions in dyslexia
9. Nonverbal learning disability
10. Curriculum and educational standards 1st – 4th grade of elementary school
11. Methodical instructions and legislation

Recommended literature:

1. VENCELOVÁ, M., VÁRYOVÁ, L., MIKULAJOVÁ, M. 2012. Ilustratívne kazuistiky. In MIKULAJOVÁ, M. a kol. Čítanie, písanie a dyslexia s testami a normami. Bratislava: SAL vo vydavateľstve Mabag, s. 259 – 285.
2. BALAŽOVÁ ANTALÍKOVÁ, J. 2018. Kognitívne prediktory dyskalkúlie v predškolskom veku. In MIKULAJOVÁ, M. (Ed.). Utváranie ranej gramotnosti v norme a patológii. Brno: Institut vzdelávania Sokrates, 2018. s. 89 – 136.
3. SCHÖFFELOVÁ, M. a kol. 2012. Diagnostika exekutívnych funkcií orientačným testom dynamickej praxie. In Psychológia a patopsychológia dieťaťa, roč. 46, 2012. č. 1, s. 33 – 45.
4. ZUBÁKOVÁ, M. a kol. 2012. Diagnostika exekutívnych funkcií Vengerovým subtestom kreslenia vzorky podľa diktátu. In PhD existence 2: Česko-slovenská psychologická konferencia (nejen) pro doktorandy a o doktorandech. Olomouc: Univerzita Palackého, 2012. s. 23 – 26.

Tests and methodologies:

1. VÁRYOVÁ, B., MIKULAJOVÁ, M. 1996. Piagetove testy kognitívnych operácií. Bratislava: Psychodiagnostika a.s., 1996.
2. ACHUTINA, T. V., PYLAJEVA, N. M. 2009. Škola pozornosti. Metodika rozvíjania a korekcie pozornosti pre deti vo veku 5 – 7 rokov. Bratislava: Dialóg, spol. s r.o., 2009.
3. VENGER, L. A. Kreslenie vzorky podľa diktátu. Nepochikované.
4. MÍKA, J. 1982. Orientační test dynamické praxie. Bratislava: Psychodiagnostické a didaktické testy, 1982.

5. GRIMMOVÁ, H., SCH#LER, H., MIKULAJOVÁ, M. 1997. Heidelbergský test rečového vývinu H-S-E-T. Bratislava: Psychodiagnostika, a. s., 1997.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
95,42	0,0	1,53	1,53	0,76	0,0	0,76

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde045/22	Course title: Case study seminar: fluency disorders
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: 2 hours per week in the form of a seminar, a total of 22 hours per semester, combined form (primarily full-time). Student workload: 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; 11 x 2 hours preparation for seminars = 22 hours; 40 hours of study of literature and preparation of semester work (working book and video). A total of 84 hours of student work. Teaching methods: discussion of the topic covered; small group work; problem solving of tasks; study of literature; watching and analyzing videos practical application of acquired knowledge.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde023/22 - Speech fluency disorders	
Recommended prerequisites: M-LOGde023 Speech Fluency Disorders	
Course requirements: The course ends with the defense of a semester work, consisting in the development of therapeutic material for a client with a stuttering (50 points) and a therapeutic video (50 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Verbal evaluation: A-excellent performance: the student knows / masters / creates / critically evaluates and applies the acquired knowledge without mistakes; B-excellent performance: the student knows / masters, but critical thinking is borderline; errors sometimes occur in the application	

of knowledge, but they can correct them after a warning; C-good performance: although the student knows / has learned, but does not know how to apply it in practice - he often makes mistakes that he is not aware of, after warning he can correct some, others not; D-acceptable results: the student has certain shortcomings in the acquired knowledge, but their lack in application can be replaced by other knowledge, but sometimes he makes mistakes out of ignorance, which he cannot correct; E-sufficient: the results meet the minimum criteria, the student masters basic but not advanced knowledge, when applied due to lack of knowledge and skills, he makes many mistakes that he cannot correct; Fx-insufficient: additional work is required, the student lacks basic knowledge, for their lack he makes a lot of mistakes, he cannot critically evaluate and compare.

Scale of assessment (preliminary/final): final

Learning outcomes:

Learning objectives and outcomes:

The student develops his digital skills, the ability of analytical and critical thinking or the ability to think in context, as well as communication and interpersonal skills. Last but not least, his learning ability, organizational skills and motivation develop.

Practical application of knowledge acquired in the course Speech Disorders. Illustrating theoretical knowledge from speech fluctuations in specific case studies. The result is also the preparation of therapeutic material in the form of a book for the application of the MIDVAS program.

Class syllabus:

Deepening of knowledge from the course Speech Fluency Disorders. Follow-up information on the etiopathogenesis, diagnosis and treatment of speech fluency disorders based on typical cases of wheezing and numbness. Detailed MIDVAS program.

Recommended literature:

1. LECHTA, V.: Koktavost. Praha: Portál, 2010. ISBN 978 80 7367 643 8
2. LECHTA, V.: Zajakavosť – integratívny prístup: diagnostika. Bratislava: Liečreh Gúth, 2005. ISBN 80 88931 17 3
3. LECHTA, V. a kol.: Zajakavosť – integratívny prístup: terapia. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 21 1
4. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 172

A	ABS	B	C	D	E	FX
95,93	0,0	2,91	0,0	0,0	0,0	1,16

Lecturers: doc. PaedDr. Jana Marková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde042/22	Course title: Case study seminar: neurogenic communication disorders in adults
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation on seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, work in small groups. Problem solving of tasks with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic sessions.	
Number of credits: 3	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde001/22 - Aphasia and PdF.KL/M-LOGde007/22 - Dysarthria	
Recommended prerequisites: M-LODde001 (Aphasia). M-LOGde007 (Dysarthria)	
Course requirements: The student will be evaluated continuously during the semester based on the submission of a series of elaborated works as follows: <ol style="list-style-type: none"> 1. Administration of aphasia screening and cognitive screening in five elderly, intact adults, interpretation of performances, processing of speech therapy report (10 points) 2. Administration of language tests (DgAAA, TPV, TPO) in two elderly, healthy adults, interpretation of test results, elaboration of speech-therapy report (30 points) 3. Administration and video recording of clinical examination of dysarthria in the older adult intact population, processing of speech therapy (N=2) (10 points) 4. Elaboration of a comprehensive speech therapy finding and an intervention plan (N=5) on the basis of the information provided in the teaching text prepared for case studies from aphasiology (50 points). The evaluation shall be awarded on a scale of: <p>A (100–95 points, excellent – excellent results, practical application of theoretical knowledge),</p> <p>B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice),</p> <p>C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context),</p>	

<p>D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final</p>						
<p>Learning outcomes: Practical application of the knowledge gained in the course Aphasia, Dysarthria. Illustration of theoretical knowledge on specific adult case reports. Creative work, critical thinking, knowledge guidelines in the field of speech therapy intervention.</p>						
<p>Class syllabus: The course is focused on the practical deepening of knowledge, its application to speech therapy intervention and the understanding of the wider context when working with adults with neurogenic communication disorders. Topics: aphasia screenings (MAST, AST, SKAF), cognitive screening (MoCA, MMSE), clinical examination of aphasia, dysarthria. Administration of standardized aphasia tests, performance scoring, interpretation of results (TPO, DgAAA, TPV, ASPoR). Identification of goals and strategies of speech therapy in aphasia, dysarthria.</p>						
<p>Recommended literature: Cséfalvay, Zs.: Kazuistiky z afaziológie. Bratislava: Mabag, 2009. Brnová, J., Cséfalvay, Zs.: Konverzačná anlyza v afaziológii. Bratislava: Mabag, 2009. Cséfalvay, Zsolt a kol.: Terapie afázie. Teorie a prípadové studie. Praha: Portál, 2007. Cséfalvay, Zs., Lechta, V. (Ed.): Diagnostika narušenej komunikačnej schopnosti u dospelých. Praha: Portál, 2013 (Afázia, Dyzartria)</p>						
<p>Languages necessary to complete the course: Slovak and English</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 104</p>						
A	ABS	B	C	D	E	FX
96,15	0,0	2,88	0,96	0,0	0,0	0,0
<p>Lecturers:</p>						
<p>Last change: 13.10.2025</p>						
<p>Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde042/22	Course title: Case study seminar: neurogenic communication disorders in adults
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation on seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, work in small groups. Problem solving of tasks with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic sessions.	
Number of credits: 3	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde001/22 - Aphasia and PdF.KL/M-LOGde007/22 - Dysarthria	
Recommended prerequisites: M-LODde001 (Aphasia). M-LOGde007 (Dysarthria)	
Course requirements: The student will be evaluated continuously during the semester based on the submission of a series of elaborated works as follows: 1. Administration of aphasia screening and cognitive screening in five elderly, intact adults, interpretation of performances, processing of speech therapy report (10 points) 2. Administration of language tests (DgAAA, TPV, TPO) in two elderly, healthy adults, interpretation of test results, elaboration of speech-therapy report (30 points) 3. Administration and video recording of clinical examination of dysarthria in the older adult intact population, processing of speech therapy (N=2) (10 points) 4. Elaboration of a comprehensive speech therapy finding and an intervention plan (N=5) on the basis of the information provided in the teaching text prepared for case studies from aphasiology (50 points). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context),	

<p>D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final</p>																				
<p>Learning outcomes: Practical application of the knowledge gained in the course Aphasia, Dysarthria. Illustration of theoretical knowledge on specific adult case reports. Creative work, critical thinking, knowledge guidelines in the field of speech therapy intervention.</p>																				
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<p>Recommended literature: Cséfalvay, Zs.: Kazuistiky z afaziológie. Bratislava: Mabag, 2009. Brnová, J., Cséfalvay, Zs.: Konverzačná anlyza v afaziológii. Bratislava: Mabag, 2009. Cséfalvay, Zsolt a kol.: Terapie afázie. Teorie a prípadové studie. Praha: Portál, 2007. Cséfalvay, Zs., Lechta, V. (Ed.): Diagnostika narušenej komunikačnej schopnosti u dospelých. Praha: Portál, 2013 (Afázia, Dyzartria)</p>																				
<p>Languages necessary to complete the course: Slovak and English</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 104</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>96,15</td> <td>0,0</td> <td>2,88</td> <td>0,96</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	96,15	0,0	2,88	0,96	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
96,15	0,0	2,88	0,96	0,0	0,0	0,0														
<p>Lecturers: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>																				
<p>Last change: 13.10.2025</p>																				
<p>Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde039/22	Course title: Case study seminar: speech sound disorders
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: seminar Weekly: 2 hours of seminar During the study period : 22 Study method: combined, mostly full-time Student workload: 22 hours seminars 32 hours preparation of 4 case reports (4x8) 6 hours seminar work 15 hours semester work A total of 75 hours of student work. Methods of education: work in small groups, problem solving with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic meetings, choice and creative preparation of therapeutic aids, discussion of topics, role-playing in training therapeutic procedures.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde005/22 - Speech sound disorders	
Recommended prerequisites: M-LOGde005 Speech Sound Disorders	
Course requirements: During the semester, the student will process 4 case reports. By analyzing diagnostic data/video recordings, he determines the diagnosis, chooses the therapeutic method, short-term and long-term goals of therapy, proposes therapy aids, and describes the plan of one therapeutic meeting and the possibilities of evaluating the effectiveness of therapy. A maximum of 15 points will be awarded for each case study. The correctness of diagnostic conclusions, choice of therapeutic method, determination of therapy goals, description of the therapeutic meeting, and proposal of evaluation of therapy effectiveness are evaluated. The seminar work consists of the phonological analysis of data from a speech sample and evaluation of the phonological profile. The identification of phonological processes and the evaluation of the phonological profile are evaluated, the maximum number is 20 points.	

<p>The semester work includes the preparation of one therapeutic meeting, role processing, and preparation of aids for the selected therapy. The methodological procedure of the therapy, the chosen motivation, and the level of processing of the device are evaluated. The maximum number of points is 20</p> <p>It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 8 points in any of the four case studies. the student has smaller gaps in knowledge, evaluation E means that the student's knowledge is borderline. FX - knowledge is insufficient.</p> <p>Scale of assessment (preliminary/final): final</p>
<p>Learning outcomes:</p> <p>The aim is to gain practical experience with the analysis of diagnostic data, diagnosis, selection of therapeutic methods, planning short-term goals and therapeutic meetings, and preparation of therapeutic aids. Within case studies and role-playing games, the student will practice the procedures of articulation therapy, phonological therapies, and therapies focusing on developmental verbal dyspraxia in a training environment. The graduate will gain practical experience in creating speech therapy reports and preparing speech therapy aids. By completing the course, creative skills in the preparation of speech therapy aids are developed.</p>
<p>Class syllabus:</p> <p>Practical application of the subject NZRR in the field of diagnosis, choice of goals, therapeutic methods, aids in articulation therapy, myofunctional therapy, phonological therapies, and therapy with a focus on developmental verbal dyspraxia will ensure the ability to apply theoretical knowledge in the practical process. The focus is on the therapeutic part.</p>
<p>Recommended literature:</p> <p>ANTUŠEKOVÁ, A. 1989. Preventívna logopedická starostlivosť v predškolských zariadeniach. Bratislava: SPN 1989.</p> <p>BUNTOVÁ, D. 2018. Manažment narušenia zvukovej roviny reči založený na vedeckých dôkazoch. Logopaedica, roč. 20, č. 1. 12-14.</p> <p>BUNTOVÁ, D. 2018. Využitie princípov Programu dyspraxie Nuffieldského centra, kazuistická štúdia.. In: Sborník III. Klinicko-logopedické sympozium Praha. Diagnostika a léčba vývinové dyspraxie. Praha: EKON ALFA s.r.o. ISBN 978-80-270-4065-0. s. 12.</p> <p>BUNTOVÁ, D. ČAVAJDOVÁ, N., ZUBÁKOVÁ, M. 2020. Efektivita slovenskej adaptácie fonologickej terapie Parents and Children Together (PACT). Logopaedica XXII s. 51-58.</p> <p>BUNTOVÁ, D. PROSUCHOVÁ, K. (2021) Efektivita fonologickej terapie Metaphon. E-Pedagogium. roč. 21, č. 3, s. 85-98, ISSN 1213-7758 - dostupné online</p> <p>GÚTHOVÁ, M., ŠEBIANOVÁ, D.: 2002. Terapia dyslálie. S. 119-144. In: LECHTA, V. a kol.: Terapie narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-8063-092-5</p> <p>7. BUNTOVÁ, D., ZAJÍČKOVÁ, P.: 2021. Stimulácia fonetického repertoáru - StiFoR. Bratislava : MABAG, 2012, 82 s. ISBN 978-80-973980-1-9</p> <p>8. BUNTOVÁ, D., ŠIMKOVÁ, S., ZUBÁKOVÁ, M. 2020. Aplikácia terapie minimálnych párov na slovenský jazyk. In LOGOPAEDICA 22 (1-2) s. 44-50. ISSN 2453-8450</p>
<p>Languages necessary to complete the course:</p> <p>Slovak</p>
<p>Notes:</p>

Past grade distribution						
Total number of evaluated students: 202						
A	ABS	B	C	D	E	FX
97,03	0,0	1,49	0,5	0,0	0,0	0,99
Lecturers:						
Last change: 21.10.2025						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde039/22	Course title: Case study seminar: speech sound disorders
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: seminar Weekly: 2 hours of seminar During the study period : 22 Study method: combined, mostly full-time Student workload: 22 hours seminars 32 hours preparation of 4 case reports (4x8) 6 hours seminar work 15 hours semester work A total of 75 hours of student work. Methods of education: work in small groups, problem solving with a focus on: diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic meetings, choice and creative preparation of therapeutic aids, discussion of topics, role-playing in training therapeutic procedures.	
Number of credits: 3	
Recommended semester: 3., 5.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde005/22 - Speech sound disorders	
Recommended prerequisites: M-LOGde005 Speech Sound Disorders	
Course requirements: During the semester, the student will process 4 case reports. By analyzing diagnostic data/video recordings, he determines the diagnosis, chooses the therapeutic method, short-term and long-term goals of therapy, proposes therapy aids, and describes the plan of one therapeutic meeting and the possibilities of evaluating the effectiveness of therapy. A maximum of 15 points will be awarded for each case study. The correctness of diagnostic conclusions, choice of therapeutic method, determination of therapy goals, description of the therapeutic meeting, and proposal of evaluation of therapy effectiveness are evaluated. The seminar work consists of the phonological analysis of data from a speech sample and evaluation of the phonological profile. The identification of phonological processes and the evaluation of the phonological profile are evaluated, the maximum number is 20 points.	

<p>The semester work includes the preparation of one therapeutic meeting, role processing, and preparation of aids for the selected therapy. The methodological procedure of the therapy, the chosen motivation, and the level of processing of the device are evaluated. The maximum number of points is 20</p> <p>It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 8 points in any of the four case studies. the student has smaller gaps in knowledge, evaluation E means that the student's knowledge is borderline. FX - knowledge is insufficient.</p> <p>Scale of assessment (preliminary/final): final</p>
<p>Learning outcomes:</p> <p>The aim is to gain practical experience with the analysis of diagnostic data, diagnosis, selection of therapeutic methods, planning short-term goals and therapeutic meetings, and preparation of therapeutic aids. Within case studies and role-playing games, the student will practice the procedures of articulation therapy, phonological therapies, and therapies focusing on developmental verbal dyspraxia in a training environment. The graduate will gain practical experience in creating speech therapy reports and preparing speech therapy aids. By completing the course, creative skills in the preparation of speech therapy aids are developed.</p>
<p>Class syllabus:</p> <p>Practical application of the subject NZRR in the field of diagnosis, choice of goals, therapeutic methods, aids in articulation therapy, myofunctional therapy, phonological therapies, and therapy with a focus on developmental verbal dyspraxia will ensure the ability to apply theoretical knowledge in the practical process. The focus is on the therapeutic part.</p>
<p>Recommended literature:</p> <p>ANTUŠEKOVÁ, A. 1989. Preventívna logopedická starostlivosť v predškolských zariadeniach. Bratislava: SPN 1989.</p> <p>BUNTOVÁ, D. 2018. Manažment narušenia zvukovej roviny reči založený na vedeckých dôkazoch. Logopaedica, roč. 20, č. 1. 12-14.</p> <p>BUNTOVÁ, D. 2018. Využitie princípov Programu dyspraxie Nuffieldského centra, kazuistická štúdia.. In: Sborník III. Klinicko-logopedické sympozium Praha. Diagnostika a léčba vývinové dyspraxie. Praha: EKON ALFA s.r.o. ISBN 978-80-270-4065-0. s. 12.</p> <p>BUNTOVÁ, D. ČAVAJDOVÁ, N., ZUBÁKOVÁ, M. 2020. Efektivita slovenskej adaptácie fonologickej terapie Parents and Children Together (PACT). Logopaedica XXII s. 51-58.</p> <p>BUNTOVÁ, D. PROSUCHOVÁ, K. (2021) Efektivita fonologickej terapie Metaphon. E-Pedagogium. roč. 21, č. 3, s. 85-98, ISSN 1213-7758 - dostupné online</p> <p>GÚTHOVÁ, M., ŠEBIANOVÁ, D.: 2002. Terapia dyslálie. S. 119-144. In: LECHTA, V. a kol.: Terapie narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-8063-092-5</p> <p>7. BUNTOVÁ, D., ZAJÍČKOVÁ, P.: 2021. Stimulácia fonetického repertoáru - StiFoR. Bratislava : MABAG, 2012, 82 s. ISBN 978-80-973980-1-9</p> <p>8. BUNTOVÁ, D., ŠIMKOVÁ, S., ZUBÁKOVÁ, M. 2020. Aplikácia terapie minimálnych párov na slovenský jazyk. In LOGOPAEDICA 22 (1-2) s. 44-50. ISSN 2453-8450</p>
<p>Languages necessary to complete the course:</p> <p>Slovak</p>
<p>Notes:</p>

Past grade distribution						
Total number of evaluated students: 202						
A	ABS	B	C	D	E	FX
97,03	0,0	1,49	0,5	0,0	0,0	0,99
Lecturers: doc. PhDr. Dana Buntová, PhD.						
Last change: 21.10.2025						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde046/22	Course title: Case study seminar: symptomatic communication disorders in children
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form of teaching: seminar Weekly: 2- hours During the study period : 22 Study method: combined, mostly full-time Student workload: 22 hours of full-time teaching 40 hours continuous processing of 5 cases (5 x 8) 5 hours of processing aids for a child with SPR 8 hours of processing of seminar work a total of 75 hours of student work Methods of education: work in small groups, problem-solving with a focus on diagnostic conclusions and planning of therapeutic goals, selection of therapeutic methods, planning of therapeutic meetings, choice and creative preparation of therapeutic aids, discussion of topics, role-playing in training therapeutic procedures.	
Number of credits: 3	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde026/22 - Spoken language disorders in children	
Recommended prerequisites: M-LOGde026 Spoken language disorders in children	
Course requirements: The student will process 5 case cases during the semester. By analyzing diagnostic data/video recordings, it determines the diagnosis, profile of the client's strengths and weaknesses, chooses the therapeutic method, short-term and long-term goals of therapy, proposes therapy aids, describes the schedule of one therapeutic meeting, and options for evaluating the effectiveness of therapy. A maximum of 15 points will be awarded for each case study. The correctness of diagnostic conclusions, choice of therapeutic method, determination of therapy goals, description of the therapeutic meeting, and proposal of evaluation of therapy effectiveness are evaluated. The seminar work consists of elaborating a summary of information (practical revision) needed for the processing of case studies (diagnostics and therapy of children with SPR). The relevance of information, the use of technical terminology, and the level of presentation are evaluated, the	

<p>maximum number is 20 points. He will prepare one therapeutic aid for children with a symptomatic language disorders. The target focus of the device and visual processing is evaluated. He gets a maximum of 5 points.</p> <p>It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D, and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 8 points from any of the case studies.</p> <p>Scale of assessment (preliminary/final): final</p>
<p>Learning outcomes:</p> <p>The aim is a practical application of theoretical knowledge from the subject SPR in case studies. The student will be able to choose appropriate diagnostic tools in relation to the type of basic diagnosis and the age of the child. They will be able to evaluate the strengths and weaknesses of the client, plan short-term and long-term goals, and therapeutic meetings, and prepare appropriate therapeutic tools. He will be able to identify specific areas and goals resulting from the basic diagnosis of the child, preferably in children with AS, hearing impaired, and mental disability. They will know the specific procedures of therapy related to the basic diagnosis, they will be able to apply diagnostic and therapeutic knowledge from LDD, and SSD to the type of disability. In case studies and role-playing games, he will gain practical experience with specific methods of NKS therapy typical for health disadvantages.</p> <p>The graduate will gain practical experience in the preparation of speech therapy aids. By completing the course, creative and application skills are developed.</p>
<p>Class syllabus:</p> <p>The application of basic diagnostic tools and therapeutic methods from LDD and SSD to the type of health disadvantage will allow the student to have experience at the theoretical level of how to adapt diagnostic and therapeutic procedures. Specific areas of therapy and specific diagnostic and therapeutic methods in relation to the basic diagnoses of children with disabilities. The choice of diagnostic areas, tools, evaluation of diagnostic results, planning of therapeutic goals, methods, time schedule of therapy, parent training, and evaluation of therapy effectiveness will enable the student the first practical training of skills in a model environment.</p>
<p>Recommended literature:</p> <p>LECHTA, V. 2000. Symptomatické poruchy reči u detí. III. prepracované vydanie. Bratislava: UK 2000. ISBN 80-223-1395-5</p> <p>BUNTOVÁ, D., TICHÁ, E. 2016. Autizmus. In: Kerekrétiová a kol. Logopédia. Bratislava, UK 2016. ISBN 978-80-223-4165-3. s. 162 – 179.</p> <p>BUNTOVÁ, D. 2021. Narušená komunikácia pri poruchách autistického spektra. In: Ostatníková a kol. Autizmus, Ikar. (v tlači)</p> <p>HUDECOVÁ, D. 2016. Kochleárna implantácia. In: Kerekrétiová a kol. Logopédia. Bratislava, UK 2016. ISBN 978-80-223-4165-3 s. 299 – 323.</p> <p>NÁDVORNÍKOVÁ, V. 2016. Narušená komunikačná schopnosť osôb s poruchou sluchu. In: Kerekrétiová a kol. Logopédia. Bratislava, UK 2016. ISBN 978-80-223-4165-3. s. 285 – 299.</p>
<p>Languages necessary to complete the course:</p> <p>Slovak</p>
<p>Notes:</p>

Past grade distribution						
Total number of evaluated students: 50						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PhDr. Dana Buntová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde044/22	Course title: Case study seminar: voice disorders
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: Weekly: 2 Per semester: 22 The method of the study: in-person teaching Student workload: 22 hours of in-person teaching 15 hours of case study preparation 20 hours of voice recording and voice analysis 18 hours of therapeutic method of voice disorders A total of 75 hours of student work. Education methods: lecture, interview with a clinical speech and language therapist, work in small groups, case study analysis, role playing; problem solving tasks with a focus on diagnostic and therapeutic conclusions based on evidence-based medicine, discussion of the topics covered	
Number of credits: 3	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde022/22 - Voice disorders	
Recommended prerequisites: M-LOGde022 Voice Disorders	
Course requirements: The student will evaluate the recording and make a voice analysis (30 points), prepare the assigned case report (25 points) and present the therapeutic method (20 points). A student who is awarded an A grade: must obtain at least 91 points, be able to apply the acquired knowledge about the physiology of voice production, pathophysiology, be able to perform auditory-perceptual, acoustic and aerodynamic voice evaluation, administer and complete a subjective voice evaluation. He can think critically about the rationale for the selection and application of basic therapeutic methods for voice disorders, he can determine its goals. When processing a case study, he will demonstrate an exceptional ability to analyze present essential parts of the case and draw a relevant conclusion. A student who is awarded a grade B: must obtain at least 81 points, be able to apply the acquired knowledge about the physiology of voice production, pathophysiology, be able to perform auditory-perceptual, acoustic and aerodynamic evaluation of the voice, administer and complete a subjective	

evaluation of the voice. Can determine the goals of therapy for voice disorders. When processing the case report, he is able to analyze the case and present its important parts and draw a relevant conclusion.

For grade C, the student must obtain at least 73 points, be able to perform auditory-perceptual, acoustic and aerodynamic voice evaluations and complete a subjective voice evaluation. He can partially analyze the case and justify the choice of therapy for voice disorders. When processing the case report, he presents the described diagnostic and therapeutic strategies.

At least 66 points are required for the D grade, it is awarded to a student who partially understands the theoretical knowledge and basic terminology of the physiology and pathophysiology of the voice, but does not know how to logically apply diagnostic and therapeutic methods. When processing the case report, he analyzes the case insufficiently and does not draw relevant conclusions for therapy.

Grade E is awarded to a student who: obtains at least 60 points during the semester, partially masters the terminology of voice disorders. He can partially perform voice evaluation, but cannot draw conclusions for therapy from voice analyses; insufficiently processes the case report, while not being able to draw a therapeutic conclusion from it.

In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

After completing the case study seminar-voice disorders, the student:

- can describe the physiology and pathophysiology of voice disorders in the pediatric and adult population in the context of other diseases and as an independent nosological unit,
- understands the diagnostic process, the principles of creating goals in voice therapy,
- knows the basic options for identifying voice disorders and knows how to implement them,
- analyzes the acoustic recording with the aim of identifying voice parameters,
- is oriented in the tasks and competences of a speech therapist in the care of a person with a voice disorder,
- is able to create a therapeutic plan, determine its goals and implement the therapy of voice disorders from the point of view of a speech therapist.

Class syllabus:

1. Voice diagnosis-traditional and current procedures
2. Goals of voice disorder therapy-How to determine them?
3. Voice evaluation from the point of view of a speech therapist, voice analysis, cooperation with doctors
4. Case studies - functional voice disorders
5. Case studies-organic voice disorders
6. Case studies - psychogenic voice disorders
7. Case studies - Reinke's edema, extraesophageal reflux, laryngeal carcinoma

Recommended literature:

DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011. ISBN 978-80- 7311-116-8.

KEREKRÉTIOVÁ A. 2016. Poruchy hlasu. In: KEREKRÉTIOVÁ a kol. Logopédia Bratislava: Univerzita Komenského. ISBN 97880-223-4165-3. s.57-82.

KEREKRÉTIOVÁ, A.: Poruchy hlasu. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002. ISBN 80-88824-18-4

KEREKRÉTIOVÁ, A.: Terapia porúch hlasu. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-8063-092-5

KUČERA, M., FRIČ, M., HALÍŘ, M. 2010. Praktický kurz hlasové rehabilitace a reedukce. Opočno 2010. ISBN – 978–80–254-6592-9.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 137

A	ABS	B	C	D	E	FX
97,08	0,0	2,92	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ema Číželová

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde021/22	Course title: Cleft palate speech
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 44 hours per semester, 2 hours lecture + 2 hours seminar weekly, primarily in-person teaching Student workload: 2 lectures + 2 seminars weekly (44 hours, 6 credits); 40 hours of preparation for two written short tests; 25 hours of preparation for final test; 20 hours of work on analysis and report of 2 research paper (semestral project); 20 hours of preparation for final examination; Together 150 hours of workload. Teaching methods: Lectures, analysis of case studies with focus on symptom identification, classification, implication for intervention, basics of assessment and intervention planning; basic knowledge on therapeutic strategies; analysis of research papers; critical discussions and comparisons of approaches in cleft palate children and other population with SSD; exercises on diagnostic therapy and VP function evaluation.	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student will be evaluated on basis of results on two short tests (2 x 10 percent), final tests (20 percent), final examination (40 percent). Additionally, student can gain 10 percent for his activity and efforts during the lectures. Besides, student will analyze and present two interconnected research papers, will compare them, highlight their strengths and weaknesses and draw results and implications for intervention (10 percent). Student has to gain and show solid theoretical knowledge on cleft palate speech and ability of its application for basic intervention planning. Student will gain level A (excellent – excellent results) if he collects at least 91 percent; level B (very well – above average standard) min. 81 percent; level C (good – regular, reliable work) min. 73 percent; level D (satisfactory – acceptable results) min. 66 percent; and level E (sufficiently – results meet the minimum criteria) min. 55 percent; and level Fx (insufficient) 54 percent and less. Scale of assessment (preliminary/final): interim/final	
Learning outcomes:	

During the course student will gain knowledge: on different types of clefts and their etiology; on definition and classification of different types of velo-pharyngeal dysfunction; oronasal communications and other typical structural anomalies in children with clefts and their influence on speech and language development; main syndromes accompanied with clefts; and interdisciplinary intervention and treatment.

Next the course will focus on identification and classification of symptoms of cleft palate speech; principles of application of diagnostic therapy and evaluation of VP function; basics of intervention decision making; basics of assessment of cleft palate speech; and main principles of planning a therapy for this population. Student will be able to compare symptoms of cleft palate speech with other forms of SSD.

Additionally, course will describe cleft palate speech from developmental point of view starting from the earliest age and showing developmental theories and their meaning and purpose in planning of early intervention for cleft palate toddlers. Described aspects will show interdependence of speech and language domains and also dependence of child's speech and language development to parental behavior and naturalistic speech stimulation.

Student will have plenty of opportunities to evaluate speech of cleft palate children from video recordings and will learn to plan the structure of intervention. The course will stimulate critical thinking and approach comparisons according to principles of EBT.

Class syllabus:

- Origin, prevalence and etiology of clefts, their classification. Submucous and occult cleft. Anatomic consequences of clefts and influence on speech development. Velopharyngeal mechanism and types of velopharyngeal dysfunctions. Syndromes associated with clefts.
- Transdisciplinary intervention and treatments for cleft children.
- Definition of cleft palate speech and its symptomatology: disorders of articulation and resonance, impaired language development, phonological disorders, voice disorders and hearing impairment in children with clefts. Causal classification of disordered articulation: compensatory articulation; strategy of avoiding pressure sensitive consonants; weak articulation with low pressure, nasal emissions and hypernasality as symptoms of VP insufficiency; cleft specific oral realizations – palatal and velar articulation; dental and developmental articulation errors. Diagnostic therapy.
- Assessment of velopharyngeal function, disorders of articulation, resonance and language skills.
- Early speech and language development, assessment and stimulation of early speech at 0-3 years of age.
- Articulation therapy in preschool age.
- Possibilities of intervention and therapeutic stimulation of disordered resonance. Effective and noneffective approaches.

Recommended literature:

1. KERÉKRÉTIÓVÁ A. (2020): Palatolália. In: KERÉKRÉTIÓVÁ A.: Logopédia. Univerzita Komenského v Bratislave.
2. KERÉKRÉTIÓVÁ A.(2008): Velofaryngální dysfunkce a palatolalie. Praha: Grada.
3. ORAVKINOVÁ Z. (2010): Raná logopedická intervencia u detí s rászštepom pery a/alebo podnebia. SPN.
4. ORAVKINOVÁ, Z. (2018). Logopedická intervencia u detí s rászštepom pery a podnebia. Bratislava: SPN.

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 142

A	ABS	B	C	D	E	FX
62,68	0,0	23,24	11,27	1,41	0,7	0,7

Lecturers: PhDr. Zuzana Oravkinová, PhD.**Last change:** 11.11.2022**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde009/22	Course title: Clinical psychology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Lecture: 2 hours/week, total 22 hours/semester, Organizational form: combined (primarily face-to-face) Student workload: 22 hours of continuous teaching; 11 hours of continuous independent study on lecture topics (study questions or other stimuli); 24 hours of preparation of the presentation of a part of the written work being prepared with a thematic focus on current research or clinical-psychological practice (etiopathogenesis, syndromology, health and prevention, standard procedures, etc.), relevant to speech therapy, its written completion with regard to stimuli and discussion in the study room group (in the evaluation week); 16 hours of preparation for the intermediate test; 20 hours of preparation for the final test; 20 hours of preparation for the oral exam. A total of 113 hours. Teaching methods: lecture (with references to current scientific works and presentations; with prompts and questions (open and closed, problem tasks, etc.) to deepen or supplement the lectured topic, heuristic methods, discussion in a group or in pairs of students (also online) , brainstorming; analysis of cases (case studies) with regard to the work of speech therapists in practice; guided independent study using professional, scientific and application-oriented texts (including videos, documents of professional associations, etc.)	
Number of credits: 4	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Weighting of interim / final assessment: approximately 50 / 50 During the semester, there will be two written examinations (1. interim 20 points and 2. final before the oral exam 20 points, min. 60% of each of them); students present and further elaborate in writing (by the date of the oral exam) a selected current topic from clinical psychology (as mentioned above), while the presentation is evaluated 15 and its written elaboration 20 points, i.e. j. a total of 35 points; the oral exam is 25 points. The rating is given on a scale: A (100-95%, excellent - excellent results), B (94-85%, very good - above average standard), C (84-75%, good - ordinary reliable work), D (74-65%, satisfactory - acceptable results), E (64-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) The rating is given on a scale:	

A (100-95%, excellent - excellent results; students actively reflect critically and creatively on current knowledge (identify, solve a problem) as well as frameworks for the further development of clinical psychology and its interdisciplinary (or even transdisciplinary) connections; excellent meaningfully integrate knowledge with other studied disciplines, also with regard to speech therapy; they are able to perfectly identify psychological factors and psychological signs in connection with pathology, health maintenance and individual types of prevention (potential risk and protective, psychosocial, pathoplastic factors, etc.); they excellently (critically) reflect knowledge and procedures on based on foreign scientific or professional literature, including a correct understanding of the used methodology (quantitative / qualitative, etc.) and its boundaries; they are excellently prepared to work in an interdisciplinary team, including, for example, with psychologists (at the same time, they perfectly differentiate their professional competences and the potential of their further professional growth); they also reflect excellently on acquired knowledge and skills in relation to one's own health and well-being.

B (94-85%, very good - above average standard; students actively critically reflect on current knowledge (understand and solve the problem) and frameworks for the further development of clinical psychology and its interdisciplinary (or even transdisciplinary) links; very well integrate knowledge with other studied disciplines, also with regard to speech therapy; they are able to very well identify psychological factors and psychological signs in connection with pathology, health maintenance and individual types of prevention (potential risk and protective, psychosocial, pathoplastic factors, etc.); they critically reflect knowledge and procedures based on foreign scientific or professional literature, they fully understand the methodology used (quantitative / qualitative, etc.) and its boundaries; they are very well prepared to work in an interdisciplinary team, including, for example, with psychologists (at the same time, they differentiate their professional competences and the potential of their further professional growth very well); they also reflect acquired knowledge and skills in the relationship to your own health and well-being.

C (84-75%, good - common reliable work; students at an average level critically reflect on current knowledge (understand the problem) and frameworks for the further development of clinical psychology and its interdisciplinary links; they integrate knowledge well with other studied disciplines, also with regard to speech therapy; they are able to identify psychological factors and psychological signs in connection with pathology, health maintenance and individual types of prevention (potential risk and protective, psychosocial, pathoplastic factors, etc.); they are also able to critically reflect on some knowledge and procedures based on foreign scientific or professional literature and the methodology used (quantitative / qualitative, etc.) and more or less also its boundaries; they are well prepared to work in an interdisciplinary team, i.e. with psychologists (at the same time, they differentiate their professional competences and the potential of their further professional growth); also in basic they reflect acquired knowledge and skills in relation to the homeland mental health and well-being.

D (74-65%, satisfactory - acceptable results; students more or less critically reflect on current knowledge (they gradually understand the problem at the instigation of a group discussion or the teacher), in principle they also understand the framework of the further development of clinical psychology and its interdisciplinary links; they acceptably integrate knowledge with other studied disciplines, also with regard to speech therapy; they are able to acceptably identify psychological factors and psychological signs in connection with pathology, health maintenance and individual types of prevention (potential risk and protective, psychosocial, pathoplastic factors, etc.); they are able to a certain extent also critically reflect on some knowledge and procedures based on foreign scientific or professional literature and the methodology used (quantitative / qualitative, etc.); they are quite ready to work in an interdisciplinary team, i.e. with psychologists (at the same time, they differentiate their professions well competences and potential for further professional growth); in part, they also reflect acquired knowledge and skills in relation to one's own health and well-being.

E (64-60%, sufficient - study results and student activities (written papers, exams) are of lower quality compared to the above criteria and characteristics, but their acquired knowledge and skills from clinical psychology sufficiently prepare them for work in an interdisciplinary team , etc., e.g. with psychologists; at the same time, they also sufficiently differentiate their professional competences and the potential of their further professional growth; to a certain extent, they also reflect the acquired knowledge and skills in relation to their own health and well-being.

Fx (59-0%, insufficient - more work, extra study required). Weight of interim/final assessment: interim/final

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning outcomes:

After graduating from clinical psychology, speech therapy students will have acquired, as indicated above, important current knowledge from contemporary clinical psychology (subject, inter- and trans-disciplinary relations - including health psychology, developmental psychopathology, affective neuroscience, etc., research methods and application areas; methods of clinical-psychological activity in practice and their interdisciplinary links - especially in relation to speech therapy; (transferable) ethical principles of (clinical) practice; basic conceptual apparatus of clinical psychology; theoretical models of health and illness/mental disorders; psychogenic factors in etiology and persistence of mental disorders and somatic diseases; individual peculiarities, changes and disorders of psychological functions and personality and their manifestations; issues of classification of mental disorders; psychological aspects of somatic diseases and hospitalization, etc.). Speech therapy students, as mentioned above, should use the acquired knowledge when studying other subjects of their study program; in the clinically oriented research of his final thesis; in speech therapy practice in the complex system assessment of the state of health and its prognosis in patients and clients and in the system planning of speech therapy intervention (including all types of prevention).

Moreover, in addition to transferable areas of competence and literacy (digital, general methodological, social and communication, etc., some others are already mentioned in the texts above), their study leads to proper self-reflection and improvement of health and lifestyle (psychology of stress / crisis situations, primordial and primary, etc.) as emerging experts in helping professions, for themselves or for other people.

Class syllabus:

1. Grounding of the discipline in science (historical context), contemporary clinical psychology as an integrating clinical discipline, concept of the field in the Slovak Republic, areas of psychological activity and health care; education and specializations in the field of clinical psychology.

2. Ethical principles and ethical code in clinical psychology, procedures based on scientific evidence, standard procedures (development - personalized diagnosis and treatment, integrative approach vs. eclecticism, problem of unproven and alternative treatment procedures); related institutions and organizations and their activities (SPK, SPS, APA, WHO and others).

3. Methodology in clinical psychology, methods and types of research in clinical psychology, selection of participants, validity and reliability of research, interpretation of research.

4. Clinical-psychological examination (psychological findings, assessment), clinical approach, components of psychodiagnostics, clinical methods (interview, observation, anamnesis), test (performance tests, personality questionnaires and inventories, projective methods) and instrumental (dynamic testing, digitization and i.).

5. Man and health and illness (or disease) and their understanding: current discussion of the concepts, goals and boundaries of health care and medicine; clinical-psychological professional language (problems, current challenges, limits). Norm and its understanding - concepts of normality

and abnormality (theoretical and practical limits). Multidimensional approach to health and disease (developmental concept psychopathology; concept of health psychology and i.). Health education, psychohygiene, prevention (4 levels of prevention in medicine and clinical psychology).

6. Psychological theoretical models of health and illness (mental disorders and behavioral disorders) - basic overview: theoretical and practical contribution of individual psychological schools and their leading figures (depth / dynamic psychology, cognitive-behavioral psychology, humanistic psychology; newer approaches - systemic and systemic , cognitive psychology and cognitive science and i).

7. Etiology of psychological and (psycho)somatic disorders - biological, psychosocial, cultural-religious aspects (physiological / organic, genetic, neuroimmunological / psychoneuro-immunology, etc.; psychogenic factors - stressful situations and health (affective states - anxiety, fear, anger / hatred and others; frustration; deprivation; conflict; stress; psychological trauma and life events; psychological crisis; psychological defensive reactions; general emotionality and emotional intelligence and health; cognition, attitudes and health; interpersonal relationships and health (attachment, family / partnership systems, etc.); lifestyle and health; sociocultural factors (transcultural psychopathology, social stereotypes and stigmatization of the sick person and the disease).

8. Basic overview of disorders of individual psychological functions and personality and psychological diagnostic procedures for their detection (available in the Slovak Republic and the Czech Republic for the child, adolescent and adult population): cognitive components (awareness; attention; perception; thinking; memory; executive functions; communication and speech); affective-personality components (emotionality; action, impulses, will; personality); psychosocial components (interpersonal relationships).

9. Psychology of somatic diseases: somatic / psychological / social aspect of diseases; psychology of pain; emotional experience, mental assessment, changes in needs during physical illness, palliative coping (dying and death), cultural and social influences and attitudes towards illness and health.

10. International classifications of mental disorders and behavioral disorders - critical analysis, alternative models. WHO-ICD-10 vz. ICD-11 (WHO, 2019), DSM-5 (APA - American Psychiatric Association, 2015) and others. Selected categories (syndromes) of special psychopathology and somatic diseases - definition / symptomatology, epidemiology, etiopathogenesis, (therapy) and prognosis.

Recommended literature:

Compulsory readings:

HERETIK, A., HERETIK, A. A KOL. 2016. Klinická psychológia. 2. prep. a rozš. vyd. Nové Zámky:

Psychoprof, 2016.

Recommended reading:

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

- GLASOVÁ, M., GROMA, M., ANDREÁNSKA, V. 2015. Zdravie a zdravotné postihnutie. S. 7-32, In: Zdravotné postihnutie v kontexte aktivity, participácie a zdravia [elektronický zdroj]. Bratislava: Univerzita Komenského.

- APA // RABOCH, J., HRDLIČKA, M., MOHR, P., PAVLOVSKÝ, P., PTÁČEK, R. 2015). DSM-5® Diagnostický a štatistický manuál duševných poruch. Praha: Hogrefre – Testcentrum, 2015. alebo

- BAŠTECKÁ, B., GOLDMANN, P. 2001. Základy klinické psychologie. Praha: Portál, 2001. alebo BAŠTECKÁ, B., MACH, J., A KOL. 2015. Klinická psychologie. Praha: Portál, 640 s.

- CICCHETTI, D. 2016. Developmental psychopathology. 3rd edition. Volume 1 – 4 (1. Theory and method; 2. Developmental neuroscience; 3. Maladaptation and psychopathology; 4. Risk, resilience and intervention.) New York: Willey and Sons, 2016.
- SVOBODA, M., HUMPOLÍČEK, P., ŠNOREK, V. (2013). Psychodiagnostika dospělých. Praha: Portál
- alebo SVOBODA, M., KREJČÍŘOVÁ, D., VÁGNEROVÁ, M. (2001). Psychodiagnostika dětí a dospívajících. Praha: Portál.
- VÁGNEROVÁ, M. 2014. Současná psychopatologie pro pomáhající profese. 1. vyd. Praha: Portál
- alebo VÁGNEROVÁ, M. 2004. Psychopatologie pro pomáhající profese. 2. vyd. Praha: Portál, 2004.
- ŘÍČAN, P., J., KREJČÍŘOVÁ, D., A KOL. 2006. Dětská klinická psychologie. 4. prep. a dopl. vyd. Praha: Grada, 2006.
- PsycInfo APA a APA Divisions; Psychológia a patopsychológia; Studia psychologica; Československá psychologie; Journal of health psychology; British medical journal /BMJ; The Lancet; American psychologist; Journal of Clinical Psychology a i.
- DSM-5, APA: <https://web.archive.org/web/20081106202810/http://psych.org/MainMenu/Research/DSMIV/DSMV.aspx> alebo <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683251/> alebo <https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>
- ICD-10 a ICD-11 (MKCH-11), WHO: <https://icd.who.int/en> (ICD-11)

Languages necessary to complete the course:

Slovak and Czech primarily, English to deepen studies

Notes:

Past grade distribution

Total number of evaluated students: 142

A	ABS	B	C	D	E	FX
70,42	0,0	23,24	4,93	0,7	0,0	0,7

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde010/22	Course title: Cognitive-communication disorders in adults
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 4 hours per week: 2 hours in the form of a lecture and 2 hours in the form of a seminar, combined form (primarily full-time). Student workload: 2P (3 credits): 11 x 2 hours of direct instruction = 22 hours; 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; 11 x 2 hours preparation for seminars = 22 hours; 14 hours preparation of semester work; 30 hours of study of literature and preparation for continuous assessment; 50 hours of study of literature and preparation for the final test. A total of 160 hours of student work. Teaching methods: discussion of the topic covered; small group work; problem solving of tasks; study of literature; watching and analysing videos.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: There will be one continuous test during the semester (20 points) and students will prepare two papers from the literature (2x5 points = 10 points). At the end of the semester there will be a final test (50 points) and students will prepare a semester work according to the assignment (20 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 60% of points in the final test. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Verbal evaluation: A-excellent performance: the student knows / masters / creates / critically evaluates and applies the acquired knowledge without mistakes; B-excellent performance: the student knows / masters, but critical thinking is borderline; errors sometimes occur in the application of knowledge, but they can correct them after a warning; C-good performance: although the student	

<p>knows / has learned, but does not know how to apply it in practice - he often makes mistakes that he is not aware of, after warning he can correct some, others not; D-acceptable results: the student has certain shortcomings in the acquired knowledge, but their lack in application can be replaced by other knowledge, but sometimes he makes mistakes out of ignorance, which he cannot correct; E-sufficient: the results meet the minimum criteria, the student masters basic but not advanced knowledge, when applied due to lack of knowledge and skills, he makes many mistakes that he cannot correct; Fx-insufficient: additional work is required, the student lacks basic knowledge, for their lack he makes a lot of mistakes, he cannot critically evaluate and compare.</p> <p>Scale of assessment (preliminary/final): interim/final</p>														
<p>Learning outcomes:</p> <p>The student develops their digital skills, the ability of analytical and critical thinking or the ability to think in context, as well as communication and interpersonal skills. Finally, his learning ability, organizational skills and motivation develop.</p> <p>The graduate of the course will master the knowledge about the etiopathogenesis and manifestations of impaired communication skills in dementia, cranio-cerebral trauma and damage to the subdominant cerebral hemisphere. They will know the methods of speech and language therapy intervention (diagnosis and therapy) and know how to apply them.</p>														
<p>Class syllabus:</p> <p>Students will learn basic information about speech and language therapy intervention in cognitive-communication disorders in adults. They will be able to diagnose, develop adequate therapy and evaluate its effectiveness in impaired communication in dementia, cranio-cerebral trauma and damage to the subdominant cerebral hemisphere.</p>														
<p>Recommended literature:</p> <ol style="list-style-type: none"> 1. MARKOVÁ, J., KEVICKÁ, V.: Získané kognitívno-komunikačné poruchy. Bratislava: Mabag, spol. s r.o., 2021. 2. MARKOVÁ, J., KEVICKÁ, V.: Terapia získaných kognitívno-komunikačných porúch. Bratislava: Mabag, spol. s r.o., 2021. 3. MARKOVÁ, J., CSÉFALVAY, ZS.: Diagnostika NKS pri demenci. In: Cséfalvay, Zs., Lechta, V. (Ed.): Diagnostika NKS u dospelých. Praha: Portál, 2013. s.145 – 172. 														
<p>Languages necessary to complete the course:</p> <p>Slovak, English</p>														
<p>Notes:</p>														
<p>Past grade distribution</p> <p>Total number of evaluated students: 115</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>73,04</td> <td>0,0</td> <td>19,13</td> <td>6,09</td> <td>1,74</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	73,04	0,0	19,13	6,09	1,74	0,0	0,0
A	ABS	B	C	D	E	FX								
73,04	0,0	19,13	6,09	1,74	0,0	0,0								
<p>Lecturers: doc. PaedDr. Jana Marková, PhD.</p>														
<p>Last change: 11.11.2022</p>														
<p>Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>														

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde019/22	Course title: Developmental language disorder
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 85 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 179 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, E-learning, work in small groups	
Number of credits: 6	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language development	
Course requirements: The student will be evaluated by an intermediate test (20 points) and a final test (30 points) and will develop four different work tasks: elaborate a popularization leaflet for parents or other professionals from theoretical knowledge about the VJP disorder and distributes it (10 points), critically processes the opinions of other experts on the changing terminology from published articles (10 points), in pairs they study and present research for the diagnosis or therapy of children with DLD from the selected final thesis - Diploma, Rigorous or Doctoral thesis (10 points) and independently examine the child with available diagnostic methods, process the conclusion and interpret a term paper (20 points). The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	

Learning outcomes:

After completing the course, the student learns about the etiopathogenesis of developmental language disorders in children. At the same time, he will acquire essential competencies in speech and language therapy diagnostics and gain insight into evidence-based speech therapy approaches and methods for children with this disorder.

As part of the course, students develop the ability to think in context, critically compare information, and plan and organize. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can translate it into a form for the non-specialist.

Class syllabus:

The course aims to get acquainted with the symptomatology, diagnostic procedures, and therapeutic methods of DLD children. They know the basic diagnostic approaches and how to use them in examining children. At the same time, students will know the essential elements and procedures of individual and group therapy when working with children with developmental language disorders.

Themes:

1. Definitions and terminology, epidemiology of developmental language disorder
2. Pathomechanism, clinical picture of children with developmental language disorder, symptomatology
3. Diagnostic methods I: screening approaches and language markers (Repetition of non-words and Repetition of sentences)
4. Diagnostic methods II: Descriptive models (Lahey model, GP SK model) and questionnaires (LUI, TOMi)
5. Diagnostic methods III: Language exams and tests (Evaluation of narrative, vocabulary, and grammar, comprehension in preschool age – for example, ESB battery)
6. Diagnostic methods IV: Non-language examinations and tests (executive functions, SON-R test, WISC)
7. Therapy I: Theoretical Foundations and Evidence-Based Approaches in Individual Therapy
8. Therapy II: Role and work with parents in therapy, setting goals (Communication strategies)
9. Therapy III: Group forms of therapy (Interactive reading and Storytelling – story acting)
10. Therapy IV: Group forms of therapy during preparation for the training of the child (Phonological awareness according to El'konin)
11. Therapy V: introduction of the language methodology (Primer Kapalková - Vencelová) when working with children with a developmental language disorder at school age

Recommended literature:

- MIKULAJOVÁ, M.: Diagnostika Narušeného vývinu reči. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta, 1995. s. 39-67
- MIKULAJOVÁ, M. – KAPALKOVÁ, S.: Terapia narušeného vývinu reči. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin: Osveta, 2002. s. 23 – 58
- KAPALKOVÁ, S., POLIŠENSKÁ, K., VICENOVÁ, Z.: Non-word repetition performance in Slovak-speaking children with and without SLI: novel scoring methods. *International Journal of Language & Communication Disorders*. - Roč. 48, č. 1 (2013), s. 78-89
- KAPALOVÁ, S., SLANČOVÁ, D.: The vocabulary profile of Slovak children with primary language impairment compared to typically developing Slovak children measured by LITMUS-CLT. In: *Clinical Linguistics and Phonetics*. - Vol. 31, No. spec. 11-12 (2017), s. 893-909
- KAPALKOVÁ, S. – VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava : Slovenská asociácia logopédov, 2020. 347 s.

Languages necessary to complete the course:

Slovak and English						
Notes:						
Past grade distribution						
Total number of evaluated students: 175						
A	ABS	B	C	D	E	FX
52,57	0,0	36,57	9,71	1,14	0,0	0,0
Lecturers: doc. Mgr. Svetlana Kapalková, PhD., Mgr. Katarína Metesová						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde032/22	Course title: Developmental psychology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organisational form Lecture 2 hours/week, i.e. 22 hours/semester, full-time or combined method Student workload: 22 hours of continuous teaching; continuous preparation for classes (16 hours), preparation of seminar paper presentation in an attractive form (e.g. 3-5 minute video or attractive interactive application) on modern research in developmental psychology (e.g. development of cognition, executive functions, theories of mind, speech, emotionality and personality, moral development) and its written completion of 5-7 pages (20 hours); preparation for the midterm test (16 hours); final essay on subjectively significant topics in developmental psychology and the use of this knowledge in speech therapy practice (6 hours); preparation for the final test (20 hours); preparation for the oral examination (20 hours). 120 hours in total Teaching Methods: Lecture, heuristic methods, group discussion, brainstorming, group work, analysis of videos and real situations (case studies), analysis of problem situations, guided independent study using professional-scientific texts.	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation There will be two written examinations during the semester with the possibility to score 15 points (15 closed questions), students will produce a seminar paper of 5-7 AH (20 points) and present the seminar paper in an interactive way for a maximum of 10 minutes (15 points). The examination will consist of a written part (30 open and closed questions) (50 points). The examination will consist of a written part (15 open and closed questions) (30 marks) and an oral part (20 marks). The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results),	

E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - extra work required)

For a grade of A, the student is required to produce consistently excellent results, be capable of independent study, and be able to reflect on the developmental psychology topics presented or the scientific and professional issues raised. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyze and select professional or scientific information, is proficient in the theoretical and empirical knowledge of developmental psychology and can apply it in speech-language pathology practice..

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered all relevant knowledge of developmental psychology, can select relevant sources of information for his/her studies, and can apply the knowledge gained in speech therapy practice, but there are deficiencies in his/her critical and creative thinking.

A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. More weaknesses in critical and inductive thinking emerge.

A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more difficulties in independent implementation work as well as in group work, needs more frequent help in critical thinking and has more difficulties in applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails in critical thinking and applying theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

By successfully completing the course, students will have critically acquired (to the extent indicated in the grading scale above) current theoretical and empirical knowledge of developmental psychology as a core psychological discipline (e.g. the subject and methods of research in ontogenetic psychology, the conceptual system of developmental psychology, interdisciplinary and transdisciplinary relationships and possibilities of application; 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 lifelong ontogenesis of a person; basic psychological methods and techniques of assessment of the developmental level; current areas of research and development in developmental psychology and their results).

In addition to theoretical knowledge, students will acquire the ability to compare and critically evaluate professional and guided information and various information sources; they will be able to reproduce professional knowledge, graphs and tables, as well as to apply knowledge and acquired knowledge to real-life situations; they will be able to find logical connections in opinions and ideas and to differentiate individual findings, evaluate them and subsequently present them. They also develop organisational and digital skills when working with modern information technology.

Class syllabus:

1. The subject, methods of research in developmental psychology and its relationship to related disciplines.

2. General characteristics 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 psychological development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactionist models psychic ontogenesis.
4. Motor development and its significance in overall psychological development: laws and developmental progression of gross and fine motor skills, their relationship to overall psychological development. Play and drawing and its place in psychic development (development and characteristics of play and drawing in the context of motor, cognitive and social development).
5. Cognitive development: the development of cognitive psychological functions and in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, language and its importance for overall psychological development, human action and behavioural regulation).
6. Personality development: the formation of self and psychological identity (self-image, self-concept, self-evaluation), needs, values and interests and their formative factors (family, school, peer group, friends, culture) and the cognitive contribution of the major theories of personality development. Interpersonal bond building (relational bonding/attachment): theory and empirical findings.
7. Emotion development: Stages and factors of emotion development in the context of socialization (differentiation of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of ontogeny). Psychosexual development: physical and psychological components of human sexuality and its development (psychosexual orientation, gender, gender role, gender concept and ontogeny).
8. Social development: the development of the social self, social understanding and social relationships and the socialization of the individual (processes of socialization in the context of ontogeny and the critical social group - family, school, play/peer group, collective with respect to current socio-cultural challenges).
9. Moral development: psychological conceptions of moral development (conditions and developmental stages, moral judgement and moral action /prosocial behaviour, moral character, moral values, moral sentiments and moral identity; self-discipline and empathy).
10. Methods of developmental assessment: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity.
11. Semester summary, discussion of topics covered and problem solving in the context of speech therapy practice.

Recommended literature:

Compulsory/Recommended readings:

Jursová Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Univerzita Komenského v Bratislave.

Recommended readings:

LANGMEIER, J., KREJČÍŘOVÁ, D. (2006). Vývojová psychologie. 2. aktual. vyd. Grada.

Šramová, B. (2007). Osobnosť v procese ontogenézy. Melius, 2007. (vybrané časti)

Vágnerová, M. (2012). Vývojová psychologie. Dětství a dospívání. Karolinum.

Journals:

Developmental Psychology Journal: <https://www.apa.org/pubs/journals/dev>

Child Development: <https://srcd.onlinelibrary.wiley.com/journal/14678624>

Psychológia a patopsychológia dieťaťa: <https://vudpap.sk/x/cinnosti-vudpap/informacna-a-edicna-cinnost/casopisy-vudpap/papd/>

Československá psychologie: <https://ceskoslovenskapsychologie.cz/index.php/csps>

Languages necessary to complete the course:

Slovak, Czech and English (elementary reading comprehension of foreign research studies or review papers, understanding English videos)

Notes:**Past grade distribution**

Total number of evaluated students: 203

A	ABS	B	C	D	E	FX
62,56	0,0	23,65	9,36	4,43	0,0	0,0

Lecturers: Mgr. Mária Jucková, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde054/22	Course title: Drama therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information type of activities, number of hours and form of the course: 22 hours per semester, weekly 1 hour lecture + 1 hour exercise, primarily in-person teaching Student workload: 11 x 2 hours of direct teaching: 22 hours Preparation for the final test: 30 hours Development of a drama therapy program of 30 hours Teaching methods: Experiential, activating methods (non-verbal games and exercises, playing with a puppet, role-playing), discussion of the topic, work in small groups - creation of drama therapy meetings and programs.	
Number of credits: 3	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 1. Mid-term test – 40 points 2. Creation and presentation of a drama therapy program in speech therapy - 60 points Points: 100-91/A, 90-81/B, 80-71/C, 70-65/D, 65-60/E, 59-0/ FX In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. Scale of assessment (preliminary/final): interim/final	
Learning outcomes: To acquire basic theoretical and practical knowledge about drama therapy. Familiarize yourself with the possibilities of applying drama therapy in speech therapy practice for people with disabilities - methods, techniques and approaches - non-verbal games and exercises, dramatic play, improvisation, role plays, dance drama, puppet theater, sociodramatic games. Through hands-on experience, learn how to analyze situations in drama therapy, how to model speech therapy interventions for children and adult clients. To acquire basic skills in the creation of a dramatic program in speech therapy.	
Class syllabus: Definition of the term drama therapy, history, theoretical starting points, meaning and goals. models, forms, approaches, methods and means of drama therapy.	

Developmental stages of dramatic play.
 Diagnostics and research in drama therapy.
 The role of the teacher.
 Structure and content of drama therapy meetings, programs and projects for children, youth and adults - meaning, stages, phases, indication.
 Research project in drama therapy.
 Drama therapy programs for individuals with speech disorders - choice of methods and approaches depending on age, developmental and symptomatological indicators.
 Types and focus of programs.

Recommended literature:

- JONES, P. 2007. Drama as therapy: theory, practice, and research (2nd ed). London ; New York: Routledge.
 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.
 MAJZLANOVÁ, K. 2021. Dramaterapia – teória, výskum, prax. Bratislava: Iris,
 PAJDLHAUSEROVÁ, E, - MAJZLANOVÁ, K. 2011. Tvorivá dramatika v edukačnom procese. Bratislava: Univerzita Komenského.
 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,
 MORGANOVÁ, N. – SAXTONOVÁ J. Vyučování dramatu – hlava plná nápadů. Praha: Združení pro TD. 246 s., 1996.
 STREDL, T. 2012. Dramaterapia a jej socializačné možnosti. Komárno: Univerzita Selyeho.
 VALENTA, M. 2001. Dramaterapie. Praha: Portál.
 VALENTA, M. 2002. Projektování v dramaterapii. Praha: Portál.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

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

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde007/22	Course title: Dysarthria
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: analysis of a speech-language assessment results of patient with motor speech disorders/dysarthria based on a published case-study (10 points), critical analysis of one therapy method for patients with dysarthria and creating a video on which this therapy procedures in illustrated (30 points).. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, , acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student acquires knowledge of etiopatogenesis, symptoms, types of dysarthria, the possibilities of their assessment and therapy of dysarthria. He acquired basic competencies in the field of logoped diagnostics of developmental and acquired dysarthria using the available investigative procedures in the	

Slovak Republic. The student obtains information on logoped interventional approaches in patients with dysarthria of various aetiology. An important part is to develop communication skills and competences, the perspective of thinking about a professional topic so that they can translate it for patients, clients and their relatives.

Class syllabus:

The course is focused on detailed knowledge of etiopathogenesis, symptomatology, clinical manifestation of dysarthria, diagnostic procedures and therapeutic methods so that students in practice after graduation understand the issues of pathomechanism of dysarthria know basic diagnostic approaches and can use them in evaluation in adult and children. At the same time, students will know the basic elements and procedures of individual as well as group therapy in dysarthria.

Key themes: etiopathogenesis of developmental and acquired dysarthria. diagnosis of dysarthria (clinical examination and formalised, standardised dysarthria tests), dysarthria therapy (specific and non-specific therapeutic approaches), therapy in dysarthria of neurodegenerative aetiology (Lee Silvermann Voice Treatment, Parkinson's and others). Therapy approaches on impaired respiration, impaired laryngeal functions, impaired velopharyngeal functions, impaired articulation and prosody. Logopedic intervention aimed at limited participation (concept, research).

Recommended literature:

1. Cséfalvay, Zs., Marková, J.: Dyzartria. In: Kerekrétiová, A. a kol: Logopédia. Bratislava: UK, 2016.
2. Cséfalvay, Zs., Valkovič, P. (Ed.): Poruchy komunikácie u pacientov s Parkinsonovou chorobou. UK, Bratislava, 2021.
3. Cséfalvay, Zs., Lechta, V. (Ed.): Diagnostika narušené komunikační schopnosti u dospělých. Praha: Portál, 2013.
4. Love, R. J., Webb, W. G.: Mozek a řeč. Praha: Portál, 2009.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
56,03	0,0	26,95	7,8	7,09	2,13	0,0

Lecturers: prof. PaedDr. Zsolt Cséfalvay, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde007/22	Course title: Dysarthria
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 80 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 174 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, work in small groups, analysis of case studies.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an interim test (20 points), a final test (40 points), he/she will prepare 2 seminar papers: analysis of a speech-language assessment results of patient with motor speech disorders/dysarthria based on a published case-study (10 points), critical analysis of one therapy method for patients with dysarthria and creating a video on which this therapy procedures in illustrated (30 points).. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, , acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the course is that after successful completion of the course, the student acquires knowledge of etiopatogenesis, symptoms, types of dysarthria, the possibilities of their assessment and therapy of dysarthria. He acquired basic competencies in the field of logoped diagnostics of developmental and acquired dysarthria using the available investigative procedures in the	

Slovak Republic. The student obtains information on logoped interventional approaches in patients with dysarthria of various aetiology. An important part is to develop communication skills and competences, the perspective of thinking about a professional topic so that they can translate it for patients, clients and their relatives.

Class syllabus:

The course is focused on detailed knowledge of etiopathogenesis, symptomatology, clinical manifestation of dysarthria, diagnostic procedures and therapeutic methods so that students in practice after graduation understand the issues of pathomechanism of dysarthria know basic diagnostic approaches and can use them in evaluation in adult and children. At the same time, students will know the basic elements and procedures of individual as well as group therapy in dysarthria.

Key themes: etiopathogenesis of developmental and acquired dysarthria. diagnosis of dysarthria (clinical examination and formalised, standardised dysarthria tests), dysarthria therapy (specific and non-specific therapeutic approaches), therapy in dysarthria of neurodegenerative aetiology (Lee Silvermann Voice Treatment, Parkinson's and others). Therapy approaches on impaired respiration, impaired laryngeal functions, impaired velopharyngeal functions, impaired articulation and prosody. Logopedic intervention aimed at limited participation (concept, research).

Recommended literature:

1. Cséfalvay, Zs., Marková, J.: Dyzartria. In: Kerekrétiová, A. a kol: Logopédia. Bratislava: UK, 2016.
2. Cséfalvay, Zs., Valkovič, P. (Ed.): Poruchy komunikácie u pacientov s Parkinsonovou chorobou. UK, Bratislava, 2021.
3. Cséfalvay, Zs., Lechta, V. (Ed.): Diagnostika narušené komunikační schopnosti u dospělých. Praha: Portál, 2013.
4. Love, R. J., Webb, W. G.: Mozek a řeč. Praha: Portál, 2009.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
56,03	0,0	26,95	7,8	7,09	2,13	0,0

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde006/22	Course title: Dyslexia
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture + 2 hours seminar/week; total for the semester 44 hours, combined form (primarily full-time). Student workload: 2L + 2S (6 credits): 11 x 4 hours of direct instruction = 44 hours; preparation of continuous assignments = 15 hours, preparation for continuous knowledge test = 10 hours, preparation for the final knowledge test = 30 hours, preparation for the oral exam = 20 hours, processing of the final work in the form of presentation = 20 hours, creation of therapeutic worksheets = 15 hours, examination of a school-age child with a set of reading and spelling tests with evaluation = 25 hours. A total of 179 student work hours. Teaching methods: lecture, discussion of the topic, activating methods, analysis, E-learning, application of theoretical knowledge on practical examples, work in small groups.	
Number of credits: 6	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language development	
Course requirements: Student evaluation consists of passing 6 continuous assignments (12 points), two knowledge tests - continuous (8 points) and final (25 points), an oral exam (10 points), presentation of term paper (10 points), creation of therapeutic worksheets (15 points) and examination of a school-age child with a set of reading and spelling tests with evaluation (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context),	

D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),

E (64-60 points, sufficient – results meet minimum criteria),

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The course aims to gain theoretical knowledge about the causes, manifestations, and consequences of specific developmental learning disorders with a focus on dyslexia and dysorthographia, which is in line with the latest scientific knowledge about these developmental disorders with a linguistic background.

Upon successful completion of the course, the student will acquire basic competencies in the field of dyslexia intervention and dysorthographia, t. j. knows and can use all available diagnostic, therapeutic and preventive methods and strategies in the context of theoretical knowledge about specific developmental learning disorders.

In addition to the theoretical and practical knowledge, the student will learn important communication strategies that are needed in practice when communicating with other professionals (psychologists, special pedagogues, teachers, teacher's assistants, etc.), as well as parents of students. After completing the course, the student can actively seek scientific knowledge, think critically and distinguish diagnostic and therapeutic methods based on scientific evidence from alternative methods and is ready to spread awareness in the field of dyslexia.

Class syllabus:

The course is aimed at getting acquainted with current theoretical knowledge about specific developmental learning disorders, the core of which are deficits in language skills; basic and used in practice diagnostic and therapeutic procedures, so that after the end of the study students can independently apply the learned intervention procedures in speech therapy practice.

Topics:

1. Specific learning disabilities – introduction to the issue
2. SPU criteria in DSM-V and MKCH-10 / MKCH-11
3. Reading and writing as cognitive skills
4. Dyslexia in historical contexts, theories of dyslexia, dyslexia and developmental language disorder, family risk of dyslexia
5. Dyslexia precursors, ELDEL research
6. Diagnosis of dyslexia: Literacy precursor tests, MABEL battery
7. Diagnosis of dyslexia: Diagnostics of reading skills, quantitative and qualitative analysis of errors
8. Diagnosis of dyslexia: Diagnostics of spelling skills, final report
9. Dyslexia therapy: Effectiveness of therapy and model of structured literacy
10. Dyslexia therapy: Principles of dyslexia therapy
11. Dyslexia therapy: Effective learning strategies

Recommended literature:

1. MATĚJČEK, Z. 1987. Dyslexie. Praha: Státní pedagogické nakladatelství, 1987. 236 s.
2. MATĚJČEK, Z. 1998. Dyslexie. Specifické poruchy čtení. Jinočany: H&H, 1995. 269 s.
3. MIKULAJOVÁ, M. 2009a. Metódy diagnostiky dyslexie. Bratislava: MABAG, 2009a. 60 s.
4. MIKULAJOVÁ, M. 2009b. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG, 2009b. 68 s.
5. MIKULAJOVÁ, M. A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.

6. ZUBÁKOVÁ, M. 2014. Vývinové vzťahy medzi fonologickými schopnosťami, čítaním a písaním. Dizertačná práca. Bratislava: Pedagogická fakulta Univerzity Komenského v Bratislave, 153 s.
7. ŠELINGEROVÁ, A. 2018. Kognitívne činitele vývinu gramotnosti u adolescentov. Dizertačná práca. Bratislava: Fakulta psychológie Paneurópskej vysokej školy v Bratislave, 2018. 132 s.
8. ZUBÁKOVÁ, M. 2019. Efektivita terapie dyslexie a model štruktúrovanej gramotnosti. In Logopaedica XXI, s. 36 – 44.

Languages necessary to complete the course:

Slovak, Czech, and English

Notes:

Past grade distribution

Total number of evaluated students: 169

A	ABS	B	C	D	E	FX
62,72	0,0	27,22	7,69	1,18	1,18	0,0

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde006/22	Course title: Dyslexia
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture + 2 hours seminar/week; total for the semester 44 hours, combined form (primarily full-time). Student workload: 2L + 2S (6 credits): 11 x 4 hours of direct instruction = 44 hours; preparation of continuous assignments = 15 hours, preparation for continuous knowledge test = 10 hours, preparation for the final knowledge test = 30 hours, preparation for the oral exam = 20 hours, processing of the final work in the form of presentation = 20 hours, creation of therapeutic worksheets = 15 hours, examination of a school-age child with a set of reading and spelling tests with evaluation = 25 hours. A total of 179 student work hours. Teaching methods: lecture, discussion of the topic, activating methods, analysis, E-learning, application of theoretical knowledge on practical examples, work in small groups.	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language development	
Course requirements: Student evaluation consists of passing 6 continuous assignments (12 points), two knowledge tests - continuous (8 points) and final (25 points), an oral exam (10 points), presentation of term paper (10 points), creation of therapeutic worksheets (15 points) and examination of a school-age child with a set of reading and spelling tests with evaluation (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context),	

D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),

E (64-60 points, sufficient – results meet minimum criteria),

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The course aims to gain theoretical knowledge about the causes, manifestations, and consequences of specific developmental learning disorders with a focus on dyslexia and dysorthographia, which is in line with the latest scientific knowledge about these developmental disorders with a linguistic background.

Upon successful completion of the course, the student will acquire basic competencies in the field of dyslexia intervention and dysorthographia, t. j. knows and can use all available diagnostic, therapeutic and preventive methods and strategies in the context of theoretical knowledge about specific developmental learning disorders.

In addition to the theoretical and practical knowledge, the student will learn important communication strategies that are needed in practice when communicating with other professionals (psychologists, special pedagogues, teachers, teacher's assistants, etc.), as well as parents of students. After completing the course, the student can actively seek scientific knowledge, think critically and distinguish diagnostic and therapeutic methods based on scientific evidence from alternative methods and is ready to spread awareness in the field of dyslexia.

Class syllabus:

The course is aimed at getting acquainted with current theoretical knowledge about specific developmental learning disorders, the core of which are deficits in language skills; basic and used in practice diagnostic and therapeutic procedures, so that after the end of the study students can independently apply the learned intervention procedures in speech therapy practice.

Topics:

1. Specific learning disabilities – introduction to the issue
2. SPU criteria in DSM-V and MKCH-10 / MKCH-11
3. Reading and writing as cognitive skills
4. Dyslexia in historical contexts, theories of dyslexia, dyslexia and developmental language disorder, family risk of dyslexia
5. Dyslexia precursors, ELDEL research
6. Diagnosis of dyslexia: Literacy precursor tests, MABEL battery
7. Diagnosis of dyslexia: Diagnostics of reading skills, quantitative and qualitative analysis of errors
8. Diagnosis of dyslexia: Diagnostics of spelling skills, final report
9. Dyslexia therapy: Effectiveness of therapy and model of structured literacy
10. Dyslexia therapy: Principles of dyslexia therapy
11. Dyslexia therapy: Effective learning strategies

Recommended literature:

1. MATĚJČEK, Z. 1987. Dyslexie. Praha: Státní pedagogické nakladatelství, 1987. 236 s.
2. MATĚJČEK, Z. 1998. Dyslexie. Specifické poruchy čtení. Jinočany: H&H, 1995. 269 s.
3. MIKULAJOVÁ, M. 2009a. Metódy diagnostiky dyslexie. Bratislava: MABAG, 2009a. 60 s.
4. MIKULAJOVÁ, M. 2009b. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG, 2009b. 68 s.
5. MIKULAJOVÁ, M. A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.

6. ZUBÁKOVÁ, M. 2014. Vývinové vzťahy medzi fonologickými schopnosťami, čítaním a písaním. Dizertačná práca. Bratislava: Pedagogická fakulta Univerzity Komenského v Bratislave, 153 s.
7. ŠELINGEROVÁ, A. 2018. Kognitívne činitele vývinu gramotnosti u adolescentov. Dizertačná práca. Bratislava: Fakulta psychológie Paneurópskej vysokej školy v Bratislave, 2018. 132 s.
8. ZUBÁKOVÁ, M. 2019. Efektivita terapie dyslexie a model štruktúrovanej gramotnosti. In Logopaedica XXI, s. 36 – 44.

Languages necessary to complete the course:

Slovak, Czech, and English

Notes:

Past grade distribution

Total number of evaluated students: 169

A	ABS	B	C	D	E	FX
62,72	0,0	27,22	7,69	1,18	1,18	0,0

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde055/22	Course title: Dysphagia
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: Weekly: 2 Per semester: 22 The method of the study: in-person teaching Student workload: 22 hours of in-person teaching 15 hours of preparation to mid-semester assessment 20 hours of preparation to end-semester assessment 18 hours of studying of the literature for the presentation A total of 75 hours of student work. Education methods: lecture, interview with a clinical speech and language therapist, work in small groups, role playing; problem solving tasks with a focus on diagnostic and therapeutic conclusions based on evidence-based medicine, discussion of the topics covered	
Number of credits: 4	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by a midterm test (30 points), an activity during the semester (10 points), a semester paper and a final test (40 points). A student who is awarded an A grade: must obtain at least 91 points, acquire theoretical knowledge of deglutology, know how to choose an appropriate health care algorithm, and can think critically about the rationale for the selection and application of basic therapeutic methods in dysphagia, demonstrate exceptional analytical skills in the semester work appropriate sources and synthesize knowledge into a coherent form. A student who is awarded a grade B: must obtain at least 81 points, acquire theoretical knowledge of dysphagia, knows how to choose an appropriate health care algorithm, think critically about therapeutic methods and their selection in dysphagia therapy. For grade C, the student must obtain at least 73 points, demonstrating theoretical knowledge and partial understanding of the algorithm for caring for a person with dysphagia. At least 66 points are required for the D grade, it is awarded to a student who partially understands theoretical knowledge and basic terminology, but does not know how to logically apply diagnostic	

and therapeutic methods, is less active during the semester, and his semester work insufficiently analyzes current literary sources and does not draw relevant conclusions.

Grade E is awarded to a student who: obtains at least 60 points during the semester, partially masters the terminology of dysphagia, has weak activity during the semester, and his semester work does not contain relevant sources from the literature and does not sufficiently analyze the assigned topic. In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

After completing the course Dysphagia, the student:

- can describe the physiology and pathophysiology of swallowing in pediatric and adult populations in the context of neurological, otorhinolaryngological and geriatric diseases,
- understands the process of dysphagia management and the algorithm of care for persons at risk of dysphagia,
- knows the basic options for identifying dysphagia (screening, clinical and instrumental examination),
- is able to identify the basic symptoms of dysphagia and aspiration,
- orients himself in the roles and competencies of a speech therapist in caring for a person with dysphagia,
- is able to create a basic therapeutic plan for reducing the risk of aspiration and maximizing oral intake in a person with dysphagia.

Class syllabus:

1. Anatomy and physiology of the swallowing act, basic terminology of dysphagia
2. Pathophysiology of swallowing disorders
3. Dysphagia as a symptom of neurological and neurodegenerative diseases
4. Dysphagia in head and neck cancer patients
5. Feeding and swallowing disorders in pediatric patients
6. Algorithm of care for patients with dysphagia, dysphagia team
7. Diagnostics-screening, clinical and instrumental diagnostics
8. Therapy of dysphagia-basic principles

Recommended literature:

Tedla, M., Černý, M. a kol.: Poruchy polykání. Vydavatel'stvo Tobiáš, 2018. ISBN: 9788073111885

Vedrodyová M., Schindler A. 2016. Poruchy prehltania. In: KEREKRÉTIÓVÁ a kol. Logopédia Bratislava: Univerzita Komenského. ISBN 97880-223-4165-3. s.266-282.

Stanschus, S.: Metódy v klinickej dysfagiológii. Bratislava: Kalligram, 2010. ISBN: 9788081013362

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
60,75	0,0	33,64	3,74	0,0	0,93	0,93

Lecturers: Mgr. Ema Čičelová

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde055/22	Course title: Dysphagia
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: Weekly: 2 Per semester: 22 The method of the study: in-person teaching Student workload: 22 hours of in-person teaching 15 hours of preparation to mid-semester assessment 20 hours of preparation to end-semester assessment 18 hours of studying of the literature for the presentation A total of 75 hours of student work. Education methods: lecture, interview with a clinical speech and language therapist, work in small groups, role playing; problem solving tasks with a focus on diagnostic and therapeutic conclusions based on evidence-based medicine, discussion of the topics covered	
Number of credits: 4	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by a midterm test (30 points), an activity during the semester (10 points), a semester paper and a final test (40 points). A student who is awarded an A grade: must obtain at least 91 points, acquire theoretical knowledge of deglutology, know how to choose an appropriate health care algorithm, and can think critically about the rationale for the selection and application of basic therapeutic methods in dysphagia, demonstrate exceptional analytical skills in the semester work appropriate sources and synthesize knowledge into a coherent form. A student who is awarded a grade B: must obtain at least 81 points, acquire theoretical knowledge of dysphagia, knows how to choose an appropriate health care algorithm, think critically about therapeutic methods and their selection in dysphagia therapy. For grade C, the student must obtain at least 73 points, demonstrating theoretical knowledge and partial understanding of the algorithm for caring for a person with dysphagia. At least 66 points are required for the D grade, it is awarded to a student who partially understands theoretical knowledge and basic terminology, but does not know how to logically apply diagnostic	

and therapeutic methods, is less active during the semester, and his semester work insufficiently analyzes current literary sources and does not draw relevant conclusions.

Grade E is awarded to a student who: obtains at least 60 points during the semester, partially masters the terminology of dysphagia, has weak activity during the semester, and his semester work does not contain relevant sources from the literature and does not sufficiently analyze the assigned topic. In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

After completing the course Dysphagia, the student:

- can describe the physiology and pathophysiology of swallowing in pediatric and adult populations in the context of neurological, otorhinolaryngological and geriatric diseases,
- understands the process of dysphagia management and the algorithm of care for persons at risk of dysphagia,
- knows the basic options for identifying dysphagia (screening, clinical and instrumental examination),
- is able to identify the basic symptoms of dysphagia and aspiration,
- orients himself in the roles and competencies of a speech therapist in caring for a person with dysphagia,
- is able to create a basic therapeutic plan for reducing the risk of aspiration and maximizing oral intake in a person with dysphagia.

Class syllabus:

1. Anatomy and physiology of the swallowing act, basic terminology of dysphagia
2. Pathophysiology of swallowing disorders
3. Dysphagia as a symptom of neurological and neurodegenerative diseases
4. Dysphagia in head and neck cancer patients
5. Feeding and swallowing disorders in pediatric patients
6. Algorithm of care for patients with dysphagia, dysphagia team
7. Diagnostics-screening, clinical and instrumental diagnostics
8. Therapy of dysphagia-basic principles

Recommended literature:

Tedla, M., Černý, M. a kol.: Poruchy polykání. Vydavatel'stvo Tobiáš, 2018. ISBN: 9788073111885

Vedrodyová M., Schindler A. 2016. Poruchy prehltania. In: KEREKRÉTIÓVÁ a kol. Logopédia Bratislava: Univerzita Komenského. ISBN 97880-223-4165-3. s.266-282.

Stanschus, S.: Metódy v klinickej dysfagiológii. Bratislava: Kalligram, 2010. ISBN: 9788081013362

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
60,75	0,0	33,64	3,74	0,0	0,93	0,93

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde025/22	Course title: Early intervention
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 85 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 179 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, E-learning, work in small groups	
Number of credits: 6	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language Development	
Course requirements: The work aims to reach out to parents of children aged 8 months to 30 months and distribute the TEKOS I and TEKOS II test questionnaire. Students score and draw up two evaluation conclusions for a child aged 8–16 months and a child aged 17–30 months, passing on messages to parents and proposing stimulation goals. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes:	

Upon completion of the course, the student will learn about developmental risk factors, early years screening methods (CDI / TEKOS), and early care. They will get acquainted with working with parents (effective communication strategies and indirect therapies).

As part of the course, students develop the ability to think in context, critically compare information, and plan and organize. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can translate it into a form for the non-specialist.

Class syllabus:

The course aims to get acquainted with early intervention in Slovakia and abroad. In the communication assessment of children at risk, particular emphasis is placed on working with the CDI (TEKOS) screening test. In the field of therapy, individual communication strategies are discussed.

Themes:

1. Theoretical background to early intervention, classification of children with potential and identified risk
2. Ways to evaluate communication at an early age
3. Methods of direct examination of the child (Munich scale, GP SK, Lahey model)
4. Approach of obtaining information from parents – questionnaire tests (TEKOS I: Words and gestures)
5. Approach of obtaining information from parents – questionnaire tests (TEKOS II: Words and sentences)
6. Formulating a speech therapy conclusion and setting goals for therapy at an early age
7. Starting points of communication-oriented therapy (Hannen, Floortime DIR)
8. Structure, content, and mechanism of learning in early intervention (use of gestures)
9. Introducing communication strategies – introduction
10. Analysis of the communication strategies of parents of children at risk
11. Interactive reading as indirect therapy for at-risk children at an early age

Recommended literature:

ERŠEKOVÁ, F. – KAPALKOVÁ, S.: Interaktívne čítanie ako spôsob nepriamej logopedickej terapie. In: Logopaedica. Roč. 23, č. 2 (2021), s. 8 - 16

HORNÁKOVÁ, K., KAPALKOVÁ, S., MIKULAJOVÁ, M.: Kniha o detskej reči. Bratislava: Slniečko, 2005.

KAPALKOVÁ, S. – KALETOVÁ, I.: Krátka slovenská verzia testu komunikačného správania. In: Logopaedica. Roč. 22, č. 1 – 2 (2020) s. 5 – 13

KAPALKOVÁ, S. a kol.: Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: Slovenská Asociácia Logopédov, 2010

SLANČOVÁ, D. – KAPALKOVÁ, S.: Gramatický profil slovensky hovoriaceho dieťaťa. In: Desat' štúdií o detskej reči. Lexika – gramatika – pragmatika. Bratislava: Veda, 2018. s. 627 – 660.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 173

A	ABS	B	C	D	E	FX
57,8	0,0	34,1	4,62	1,73	0,0	1,73

Lecturers: doc. Mgr. Svetlana Kapalková, PhD.
Last change: 11.11.2022
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde061/22	Course title: Educational and school psychology
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organisational form: 1 hour lecture + 1 hour seminar/week; total 22 hours per semester, combined form (primarily full-time) Student workload: 22 hours of full-time teaching; continuous preparation (15 hours); preparation for the midterm test (20 hours); preparation of the seminar paper - output in video format (15 hours); preparation of the experiment and its processing (research protocol and video recording of the research implementation) (18 hours); preparation for the final exam (30 hours). 120 hours in total. Training methods: Lecture, group discussion, heuristic method, analysis of videos and real situations, implementation of a learning experiment, analysis of problem situations, guided self-study and work with text	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 50% of the interim assessment and 50% of the final assessment (exam) There will be one written examination during the semester with an opportunity to earn 15 points, students will write a protocol of an experiment conducted on learning methods with an opportunity to earn 15 points and present a seminar paper of max 10 minutes or make an output by PepTalk/ TedTalk system, or PechaKucha presentations, etc.) also for 15 points. The exam will consist of a written part (30 points) and an oral part (25 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria),	

Fx (59-0%, inadequate - extra work required)

For a grade of A, the student must have continuously produced excellent results throughout the semester, be capable of independent study, and be able to reflect on the problems presented. The student is able to navigate a variety of professional information, can select relevant sources for his/her study, can analyze and select professional or scientific information and present to a group, knows the basics of educational and school psychology and can apply this information in practice.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to educational and school psychology, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, and has moderate deficiencies in critical and inductive thinking.

A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.

The grade 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 more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The aim of the education is to understand the theoretical knowledge of educational and school psychology. After completing the course, students will be able to creatively and actively approach the work with children and pupils in school, they will know their motivation and will be able to select the right way of learning in individual conditions when working with a child. Students will be able to differentiate between different educational styles and educational situations, understand pupils' failure to thrive and know how to motivate them. They will also be able to assess, analyse and compare information, be able to think critically and evaluate different models of learning and working with children. They are familiar with the school system and the importance of speech and language therapists working in collaboration with other teaching or professional staff in the school. They will develop their presentation skills and technical competence.

Class syllabus:

1. System and methods of pedagogical and school psychology, determinants of psyche formation of the individual (lecture + discussion)
2. Social-psychological cognition in pedagogical space (impression formation, distorting mechanisms about others, attitudes, stereotypes) (film analysis)
3. Communication in the pedagogical process - verbal and non-verbal communication, conflict situations and their resolution (discussion, analysis of problem situations)
4. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, laws of learning, control of learning processes, motivation and its influence on learning. (lecture + discussion + work on experiment)
5. Developing creativity (lecture + exercises)
6. Psychological analysis of pupils' success and failure in school. Psychological aspects of personality and social-psychological competences of the teacher/person working with the child. (lecture + case studies)

7. Psychological issues of education, logical implications (lecture + discussion, heuristic methods, analysis of problem situations)
8. Counselling in schools, school psychologist and his/her role in school, ethical standards of work of the school psychologist. (lecture + independent work)
9. Sequential model of school psychologist's activity (presentation + papers)
10. Individual peculiarities of pupils and work with them. Multiculturalism, culture of poverty (presentation + papers)
11. Presentation of other research findings in school and educational psychology (short student presentations from the literature)

Recommended literature:

Jedlička, R., Kořá, J., Slavík, J. 2018. Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávání. Grada. (vybrané kapitoly: 1., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9)
 Valihorová, M., Gajdošová, E. (2009). Kapitoly zo školskej psychológie. UMB.

Recommended readings:

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského. (vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteliek voči rómskemu etniku vo vzťahu k inklúzii) https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

Veselský, M. Pedagogická psychológia 1. Teória a prax. Bratislava: Univerzita Komenského, 2007. ISBN 8022318442.

Website:

Asociácia školskej psychológie - <http://www.aspsr.sk/skolska-psychologia>

Pedagogická a školská psychológia (Učebnica) <https://pdf.truni.sk/e-ucebnice/psp/>

Journal: Školní psycholog/Školský psycholog: <https://journals.muni.cz/skolnipsycholog/index>

VUDPaP: www.vudpap.sk

Languages necessary to complete the course:

Slovak, Czech and English (elementary reading comprehension of foreign research studies or review papers, understanding English videos)

Notes:

Past grade distribution

Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
59,0	0,0	31,0	7,0	2,0	0,0	1,0

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde053/22	Course title: Exercises in applied linguistics and neurolinguistics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: 2 hours per week in the form of a seminar, a total of 22 hours per semester, combined form (primarily full-time). Student workload: 2S (4 credits): 11 x 2 hours of direct instruction = 22 hours; 11 x 2 hours preparation for seminars = 22 hours; 16 hours of study of literature and preparation of semester work; 40 hours of recording, transcription and analysis of spontaneous speech and their processing. A total of 100 hours of student work. Teaching methods: Group discussion of the topic covered; small group work; problem solving of tasks; study of literature, application of theoretical knowledge on practical examples.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester, students will receive a recording of the spontaneous production of a child or adult client (30 points), transcribe the recording and prepare detailed analyzes of spontaneous speech, which they acquired during the semester (40 points). The semester ends with the presentation of the seminar work according to the assignment (30 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Verbal evaluation: A-excellent performance: the student knows / masters / creates / critically evaluates and applies the acquired knowledge without mistakes; B-excellent performance: the	

student knows / masters, but critical thinking is borderline; errors sometimes occur in the application of knowledge, but they can correct them after a warning; C-good performance: although the student knows / has learned, but does not know how to apply it in practice - he often makes mistakes that he is not aware of, after warning he can correct some, others not; D-acceptable results: the student has certain shortcomings in the acquired knowledge, but their lack in application can be replaced by other knowledge, but sometimes he makes mistakes out of ignorance, which he cannot correct; E-sufficient: the results meet the minimum criteria, the student masters basic but not advanced knowledge, when applied due to lack of knowledge and skills, he makes many mistakes that he cannot correct; Fx-insufficient: additional work is required, the student lacks basic knowledge, for their lack he makes a lot of mistakes, he cannot critically evaluate and compare.
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The student develops his digital skills, the ability of analytical and critical thinking or the ability to think in context, as well as communication and interpersonal skills. Last but not least, his learning ability, organizational skills and motivation develop.

Students will gain basic information and practical experience in the analysis of speech samples from the perspective of individual language levels (phonetic analysis, phonological and phonological process analysis, dysfluency analysis, grammar analysis, including sentence reconstruction, text analysis, calculation of average statement length and lexical diversity index).

Class syllabus:

Linguistics is one of the basic supportive disciplines in speech and language therapy. Linguistic knowledge and its application in the analysis of speech patterns are a necessary prerequisite for speech and language therapists: phonetic transcription, analysis of phonological processes, analysis of dysfluencies, reconstruction of statements, average length of statement, processes of understanding and production of sentences, text analysis.

Recommended literature:

1. KEVICKÁ, V., MARKOVÁ, J., BUNTOVÁ, D.: Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: Vydavateľstvo UK, 2021.
2. MARKOVÁ, J.: Vybrané kapitoly z aplikovanej lingvistiky a neurolingvistiky pre logopédov. Logopaedica IX. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 20 3
3. MARKOVÁ, J.: Základy lingvistiky: učebné texty pre logopédov. Bratislava: Mabag, 2012, 74 s. ISBN 978 80 89113 96 5

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
96,17	0,0	3,4	0,0	0,0	0,0	0,43

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde066/22	Course title: General pedagogy
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Lecture, 2 hours per week, total 22 hours per semester, combined (mostly full-time) Student workload: 22 hours of direct teaching; 22 hours of preparation for continuous assessment; 45 hours of preparation for seminar work; 22 hours of preparation for final assessment. Total 111 hours of student work. Teaching methods: lecturing, (problem-based) explanation, explanation, instruction, discussion, colloquium, mind mapping, brainstorming (Philips 66), heuristic methods, situation analysis method, guided self-study	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical situational (self)reflection (50 points in total). As part of the final assessment, they will produce (30 points) and defend in a colloquium discussion (20 points) a term paper - a conceptual proposal (with pedagogical analysis of a specific problem(s)) to address a selected educational problem(s) in a school or extra-curricular setting (50 points total). The aim is coherent pedagogical (self-)reflection, critique, identification of critical moments of education (and/or teaching) and presentation of students' forming pedagogical thinking, production of ideas for improving the personal progress of the educated and the teacher, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,	

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way,

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited in terms of correctness and accuracy, there is no critical analysis and development of their own ideas, orientation in current scientific-pedagogical theories is limited to partial areas, there is no critical evaluation and generalization of them,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to partial areas, their generalizing application is absent.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of general pedagogy, processes of personal-professional development on the basis of cognition and (self-)reflection, he/she will be familiar with and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.

Transferable competences: 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:

General pedagogy explores educational reality in its breadth and complexity, helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of different determinants that shape it. It makes accessible the formation and nature of pedagogical thought and characterizes the whole process of constructing pedagogical knowledge. A discourse on different conceptions and approaches to educational reality is present and necessary in pedagogy today. Orientation in the contemporary scientific discourse of pedagogy initiates in student teachers the process of forming individual conceptions which, for their teaching practice, constitute the basic platform of their pedagogical thinking and action.

Lecture topics:

1. Pedagogy as a science. Social, gnoseological, psychological and logical foundations of the science of pedagogy; Scientific legitimacy of pedagogy; Subject of pedagogy; Use and significance of pedagogy in the present.

2. The 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 in the development of the human individual. Personality in relation to education; Functions of education; Education, education, teaching, teaching, learning (to); Selected methods of education.
4. Education as a subject of pedagogical science. The nature of education; Attributes of education; Education as deliberate purposeful action; Education and self-education.
5. Conceptual structure of education and training in Slovakia Determinants of selection of the content of education and training in Slovakia; Documents of educational policy; Pedagogical diagnostics and effectiveness of the educational process.
6. Education outside the classroom. Specific features, organisation and objectives of education outside the classroom; International and domestic educational policy documents.
7. Principles, methods, forms and means of education and training for the meaningful development of the individual (teaching process). Educational problems in school and their optimal solution.
8. Teacher and educator. Status of teacher and educator; competencies, professionalism of teacher; educational styles; humanization of education.
9. The phenomenon of teacher social competence. Basic concepts; 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 concepts; Objectives, methods and conceptual bases of pedagogical research.

Recommended literature:

KRATOCHVÍLOVÁ, E. et al. 2007. Úvod do pedagogiky. Trnava : Trnavská univerzita, 2007. ISBN 978-80-8082-145-6.

Recommended reading:

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 and Czech

Notes:

Past grade distribution

Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
90,64	0,0	6,38	1,7	0,43	0,43	0,43

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvai, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde057/22	Course title: Information technologies in speech-language therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation of seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, E-learning, discussion	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by continuously evaluating several smaller semester papers. To complete the course, he/she submits the following: <ul style="list-style-type: none"> • an essay on the ethicality of the use of IT technologies in research (5 points), • the compilation of a simple experiment using IT within a speech therapy intervention (15 points), • the processing of lexical diversity in the CLAN computer program (10 points), • the processing of the semantic network of a word in a WORD bank (10 points), • the coding of phonemes within pseudo-words (10 points), • and transmission of speech transcript via CHAT software (CHILDES). The evaluation shall be awarded on a scale of: <p>A (100–95 points, excellent – excellent results, practical application of theoretical knowledge),</p> <p>B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice),</p> <p>C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context),</p> <p>D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation),</p> <p>E (64-60 points, sufficiently – results meet minimum criteria),</p> <p>Fx (59-0 points, underperforming – extra work required).</p> Scale of assessment (preliminary/final): final	
Learning outcomes:	

The student will gain information about theoretical backgrounds and try out the practical coding of human speech through the international system for transcription, analysis, and archiving communication – CHILDES.

As part of the course, students will learn to apply its three tools, CHAT, CLAN, and Database, for speech and language research and practice needs. At the same time, they will get acquainted with other IT tools used in speech therapy diagnostics and therapy (for example, measuring reaction time).

Students develop the ability to think in context, critically compare information, code, and automatically analyze speech and language samples of children and adults.

Class syllabus:

Themes:

1. The history of the exploration of children's communication
2. Experimental methods of studying children's communication
3. CHILDES as a method, introducing the CHAT system
4. CHAT encoding of dependent and independent lines in the transcript
5. CLAN system of analysis, control of formal entries of samples
6. CLAN introduction of analyses MLU, MLT, FREQ, etc.
7. Encoding phonemes
8. Word bank and processing the semantic network of the word
9. SALT coding and analysis system
10. Use of fMRI methods, eye-tracking, and reaction time in speech therapy research and practice
11. Presentation of term papers focused on

Recommended literature:

MAC WHINNEY, B.: The Childes Project. Tools for analyzing Talk Transcription Format and Programs. London, Lawrence Erlbaum Associates 2000. ISBN 0-8058-2995-4

<http://childes.psy.cmu.edu/>

<http://www.saltsoftware.com/>

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
87,23	0,0	11,17	0,53	0,53	0,0	0,53

Lecturers: Mgr. Eleonóra Árvai, Mgr. Katarína Metesová

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde057/22	Course title: Information technologies in speech-language therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation of seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, brainstorming, problem solving, analysis, E-learning, discussion	
Number of credits: 3	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by continuously evaluating several smaller semester papers. To complete the course, he/she submits the following: <ul style="list-style-type: none"> • an essay on the ethicality of the use of IT technologies in research (5 points), • the compilation of a simple experiment using IT within a speech therapy intervention (15 points), • the processing of lexical diversity in the CLAN computer program (10 points), • the processing of the semantic network of a word in a WORD bank (10 points), • the coding of phonemes within pseudo-words (10 points), • and transmission of speech transcript via CHAT software (CHILDES). The evaluation shall be awarded on a scale of: <ul style="list-style-type: none"> A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): final	
Learning outcomes:	

The student will gain information about theoretical backgrounds and try out the practical coding of human speech through the international system for transcription, analysis, and archiving communication – CHILDES.

As part of the course, students will learn to apply its three tools, CHAT, CLAN, and Database, for speech and language research and practice needs. At the same time, they will get acquainted with other IT tools used in speech therapy diagnostics and therapy (for example, measuring reaction time).

Students develop the ability to think in context, critically compare information, code, and automatically analyze speech and language samples of children and adults.

Class syllabus:

Themes:

1. The history of the exploration of children's communication
2. Experimental methods of studying children's communication
3. CHILDES as a method, introducing the CHAT system
4. CHAT encoding of dependent and independent lines in the transcript
5. CLAN system of analysis, control of formal entries of samples
6. CLAN introduction of analyses MLU, MLT, FREQ, etc.
7. Encoding phonemes
8. Word bank and processing the semantic network of the word
9. SALT coding and analysis system
10. Use of fMRI methods, eye-tracking, and reaction time in speech therapy research and practice
11. Presentation of term papers focused on

Recommended literature:

MAC WHINNEY, B.: The Childes Project. Tools for analyzing Talk Transcription Format and Programs. London, Lawrence Erlbaum Associates 2000. ISBN 0-8058-2995-4

<http://childes.psy.cmu.edu/>

<http://www.saltsoftware.com/>

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
87,23	0,0	11,17	0,53	0,53	0,0	0,53

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde067/22	Course title: Introduction to applied behavioral analysis
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture/week; total for the semester 22 hours, combined form (primarily full-time). Student workload: 2L (4 credits): 11 x 2 hours of direct instruction = 22 hours; preparation for the continuous test = 20 hours, preparation for the final test = 30 hours; processing of two-semester works = 40 hours. A total of 112 hours of student work. Teaching methods: interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, interactive education, work in small groups, E-learning.	
Number of credits: 4	
Recommended semester: 5., 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student assessment consists of two knowledge tests – midterm test (20 points), final test (30 points), and elaboration of a semester work: elaboration of a scientific study (20 points), its presentation (10 points), and elaboration of a popular-scientific article for the general public (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required).	
Learning outcomes: Learning objectives and outcomes:	

The course aims to get acquainted with the basic information about applied behavior analysis (ABA) according to the Autism Partnership Method (APM).

Upon successful completion of the course, the student will master the basic terminology, knowledge of historical development, and the basic principles of ABA therapy according to the APM method. During the course, he will become acquainted with various individual and group effective techniques that are used in working with people with autism spectrum disorder and that can be helpful in the speech therapy intervention of people with this disorder. The course is informative and does not provide certified training in ABA therapy.

Class syllabus:

principles, and techniques of applied behavior analysis according to the Autism Partnership Method (Leaf, McEachin, 1999). During the course, the effectiveness of ABA therapy will be analysed through the study and presentation of the latest scientific studies.

Topics:

1. Introduction to the Autism Partnership Method
2. Basic terminology of applied behavior analysis
3. History of applied behavior analysis
4. Reinforcement
5. Problem behavior
6. Working with problem behavior
7. Behavioral APM procedures 1
8. Behavioral APM procedures 2
9. Behavioral APM procedures 3
10. Behavioral APM procedures 4
11. Behavioral APM procedures 5

Recommended literature:

1. LEAF, R., McEACHIN, J. 1999. A Work in Progress. Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism. New York: Different Roads to Learning. 344 s. ISBN 978-0-9665266-0-8.
2. LEAF, R., McEACHIN, J., MOUNTJOY, T. 2012. A Work in Progress – video series. USA: Autism Partnership. 232 s. + 10 DVDs.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
91,46	0,0	3,66	2,44	1,22	0,0	1,22

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde067/22	Course title: Introduction to applied behavioral analysis
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture/week; total for the semester 22 hours, combined form (primarily full-time). Student workload: 2L (4 credits): 11 x 2 hours of direct instruction = 22 hours; preparation for the continuous test = 20 hours, preparation for the final test = 30 hours; processing of two-semester works = 40 hours. A total of 112 hours of student work. Teaching methods: interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, interactive education, work in small groups, E-learning.	
Number of credits: 4	
Recommended semester: 6., 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student assessment consists of two knowledge tests – midterm test (20 points), final test (30 points), and elaboration of a semester work: elaboration of a scientific study (20 points), its presentation (10 points), and elaboration of a popular-scientific article for the general public (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required).	
Learning outcomes: Learning objectives and outcomes:	

The course aims to get acquainted with the basic information about applied behavior analysis (ABA) according to the Autism Partnership Method (APM).

Upon successful completion of the course, the student will master the basic terminology, knowledge of historical development, and the basic principles of ABA therapy according to the APM method. During the course, he will become acquainted with various individual and group effective techniques that are used in working with people with autism spectrum disorder and that can be helpful in the speech therapy intervention of people with this disorder. The course is informative and does not provide certified training in ABA therapy.

Class syllabus:

principles, and techniques of applied behavior analysis according to the Autism Partnership Method (Leaf, McEachin, 1999). During the course, the effectiveness of ABA therapy will be analysed through the study and presentation of the latest scientific studies.

Topics:

1. Introduction to the Autism Partnership Method
2. Basic terminology of applied behavior analysis
3. History of applied behavior analysis
4. Reinforcement
5. Problem behavior
6. Working with problem behavior
7. Behavioral APM procedures 1
8. Behavioral APM procedures 2
9. Behavioral APM procedures 3
10. Behavioral APM procedures 4
11. Behavioral APM procedures 5

Recommended literature:

1. LEAF, R., McEACHIN, J. 1999. A Work in Progress. Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism. New York: Different Roads to Learning. 344 s. ISBN 978-0-9665266-0-8.
2. LEAF, R., McEACHIN, J., MOUNTJOY, T. 2012. A Work in Progress – video series. USA: Autism Partnership. 232 s. + 10 DVDs.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
91,46	0,0	3,66	2,44	1,22	0,0	1,22

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde027/22	Course title: Introduction to applied linguistics and neurolinguistics
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 4 hours per week: 2 hours in the form of a lecture and 2 hours in the form of a seminar, combined form (primarily full-time). Student workload: 2P (3 credits): 11 x 2 hours of direct instruction = 22 hours; 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; 11 x 2 hours preparation for seminars = 22 hours; 14 hours preparation of semester work; 30 hours of study of literature and preparation for continuous assessment; 50 hours of study of literature and preparation for the final test. A total of 160 hours of student work. Teaching methods: discussion of the topic covered; small group work; problem solving of tasks; study of literature; watching and analyzing videos.	
Number of credits: 6	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester there will be 1 continuous written test (20 points), the course is completed by a final written test (60 points). During the semester, students will prepare and present a semester work at the end of the semester (20 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 60% of points in the final test. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Verbal evaluation: A-excellent performance: the student knows / masters / creates / critically evaluates and applies the acquired knowledge without mistakes; B-excellent performance: the student knows / masters, but critical thinking is borderline; errors sometimes occur in the application of knowledge, but they can correct them after a warning; C-good performance: although the student	

knows / has learned, but does not know how to apply it in practice - he often makes mistakes that he is not aware of, after warning he can correct some, others not; D-acceptable results: the student has certain shortcomings in the acquired knowledge, but their lack in application can be replaced by other knowledge, but sometimes he makes mistakes out of ignorance, which he cannot correct; E-sufficient: the results meet the minimum criteria, the student masters basic but not advanced knowledge, when applied due to lack of knowledge and skills, he makes many mistakes that he cannot correct; Fx-insufficient: additional work is required, the student lacks basic knowledge, for their lack he makes a lot of mistakes, he cannot critically evaluate and compare.
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The student develops their digital skills, the ability of analytical and critical thinking or the ability to think in context, as well as communication and interpersonal skills. Last but not least, his learning ability, organizational skills and motivation develop.

Students will gain basic information from various areas of linguistics, acquire basic terminological apparatus and knowledge of the structure and function of the language. They will also get acquainted with neurocognitive models of language processes. They will learn theoretical methods of evaluation and analysis of language levels in the standard and with impaired communication skills, which form the basis for planning speech and language therapy.

Class syllabus:

Linguistics is one of the basic supportive disciplines in speech and language therapy. Linguistic knowledge is a necessary prerequisite for the work of a speech and language therapist in both theoretical and practical areas. Students will gain basic knowledge of phonetics, phonology, morphology, syntax, semantics and vocabulary, pragmatics and text, and information about cognitive models of language processes. In addition, they will theoretically master the methods of speech and language analysis in terms of sound and meaning.

Recommended literature:

1. DOLNÍK, J., BAJZÍKOVÁ, E.: Textová lingvistika. Bratislava: Stimul, 1998, 134 s. ISBN 80 85697 78 5
2. KEVICKÁ, V., MARKOVÁ, J., BUNTOVÁ, D.: Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: Vydavateľstvo UK, 2021.
3. KRÁL, A., SABOL, J.: Fonetika a fonológia. Bratislava, SPN, 1989, 388 strán. ISBN 80 08000 36 8
4. ONDRUŠ, Š., SABOL, J.: Úvod do štúdia jazykov. Bratislava, SPN, 1987.
5. MARKOVÁ, J.: Vybrané kapitoly z aplikovanej lingvistiky a neurolingvistiky pre logopédov. Logopaedica IX. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 20 3
6. MARKOVÁ, J.: Základy lingvistiky: učebné texty pre logopédov. Bratislava: Mabag, 2012, 74 s. ISBN 978 80 89113 96 5

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
55,32	0,0	35,32	5,53	2,13	1,28	0,43

Lecturers: doc. PaedDr. Jana Marková, PhD.
Last change: 11.11.2022
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde028/22	Course title: Introduction to communication disorders
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture + 2 hours seminar/week; total for the semester 44 hours, combined form (primarily full-time). Student workload: 2L + 2S (6 credits): 13 x 4 hours of direct instruction = 52 hours; continuous preparation (continuous tests) = 40 hours, final oral exam = 20 hours and preparation of term papers = 60 hours. A total of 172 hours of student work. Teaching methods: interpretation, discussion of the topic, activating methods, E-learning, application of theoretical knowledge on practical examples, work in small groups.	
Number of credits: 6	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student assessment consists of regular study of submitted topics through continuous assessment by short knowledge tests (40 points), final oral exam (10 points) and partial assignments - term papers - reflection on a selected topic from the Code of Ethics for Speech Therapists (5 points), processing of one stage of the history of speech therapy (10 points), presentation of speech therapy in a selected country (10 points), practical exercises focused on citations and recording of literature (5 points), processing of a selected ICS (20 points). To complete the course, obtaining at least 60% of the points is necessary. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required).	

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The course aims to acquire basic knowledge in the field of communication disorders, which is necessary for further study of various types of impaired communication skills.

Upon successful completion of this course, students will acquire basic information in the field of communication disorders as a scientific field, they will get acquainted with the historical development of communication disorders, they will learn basic terminology from the theory of individual ICS, they will get acquainted with general principles of speech therapy intervention i. e. diagnostics, therapy and prevention and learn to correctly cite and record literature from various sources.

Class syllabus:

The course is focused on getting acquainted with the historical development of communication disorders, the introduction of communication disorders as an independent scientific field, the acquisition of basic speech therapy terminology, as well as the theoretical basis of individual types of ICS.

Topics:

1. Basic knowledge of communication disorders
2. Communication disorders diagnostics
3. History of communication disorders
4. Basic knowledge of language development and bilingualism
5. Speech sound disorders
6. Developmental language disorder and dyslexia
7. Palatolalia, Voice disorders, Swallowing disorders
8. Fluency disorders
9. Neurogenic communication disorders
10. Basic knowledge of symptomatic speech disorders, augmentative and alternative communication
11. Work with literature, citations, and recording of literature from various sources

Recommended literature:

1. LECHTA, V. 2003. Kódex etiky v logopédii – etický kódex logopéda. In Logopaedica VI. Bratislava: Liečreh Gúth, 2003. s. 52 – 59. Dejiny logopédie:
2. LECHTA V. a kol. 1990. Logopedické repetitórium. Bratislava: Slovenské pedagogické nakladateľstvo, 1990. 1. vyd., 269 s.
3. KEREKRÉTIOVÁ, A. A KOL. 2016. Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. 234 s.
4. KEREKRÉTIOVÁ, A. A KOL. 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. 341 s.
5. LECHTA, V. 2009. Základné poznatky o logopédii. In KEREKRÉTIOVÁ, A. A KOL. Základy logopédie. Bratislava: Základy logopédie, s. 15 – 32.
6. MANUÁL NA TVORBU BAKALÁRSKEJ A DIPLOMOVEJ PRÁCE. Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf (s. 29 – 31 a s. 37 – 40)

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution						
Total number of evaluated students: 235						
A	ABS	B	C	D	E	FX
62,13	0,0	31,91	4,68	0,85	0,0	0,43
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD., Mgr. Viktória Čiernik Kevická, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde029/22	Course title: Introduction to psychology
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 1hour lecture + 1hour seminar/week; total 22 hours per semester, combined form (mostly attendance) Student workload: Combined teaching (22 hours); continuous preparation for class (18 hours), preparation and implementation of seminar work in the range of 5-7 AH and ppt presentation (20 hours); analysis of case studies (15 hours preparation for the final exam – test (45 hours), total 120 hours. Teaching methods: Explanation of the topics is combined with group guided discussion on the topic, examples of application of knowledge and research findings in this area in practice are given; specific topics for critical reflection on the knowledge (development of knowledge, diversity of argumentation, current 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 text), heuristic method, active group work.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Over the course of the semester, students will complete a term paper (max. 35 points), present the term paper to classmates (20 points), complete a presentation evaluation (10 points), and successfully complete a final test (35 points). A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 50% marks in any of the assignments. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent – outstanding results), B (90-81%, very good – above average standard), C (80-73%, well – normal reliable work), D (72-66%, satisfactory – acceptable results), E (65-60%, sufficient – results meet minimum criteria), Fx (59-0%), inadequate – extra work required).	

For a grade of A, students need to continuously perform excellently throughout the semester, be capable of independent study, and be able to critically compare professional texts in psychology. Students are able to navigate through a patchwork of different literary sources, are able to select relevant sources for their study, are proficient in the fundamentals of psychology as a science and are able to present to a group based on their knowledge, are able to evaluate outcomes by comparing different modern psychological trends.

A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to psychology as a science, are able to navigate the literature, speak in front of a group, and are able to evaluate outcomes their critical thinking is borderline.

A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, have slight deficiencies in theoretical knowledge related to the subject of education and have more problems in independent implementation work, as well as in group work, they cannot critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail more than one assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically and to apply theoretical knowledge to practice.

A grade Fx means that the student has not sufficiently fulfilled the course requirements and extra works is required.

Scale of assessment (preliminary/final): final

Learning outcomes:

The aim of the Introduction to Psychology course is to make available basic information about the general laws of human experience and behavior so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of psychological reality for the needs of creative professional application in speech therapy practice. Students after completing the course: know the terminology of general psychology, know basic psychological theories, can apply the knowledge of general psychology in a speech therapy context.

Class syllabus:

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

Recommended literature:

Required reading:

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.

Recommended reading:

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

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

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

Jursová-Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, E. & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského. https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf.

Websites:

www.saup.sk

www.vudpap.sk

<http://www.komorapsychologov.sk>

<https://psycnet.apa.org/search>.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
82,55	0,0	11,91	2,98	2,13	0,0	0,43

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde030/22	Course title: Introductory practicum for speech and language therapists
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 15 hours of speech therapy practice in a combined form (primarily full-time). Student workload: 15 hours of practice (3 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, processing of 10 speech therapy sessions = 45 hours. A total of 75 hours of student work. Teaching methods: observation, learning by the subject from practice, case studies, application of theoretical knowledge on practical examples, activating methods, analysis, brainstorming, problem-solving, E-learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student's assessment consists of completing a direct observation of a speech therapist during a speech therapy intervention (25 points), completion of a speech therapy analysis (25 points), and written processing of 10 speech therapy sessions (50 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required). Scale of assessment (preliminary/final): final	
Learning outcomes: Learning objectives and outcomes:	

The aim of the course is to get acquainted with the work of an expert – speech therapist at a specific workplace who works with children, adolescents, and adults with various types of impaired communication skills.

During the Introductory practicum for speech and language therapists, the student has the opportunity to get acquainted with professional speech therapy activities - speech therapy intervention at a specific workplace in the field of health, education or work, social affairs, and family.

Class syllabus:

Every student has the opportunity to observe speech therapists during professional speech therapy activities - speech therapy intervention, which includes speech therapy diagnostics, therapy, prevention, or counselling. The observations may encounter different types of impaired communication skills in children, adolescents, and adults, as well as a wide range of different comorbid disorders. Thanks to the analysis of individual casuistic cases under the guidance of a speech therapist, the student has the opportunity to orientate himself in basic speech therapy terminology, describe the basic symptoms of individual types of impaired communication skills, and get acquainted with therapeutic goals. During the direct work of the speech therapist with the patient/client, he has the opportunity to observe basic and specific methods of speech diagnostics, therapy, or prevention. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task focused on individual processing of particular speech therapy sessions, the student has to describe 10 patients/clients using the correct basic speech therapy terminology in the form of the observation sheet, stating the age, type of impaired communication skill, goal, course and methods of intervention, observed symptoms as well as specifics of cooperation with patient/client. At the same time, he will get acquainted with the specifics of the work of a speech therapist at a speech therapy workplace, the course of speech therapy meetings, and based on observations and interviews, obtain information about the organization and functioning of a specific speech therapy facility.

Recommended literature:

1. KEREKRÉTIÓVÁ, A. A KOL. 2016. Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. 234 s.
2. KEREKRÉTIÓVÁ, A. A KOL. 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. 341 s.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 202

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

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde031/22	Course title: Language development
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours lecture + 2 hours seminar/week; 44 hours/semester, 2P+2S (6 credits): 11 x 4 hours attendance at lectures and seminars = 44 hours; 85 hours preparation of seminar projects; 20 hours preparation for interim evaluation; 30 hours final exam preparation. A total of 179 hours of student work. Participation on discussion of the topic discussed, analysis, application of theoretical knowledge on practical examples, E-learning, work in small groups	
Number of credits: 6	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by an intermediate test (20 points) and a final examination (30 points) and will prepare a semester work (50 points). The work is focused on video-recording 1 child aged 8 months – 36 months for 1 hour, and the language sample will be transcribed according to the CHILDES system. The transcript will be evaluated and scored with the interpretation according to the Lahey method. The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: After completing the course, the student will learn about the determinants of speech and language development in the norm and acquire basic knowledge about the development of language skills of Slovak-speaking children in different language areas. They practically use Lahey's model of language development.	

As part of the course, students develop the ability to think in context, critically compare information, and plan and organize. An important part is to develop their communication skills and competencies, the perspective of thinking about a professional topic so that they can convey it even to non-specialists – parents of children.

Class syllabus:

The course aims to get acquainted with the development of non-verbal communication, pragmatics, semantics, morphology, syntax, and the phonology and relationship between language components of children typically developing. Particular emphasis is placed on analyzing children's spontaneous production and elaborating on the process of evaluating communication from obtaining a sample. Students think and apply rules through child transcription, scoring to the elaboration of interpretation and assessment of a particular child's language development level.

Themes:

1. Philosophical-methodological approaches to the study of children's speech. Behaviorism, Nativism, Cognitivism, Interactionism, Russian School
2. Speech and cognition in development
3. The social basis of speech development. Child directed speech
4. The development of pragmatic functions of speech. The development of intentional non-verbal communication, the meaning of gestures in development.
5. Vocabulary development, semantic categories
6. Development of grammatical categories, acquisition of morphology and syntax
7. Development of the auditory plane of speech, phonological processes, and phonetic inventory
8. Lahey's model Part I: presentation, theoretical background, presentation of the material, and conditions for elicitation of a representative sample
9. Lahey's Model Part II: 5 Levels of Child Speech Analysis
10. The development of narrative ability in children of preschool and younger school age
11. Speech development in school-age children.

Recommended literature:

KAPALKOVÁ, S. – VENCELOVÁ, L.: Vývin reči. In: Logopedická propedeutika. 2. vyd. Bratislava: Univerzita Komenského v Bratislave, 2020. s. 105 – 165.

KAPALKOVÁ, S.: Laheyovej metóda ako efektívny nástroj hodnotenia komunikácie rizikových detí v ranom veku. In: Listy klinické logopedie. Roč. 3, č. 1 (2019), s. 8 – 12

SLANČOVÁ, D. a kol.: Štúdie o detskej reči. Prešov: Filozofická fakulta Prešovskej univerzity, 2008.

SLANČOVÁ, D. a kol.: Desať štúdií o detskej reči. Lexika – gramatika – pragmatika. Bratislava: Veda, 2018.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 206

A	ABS	B	C	D	E	FX
40,78	0,0	36,89	16,02	2,91	0,97	2,43

Lecturers: doc. Mgr. Svetlana Kapalková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde072/22	Course title: Literature for children and adolescents
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week lecture + seminar; total 22 hours per semester; combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 45 hours of continuous reading of fiction texts for individual lessons with application of specific assignments from the semester activity, 23 hours of preparation for the final presentation of the assigned assignment with emphasis on the application of the knowledge and reading-interpretation skills. A total of 90 hours of student work. Teaching methods: interpretation, explanation, discussion of the topic, practical problem solving, work with text, small group work	
Number of credits: 3	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated for the semester activity from specific assignments for each literary text (60 points) and for a final presentation of the assigned assignment with emphasis on the application of acquired knowledge and reading-interpretation skills (40 points). To obtain a final grade of A, a minimum of 93 points is required, and a grade of B at least 85 points, for a grade C at least 77 points, for a grade D at least 69 points and for grade E at least 60 points out of the total number of points. In order to pass the course a minimum of 60 % of the points must be obtained. The grade is awarded on a scale: A (100 - 93 %, excellent - outstanding): outstanding performance: the student has excellent knowledge, can take a critical and independent approach to the knowledge acquired and can do it excellently, applies the knowledge and skills well to the literary text, has the ability to creatively and independently solve individual tasks and assignments in a broader literary (cultural) context, can independently further his/her education, B (92-85%, very good - above average standard): very good performance: the student has knowledge, has a partially critical attitude towards the knowledge acquired and can do it very well, applies the knowledge and skills well when working with an literary text, has the ability to solve individual tasks and assignments independently also in a broader literary (cultural) context, can independently further his/her education,	

C (84 - 77%, good - normal reliable work): good performance: the student has good knowledge, acquired can reliably apply the knowledge gained in working with the fiction text, reliably, solves the individual tasks and assignments in a broader literary (cultural) context, can reliably further his/her education,

D (76-69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge, can apply it to work with a fiction text at a satisfactory level, can solve individual tasks and assignments in a broader literary context only at a minimal level, can further education,

E (68-60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge, can apply it when working with a fiction text at a minimal level, has difficulty solving individual tasks and assignments even in broader literary context, does not have sufficient skills for self-study,

Fx (59 - 0 %, insufficient - extra work required): insufficient performance: the student does not demonstrate sufficient knowledge, does not know how to apply it in practice, does not know how to solve individual tasks. The student is not able to perform the tasks and assignments, cannot learn independently.

Learning outcomes:

The student will acquire basic knowledge about the developmental stages and the most important representatives of Slovak literature for children and youth, as well as the invariant features of individual genres of literature for children and youth and also gain reading-interpretive experience with specific literary texts for children and young people with emphasis on their structure and artistic value, understands their specifics, actively seeks new possibilities in approaching the text. The student, when working with specific assignments to individual literary texts, the student will acquire the practical skills necessary to develop both communicative and literary competences of children and young people, to deepen their thinking in broader (cultural) contexts and develop abstract and critical thinking skills. The acquired theoretical knowledge, reading experience and analytical-interpretive skills can creatively and independently make use of other texts from children's and young people's literature with which they will work in future comprehensive care for people with communication disorders.

Class syllabus:

1. Literature for children and youth. 1. Basic concepts, age periods and genre composition of literature for children and youth. Periodization process of Slovak literature for children and youth. Education for literature and education through literature.
2. Short forms of folklore.
3. Folk tale, poetics and typology. Incorporation of the folk tale into children's reading fund. Literary folklore for children and youth in the 20th century.
4. Folktale, typology, collectors. Folklore in the 20th century. Literary project Tale map of Slovakia.
5. Author's fairy tale, poetics and typology. The most important Slovak creators of modern Slovak authors' fairy tales.
6. Modern Slovak poetry for children.
7. Modern social prose for children and youth.
8. Development and forms of Slovak non-fiction for children and youth. Experiential informativeness in modern non-fiction.
9. Language education through literature for children.
10. Intercultural education through literature for children and young people.
11. Pro-social education through literature for children and young people.

The knowledge and skills acquired in literature for children and young people can be creatively applied in complex care of people with communication disorders in the framework of diagnostics,

but also in speech therapy practice. The graduate can communicate and justify knowledge to professionals, but also to lay audiences.

Recommended literature:

Compulsory readings:

STANISLAVOVÁ, Zuzana a kol. 2010. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava : LIC. 320 s. ISBN 978-80-8119-026-1.

Recommended readings:

SLIACKY, Ondrej. 2013. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: LIC, 295 s. ISBN 978-80-8119-073-5.

SLIACKY, Ondrej. (Ed.). 2009. Slovník slovenských spisovateľov pre deti a mládež. Bratislava: LIC. 487 s. ISBN 978-80-89222-64-3.

FAITHOVÁ, Eva. 2018. Fakt ako umenie. Seriály literatúry faktu v Slniečku 1927 – 1990. In: Bibiana. Roč. 25, č. 3, s. 33-43. ISSN 1335-7263.

BIBIANA, revue o umení pre deti a mládež. Dostupné na: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 39

A	ABS	B	C	D	E	FX
64,1	0,0	20,51	7,69	2,56	5,13	0,0

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGšt035/16	Course title: Logopaedic diagnostics
Number of credits: 8	
Educational level: I.II.	
<p>Course requirements:</p> <p>The student will be evaluated by the members of the state commission, he will require the demonstration of knowledge of the issue of speech therapy screenings, basic speech therapy examination and specific speech therapy examination of all kinds of developmental and acquired impaired communication ability in children and adults, and knowledge of the diagnosis of speech development in the neurotypical population.</p> <p>The rating shall be given on a scale of:</p> <p>A (excellent – excellent results, theoretical mastery and ability to synthesize information, excellent integration of information and understanding of interrelationship),</p> <p>B (very well – above-average standard, theoretical mastery and ability to synthesize information, good understanding of the correlation),</p> <p>C (well – normal reliable work, mastery of basic approaches and methods, lower level of ability to integrate context and knowledge in context),</p> <p>D (satisfactory results, lower level of theoretical information, poorer interpretation and integration of correlations),</p> <p>E (sufficient – the results meet the minimum criteria, a lower level of theoretical knowledge, exceptionally also problems in the interpretation and integration of correlations),</p> <p>Fx (insufficient knowledge).</p>	
<p>Learning outcomes:</p> <p>The graduate will be able to adequately use theoretical knowledge and corresponding methods in the process of diagnosis in persons with various types of impaired communication ability (speech development in the norm and its diagnosis) theoretical conceptions and diagnosis of developmental and acquired disorders of communicative ability (aphasia, dyslexia, dysarthria, impaired sound plane of speech, voice disorders, palatolalia, speech fluency disorders, developmental language disorder, symptomatic speech disorders in children, cognitive-communicative disorderc, etc.).</p>	
State exam syllabus:	
<p>Recommended literature:</p> <p>CSÉFALVAY, ZS., LECHTA, V. (Ed.): Diagnostika NKS u dospělých. Praha: Portál, 2013.</p> <p>CSÉFALVAY, ZS., EGRYOVÁ, M., WIEDERMANN, I.: Diagnostika afázie, alexie a agrafie. Bratislava: AOS, 2018.</p> <p>DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011.</p> <p>KAPALKOVÁ S. a kol.: Hodnotenie komunikačnej schopnosti v ranom veku. Bratislava: Slovenská asociácia logopédov, 2010.</p> <p>KAPALKOVÁ, S., SLANČOVÁ, D., NEMCOVÁ, M.: MAIN Slovak version (based on the revised English version). Berlin: ZAS Papers in Linguistics [elektronický dokument]. - č. 64 (2020), s. [1-39] [online]</p>	

KEREKRÉTIOVÁ, A. (Ed.): Logopedická propedeutika. Bratislava: Vydavateľstvo Univerzity Komenského, 2020.

KEREKRÉTIOVÁ, A. (Ed.): Logopédia. Bratislava: UK, 2020.

KRÁLOVÁ, M., CSÉFALVAY, ZS., MARKOVÁ, J.: Kognitívno-komunikačné poruchy pri demencii. Bratislava: Vydavateľstvo Univerzity Komenského, 2016.

LECHTA, V.: Koktavost. Praha: Portál, 2010. ISBN 978 80 7367 643 8

MARKOVÁ, J., KEVICKÁ, V.: Získané kognitívno-komunikačné poruchy. Bratislava: Mabag, 2021.

MIKULAJOVÁ, M. A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.

ORAVKINOVÁ Z. (2010): Raná logopedická intervencia u detí s rázštepom pery a/alebo podnebia. SPN.

ORAVKINOVÁ, Z. (2018): Logopedická intervencia u detí s rázštepom pery a podnebia. Bratislava: SPN

Slančová, D.(ed.) a kol.: Desať štúdií o detskej reči. Bratislava: Veda, 2018.

Slančová, D. (ed.) a kol.: Štúdie o detskej reči. Prešov: Filozofická fakulta Univerzity v Prešove, 2008.

YARUSS, J. S., REARDON-REEVES, N., 2017. Early Childhood Stuttering Therapy: A Practical Guide. McKinney, USA: Stuttering Therapy Resources.

Languages necessary to complete the course:

Slovak

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGšt036/16	Course title: Logopaedic therapy
Number of credits: 8	
Educational level: I.II.	
Course requirements: The student will be evaluated by the members of the state commission, he will require the demonstration of knowledge in the field of speech therapy, therapy of all kinds of developmental and acquired impaired communication ability in children and adults. The rating shall be given on a scale of: A (excellent – excellent results, theoretical mastery and ability to synthesize information, excellent integration of information and understanding of interrelationship), B (very well – above-average standard, theoretical mastery and ability to synthesize information, good understanding of the correlation), C (well – normal reliable work, mastery of basic approaches and methods, lower level of ability to integrate context and knowledge in context), D (satisfactory results, lower level of theoretical information, poorer interpretation and integration of correlations), E (sufficient – the results meet the minimum criteria, a lower level of theoretical knowledge, exceptionally also problems in the interpretation and integration of correlations), Fx (insufficient knowledge).	
Learning outcomes: The graduate will be able to adequately use theoretical knowledge and corresponding methods in the process of therapeutic intervention in persons with various types of impaired communication ability (aphasia, dyslexia, dysarthria, speech sound disorders, voice disorders, cleftpalate speech, speech fluency disorders, developmental disorder of language, symptomatic speech disorders in children, cognitive-communication disorders etc.	
State exam syllabus:	
Recommended literature: 1. CSÉFALVAY, ZS. a kol.: Terapie afázie. Teorie a prípadové studie. Praha: Portál, 2007. 2. CSÉFALVAY, ZS., MARKOVÁ, J. EGRYOVÁ, M., WIEDERMANN, I.: Terapia afázie, alexie a agrafie, Bratislava: AOS, 2018. 3. DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011. 4. KAPALKOVÁ, S., VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava: Slovenská asociácia logopédov, 2020. 5. KEREKRÉTIÓVÁ, A. (Ed.): Logopedická propedeutika. Bratislava: Vydavateľstvo Univerzity Komenského, 2020. 6. KEREKRÉTIÓVÁ, A. (Ed.): Logopédia. Bratislava: UK, 2020. 7. KRÁLOVÁ, M., CSÉFALVAY, ZS., MARKOVÁ, J.: Kognitívno-komunikačné poruchy pri demencii. Bratislava: Vydavateľstvo Univerzity Komenského, 2016. 8. LECHTA, V.: Koktavost. Praha: Portál, 2010. ISBN 978 80 7367 643 8	

9. LECHTA, V. 2000. Symptomatické poruchy reči u detí. Bratislava: Vydavateľstvo Univerzity Komenského. 193 s.
10. MARKOVÁ, J., KEVICKÁ, V.: Terapia získaných kognitívno-komunikačných porúch. Bratislava: Mabag, 2021.
11. MIKULAJOVÁ, M. 2009. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG, 2009b. 68 s.
12. ORAVKINOVÁ, Z. (2010): Raná logopedická intervencia u detí s rúžštepom pery a/alebo podnebia. SPN.
13. ORAVKINOVÁ, Z. (2018): Logopedická intervencia u detí s rúžštepom pery a podnebia. Bratislava: SPN
14. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012.
15. Slančová D.(ed.) a kol.: Desať štúdií o detskej reči. Bratislava: Veda, 2018.
16. Slančová D. (ed.) a kol.: Štúdie o detskej reči. Prešov: Filozofická fakulta Univerzity v Prešove, 2008.
17. YARUSS, J. S., REARDON-REEVES, N., 2017. Early Childhood Stuttering Therapy: A Practical Guide. McKinney, USA: Stuttering Therapy Resources.

Languages necessary to complete the course:

Slovak

Last change: 10.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde003/22	Course title: Master thesis practicum
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 45s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 45 hours of master thesis practicum by the full-time method. Student workload: 45 hours of practice (6 credits): individual realization of the empirical part of the diploma thesis (90 hours), consultations with the supervisor, quantitative and qualitative data analysis = 90 hours. A total of 180 hours of student work. Teaching methods: research implementation, data collection, data analysis, statistical data processing, qualitative analysis, brainstorming, problem-solving	
Number of credits: 6	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of the realization of the research part of the thesis (50 points), regular consultations with the supervisor, and quantitative and qualitative data analysis (50 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The aim of the diploma practice is the realization of empirical research of a part of the diploma project under the guidance of the diploma thesis supervisor. Through the chosen topic, in-depth study of the theoretical basis of the research problem, and the actual implementation of the research,	

the student will gain practical skills in working with people with impaired communication skills. He will process the obtained research results into the empirical part of the diploma thesis.

Class syllabus:

Each student has a specific focus of the diploma thesis according to the chosen topic, in which he solves a speech therapy research problem in the field of speech therapy intervention, i.e. from speech therapy diagnostics, speech therapy, or prevention in children, adolescents, or adults with different types of impaired communication skills of different etiology. Alternatively, the thesis focuses on the evaluation of language or speech skills in the norm in children, adolescents, or adults, whose results can serve as a starting point for the creation of new diagnostic tools. Part of the diploma practice is in close cooperation with the thesis supervisor, who guides the student through individual consultations in solving specific problems in the field. The student also cooperates with various experts (doctors, psychologists, psychiatrists, special or medical teachers, teachers, etc.), according to the focus and topic of the thesis. As a part of his final practice, he learns to communicate independently and solve problems, which will help him at the end of his studies to complete the training for the performance of his profession.

Recommended literature:

According to the focus of the diploma thesis.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 110

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

Lecturers: prof. PaedDr. Zsolt Cséfalvay, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde047/22	Course title: Methodology of research
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; total for the semester 22 hours by the combined method (primarily presence) Student workload: 11 x 2 hours of direct teaching = 22 hours; 25 hours preparation for semester work in the form of a subject portfolio: proposal (design) of an educational research of a quantitative or qualitative nature; preparation for evaluation of knowledge and selected skills in the form of a written test: 43 hours. A total of 90 hours of student work. Methods of education: explanation connected with discussion, activating methods, problem solving methods, application of theoretical knowledge on practical examples and tasks, guided self-study - solving tasks and assignments	
Number of credits: 3	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The course is completed by 100% of the continuous evaluation. The continuous evaluation shall include the following: - semester work in the form of a subject portfolio: proposal (design) of an educational research of a quantitative or qualitative nature- 50 points, - evaluation of knowledge and selected skills in the form of a written test - 50 points. The rating is awarded for the use of: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with smaller errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - results, but significant errors occurred), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - requires additional work). To complete the course, it is necessary to obtain at least 60% of points. Scale of assessment (preliminary/final): interim	
Learning outcomes: Students will gain knowledge of the basics of research in educational sciences, get acquainted with the basic concepts and theoretical and methodological knowledge needed for design (planning, implementation, and evaluation) in the field of research in logopedic sciences.	

At the theoretical-empirical level, within the analysis of individual quantitative and qualitative tools, methods and techniques, they will gain knowledge and acquire the skills necessary for planning, implementing and evaluating research of a quantitative and qualitative nature. Students will acquire the abilities to solve problems in the field of research.

The subject develops students' analytical, critical, evaluative, contextual, and creative thinking and reasoning in contexts. From the point of view of self-reflection, the student can evaluate and assess his own availability to carry out logopedical research.

Class syllabus:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truths. Ethical side of research. Subjects in research in educational sciences and their specifics.

Quantitative and qualitatively oriented research in educational sciences. Intentions, subjects and objects in research, clients in research, observed phenomena and conditions for the implementation of quantitatively and qualitatively oriented research.

Defining basic terms: research objectives, research problem, research group, preliminary research, research probe. Action research.

Scientific hypotheses and variables of quantification of investigated phenomena. Operationalization of variables.

Creation, implementation and evaluation of the questionnaire.

Assessment scales - typology, creation and evaluation.

Method of sociometry and measurement of social climate.

Conducting interviews and its use. Differences between quantitative and qualitatively conceived interview.

Quantitative and qualitative observation in research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Creation/design of studies.

Recommended literature:

Gavora, P., Koldeová, L., Dvorská, D., Pekárová, J., Moravčík, M. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

Kostrub, D. 2016. Základy kvalitatívnej metodológie. Bratislava: UK. ISBN 978-80-223-4166-0

Tomšík, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. ISBN 978-80-558-1206-9

Recommended literature:

Gavora, P. 2008. Úvod do pedagogického výskumu. Bratislava: UK. ISBN 978-80-223-2391-8

Ferjenčík, J. 2000. Úvod do metodológie psychologického výzkumu. Praha: Portál. ISBN 80-7178-367-6

Maňák, J., Švec, V. 2004. Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785

Švec, Š. 2009. Metodologie věd o výchově : kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. ISBN 978-80-731-5192-8

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution						
Total number of evaluated students: 30						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde058/22	Course title: Morphology
Educational activities: Type of activities: lecture Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organisational form: 3 hours per week lecture + seminar; total 33 hours per semester; combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 30 hours of preparation for continuous assessment, 57 hours of exam preparation (final test). A total of 120 hours of student work. Teaching methods: interpretation and explanation of learning content; discussion of the topic covered; application of theoretical knowledge in practical analyses of grammatical forms and word types; analysis of problematic issues	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated during the semester in the form of a midterm test (40 points) and in the exam final test (60 points). In order to receive a final grade of A, the following is required a minimum of 93 points, a minimum of 85 points for a B grade, and a minimum of 85 points for a C grade. 77 points, for grade D at least 69 points and for grade E at least 60 points of the total points. A student will not be admitted to the examination if he/she obtains less than 20 points. In order to pass the course, it is necessary to obtain at least 60% of the points grade. The rating is awarded on a scale: A (100 - 93%, excellent - outstanding): outstanding performance: the student has excellent knowledge, can critically and independently evaluate the acquired knowledge convincingly and apply it creatively in in practice, has the ability to creatively and independently solve individual tasks and assignments also in broader linguistic context. The student is able to further his/her education independently; B (92-85%, very good - above average standard): very good performance: the student has very good knowledge, has a partially critical attitude towards the knowledge acquired and can do it very well applies them in practice, has the ability to solve individual tasks and assignments independently, can independently carry out further education; C (84 - 77%, good - normal reliable work): good performance: the student has good knowledge, acquired can reliably apply the knowledge in practice, solves individual tasks and assignments reliably, can reliably skills for self-study;	

D (76-69%, satisfactory - acceptable performance): satisfactory performance: the student has satisfactory knowledge, can apply it satisfactorily in practice, solves individual tasks and assignments satisfactorily, has satisfactory skills for self-study;

E (68-60%, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge, can apply it minimally in practice, at a sufficient level, solves individual tasks and assignments at a sufficient level, has minimal skills for self-study;

Fx (59 - 0 %, insufficient - extra work required): insufficient performance: the student does not demonstrate sufficient knowledge, does not know how to apply it in practice, does not know how to solve individual tasks and assignments, he/she is not able to study independently.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The student becomes familiar with the morphology of written Slovak as a supportive speech therapy discipline, the student will acquire comprehensive theoretical knowledge and knowledge of the morphological system as part of the grammatical system of written Slovak. The student will acquire knowledge about the grammatical form, about grammatical, lexical-semantic and lexical-grammatical categories and about individual word types and deepens theoretical knowledge of selected sub-issues of Slovak morphology. The theoretical knowledge acquired will be applied in practical analyses. grammatical forms and word types, thus acquiring important practical skills in assessing morphological phenomena, which can be creatively and independently used in solving problem solving tasks from in the complex analysis of morphological phenomena and in the synthesis of new solutions, thus developing his analytical skills as well as his abstract and critical thinking skills. Thorough acquisition of theoretical knowledge and practical skills and their creative application in practice are necessary for the student in his future complex care of people with impaired communication skills, as they will enable him/her to understand the complexity of communication impairment in its multifaceted and multidimensional nature, including with regard to language, thus enabling the learner to learn to view speech and language therapy phenomena in a broader scientific context. The student is able to use it in assessing, analysing and evaluating the morphological aspects of linguistic expressions of people with impaired communication ability, which is also helpful in diagnosing and analysis of communication impairment and its subsequent correction in speech therapy practice, in preventive activities, the student is also able to convey to the general public information about morphological phenomena and offer conclusions and morphological justifications to the general public. Emphasis is placed not only on raising the professional level but also the linguistic culture of the students, which also seems to be very necessary in terms of the future practice of the students.

Class syllabus:

1. Morphology and its place in the language system. The essence and subject of morphology, basic concepts, methodology. Grammatical form as a central unit of morphology and its structure.
2. Morphological or grammatical categories, lexico-semantic and lexico-grammatical categories.
3. Morpheme as the smallest unit of morphology. Morphematic structure of word and form.
4. Morphological type of Slovak.
5. Lexical-semantic nature and classification of nouns. Grammatical categories and inflection of nouns.
6. Lexical-semantic nature and classification of adjectives. Inflection and gradation of adjectives.
7. Lexical-semantic nature and division of pronouns. Pronouns.
8. Lexical-semantic nature and classification of numerals. Inflection of numerals.
9. Lexical-semantic nature and division of verbs and verb forms. Verbal grammatical and lexico-grammatical categories and verb tenses.
10. Lexical-semantic nature, division, formation and gradation of adverbs.

11. Lexical-semantic characteristics and classification of prepositions, conjunctions, particles and quotation marks.

The student will acquire the theoretical knowledge of the morphological level of language, which forms part of the grammatical system of written Slovak. The student will acquire knowledge about grammatical form as a central morphological unit, as well as about the morpheme as the smallest unit of morphology. They will learn the problems of grammatical, lexical-semantic and lexical-grammatical categories, becomes familiar with learn the characteristic features of Slovak morphology from the point of view of morphological typology of languages, acquire relevant knowledge about individual word types as basic word groups and deepen theoretical knowledge of selected sub-issues of Slovak morphology. An important aspect of the course is also the acquisition of practical skills applied in assessing and analysis of morphological phenomena of the language, which will be reflected in the student's application of the acquired theoretical knowledge in practical analyses of grammatical forms and word types, in independent solving morphological problems and synthesizing new and creative solutions. Obtained knowledge and skills the student can creatively apply and use in his future speech therapy practice in the care of people with impaired communication skills, where it proves to be appropriate to look at the linguistic expressions of a given group of people also from the morphological point of view in order to be able to convincingly assess, analyse and evaluate the morphological aspect of the language of their communicative competence and thus to contribute to the diagnosis and analysis of the impairment of their communicative competence and its correction in speech therapy practice. Emphasis on raising the professional level and linguistic of the student's language and linguistic culture seems to be equally important in adequately conveying information about prevention of impaired communication skills to the general public as well as in the independent analysis of a problem in a given area at the level of language and offering relevant conclusions, explanations and morphological justifications to the general public.

Recommended literature:

Compulsory readings:

ORAVEC, Ján – BAJZÍKOVÁ, Eugénia – FURDÍK, Juraj. 1984. Súčasný slovenský spisovný jazyk. Morfológia. 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo. 232 s.

Recommended readings:

Morfológia slovenského jazyka. 1966. Red. J. Ružička. 1. vyd. Bratislava : Vydavateľstvo SAV. 896 s.

SOKOLOVÁ, Miloslava. 1995. Kapitoly zo slovenskej morfológie. 1. vyd. Prešov : Slovacontact. 180 s. ISBN 80-901417-7-3.

KAČALA, Ján. 2014. Jazykové kategórie v slovenčine. 2., doplnené a prepracované vyd. Bratislava : Univerzita Komenského. 180 s. ISBN 978-80-223-3486-0.

DZIVIAKOVÁ, Mária. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistiky [elektronický zdroj]. Bratislava : Univerzita Komenského, s. 99-147 [CD-ROM]. ISBN 978-80-223-3772-4.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
28,86	0,0	34,83	19,9	9,45	6,47	0,5

Lecturers: Mgr. Mária Dziviaková, PhD.
Last change: 11.11.2022
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde059/22	Course title: Music therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 seminar hours per week, totaling 22 hours of participation in the seminar Student workload: participation in the seminar (22 hours); preparation of seminar work (25 hours); self-study in preparation for the written examination (28 hours). Total 22 + 25 + 28 = 75 hours of student work. (1 credit = 25 hours) Teaching methods: lecture, discussion of the topic, experiential methods, group work, application of theoretical knowledge on practical examples	
Number of credits: 3	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites:	
Course requirements: One written test during the semester (40 points), and at the end of the semester, the student submits a seminar paper (40 points). The total number is 80 points. The student who obtains less than 24 points from a test will not receive credits. Rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72 -66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet the minimum criteria), Fx (59-0%, insufficient - additional work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student will gain basic information about music therapy as one of the possible concepts of help, with an emphasis on its possibilities and limits in the speech therapy intervention. The student acquires the ability to use music therapy methods and techniques aimed at supporting the client's verbal expression with the use of singing and improvised music.	
Class syllabus: Music therapy - basic terminology, history, representatives, definitions, features, research in connection with the comparison of knowledge from abroad. Forms of music therapy. The structure of the music therapy program: creation, conditions, and possibilities of application. Methods and techniques in music therapy. Potential benefits and risks of music therapy in children, adolescents, and adults.	

Recommended literature:

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.

GERLICHOVÁ, M. 2021. Muzikoterapie v praxi. Příběhy muzikoterapeutických cest. 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.

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

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, English

Notes:**Past grade distribution**

Total number of evaluated students: 173

A	ABS	B	C	D	E	FX
78,03	0,0	18,5	3,47	0,0	0,0	0,0

Lecturers: Mgr. Mária Habalová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde020/22	Course title: Neuropsychology
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture +2 hours seminar/week, 44 hours total per semester, combined form (primarily full-time) Student workload: 11 x 4 hours of teaching = 44 hours; continuous preparation (25 hours); preparation of the seminar paper in PowerPoint (25 hours), preparation for the mid-term paper (20 hours), preparation for the exam (40 hours), 154 hours in total. Teaching methods: Lecture, guided discussion, video analysis, active group work, heuristic method, guided self-study, work with tests and questionnaires, work with professional text and information sources.	
Number of credits: 6	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 50% continuous assessment and 50% exam Interim assessment (50%) includes the creation and presentation of a seminar paper in PowerPoint on a given topic related to the issue of cognitive and personality changes from the perspective of neuropsychology in human pathology in various degenerative diseases of the brain and the possibilities of rehabilitation (30% of the assessment) and a midterm exam (20%). The examination will be in oral form (50% of the mark). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good – above-average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts in neuropsychology, knows the basics of neuropsychology as a scientific discipline, including their meaningful integration with	

the knowledge of other disciplines, is able to practically apply theoretical knowledge to the development of the assigned tasks on the basis of his/her knowledge,

B - the student achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts in neuropsychology, knows the basics of neuropsychology as a scientific discipline, including their reasonable integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks,

C - during the semester, the student performed standardly well, the ability of independent study and critical comparison of professional texts in neuropsychology is average, theoretical knowledge of the subject matter is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average,

D - the student's ability of independent study and critical comparison of professional texts in neuropsychology is at a weaker level, theoretical knowledge of the subject matter is slightly deficient, the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student,

E - the student fails in more than one of the assigned tasks, lacks the ability of independent study and critical comparison of professional texts in neuropsychology, has deficiencies in the theoretical knowledge, fails in the practical application of theoretical knowledge to the development of the assigned tasks.

FX - the student has not sufficiently fulfilled the course requirements and extra work is required

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The aim is to gain basic knowledge of the relationship between the brain and human behavior in normality and pathology.

Upon completion of the course, students will be able to:

- the basic principles of the composition of the central nervous system
- the cerebral organization of individual mental processes and the localization of higher mental functions
- the theoretical foundations of neuropsychology
- basic methods of neuropsychological diagnosis
- basic principles of neuropsychological rehabilitation.

After completing the course, students understand:

- the structure of neuropsychological syndromes
- correlates of cognitive, language, and motor processes in norm and pathology,
- the specifics of neuropsychology in the pediatric population
- the relevance of neuropsychology to the work of the speech therapist.

Upon completion of the course, students can:

- use basic methods of neuropsychological diagnostics
- perform basic neuropsychological examinations with the intention to determine the state of psychological functions
- perform basic neuropsychological analysis of psychological functions
- design a basic orientation rehabilitation program applied to different neuropsychological syndromes
- critically analyse, think in context and compare information from the professional neuropsychological literature.

Class syllabus:

1. Definition of the subject of neuropsychology, classification of neuropsychology in the system of sciences, history of neuropsychology.
2. Anatomy and physiology of the central nervous system. Structure of the brain and cerebral cortex, nerve cell, neurotransmitters, brain plasticity, dimorphism of the cerebral cortex, executive functions.
3. Perception and cognition (by hearing, sight, taste, smell, touch), relevant perceptual disorders (agnosia).
4. Motor system in terms of neuropsychology, motor disorders (apraxia).
5. Neuropsychology of emotions.
6. Motivation from a neuropsychological point of view.
7. Neuropsychology of memory, memory disorders.
8. Learning from a neuropsychological perspective.
9. Language, speech and speech disorders (aphasia).
10. Personality and psychosocial consequences of brain damage.
11. Neuropsychological diagnosis and rehabilitation. Imaging techniques of the nervous system.

Recommended literature:

Required reading:

Dobeš, M. (2005). Základy neuropsychologie. SAV.

Kulišťák, P. (2003, 2011). Neuropsychologie. Grada.

Recommended reading:

Costandi, M. (2014). Lidský mozek. 50 myšlenek, které musíte znát. Slovart.

Eagleman, D. (2017). Mozek. Váš příběh. Bizbook.

Koukolík, F. (2014). Mozek a jeho duše. Galén.

Lurija, A.R. (1983). Základy neuropsychologie. SPN.ok.

Preiss, M., & Kučerová, H. (2006). Neuropsychologie v neurologii. Grada.

Preiss, M. & kol. (1998). Klinická neuropsychologie. Grada.

Ramachandran, V. S. (2013). Mozek a jeho tajemství. Aneb pátrání neurologů po tom, co nás činí lidmi. Dybbuk.

Languages necessary to complete the course:

Slovak and Czech language, English language (to deepen studies)

Notes:

Past grade distribution

Total number of evaluated students: 203

A	ABS	B	C	D	E	FX
81,28	0,0	15,76	1,97	0,0	0,99	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde056/22	Course title: Philosophy of language
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information In the 1st and the 13th weeks of the semester lectures, in the 9th week seminar, other weeks independent work of students; combined method of attendance and e-learning. Total of 26 hours per semester. Student workload: 4 credits, 6 hours of synchronous teaching, 22 hours of e-learning, solving e-learning assignments 3 hours per week. Total of 72 hours of student work. Learning methods: lecture and discussion on the topic, solving of theoretical and project tasks, solving model situations, interpretation of literature.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Successful solution of tasks given in e-learning, which are scored consecutively. Some assignments have a fixed number of points, while for some assignments students receive different numbers of points depending on the quality of the assignment. Students are assessed on their ability to analyse the text, on their independence and originality of thought, on their ability to perceive different levels of language and speech functioning, on their ability to gain helicopter views of the speech therapy profession, and on their ability to use philosophical texts to interpret language and speech. Assessment: A (100-91%, excellent - outstanding performance), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). Intermediate and final assessment weighting: 100/0 Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The course leads students to an understanding of the different layers of language and speech situations. It introduces them to philosophical reflection on language and speech. Based on their knowledge of linguistics, the course develops and specialises students' abilities to understand	

language and speech in everyday communication, developing their ability to interpret the external contexts of human communication. It develops students' philosophical reasoning about language and speech.

Class syllabus:

Semiotic approaches to language, language games and speech acts, different layers of analysis of language and speech, the functioning of language and speech in communication and different possibilities of its interpretation, language as an image of the world, the place of intellectual reflection on language in society.

Recommended literature:

AUSTIN, J. L. 2004: How to do something with words. Bratislava : Kalligram. ISBN 80-7149-659-6
CASSIRER, E. 1994-1996: A philosophy of symbolic forms. I. II. Prague : OIKOYMENH. ISBN 80-86005-10-0, 80-86005-11-9
HJELMSLEV, L. 2016: On the foundations of the theory of language. Prague : Academia. ISBN 978-80-200-2609-5
MISTRÍK, E. 2014. Hosanna to intellectual culture. In: University, society, philosophy: reality versus values. E. Višňovský (ed.). Bratislava : Iris. ISBN 978-80-8153-016-6. s. 153-166
QUINE, W. V. O. 2006: In logical terms. Bratislava : Kalligram. ISBN 80-7149-784-3
SAUSSURE, F. de. 1996: A course in general linguistics. Prague : Academia. ISBN 80-200-0560-9
WITTGENSTEIN, L. 1979. Philosophical investigations. Bratislava : Pravda (without ISBN)

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 174

A	ABS	B	C	D	E	FX
90,8	0,0	6,9	0,57	0,0	0,0	1,72

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde060/22	Course title: Professional english in communication disorders
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 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; 10 hours preparation for mid-term evaluation, 20 hours preparation of seminar work, 30 hours preparation for final test. 82 hours of student work in total. Teaching methods: lectures, discussion, work in small groups, language exercises	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: - seminar work (20 points) – presentation in English on the topic of chosen communication disorder, including the basic terminology - mid-term tests – 3 terminology quizzes (5 points each, 15 points in total) - final test (25 points) - active participation in classes, language exercises (40 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 – the student has mastered the basic terminology, which he / she can use for fluent discussion, reading comprehension is at an excellent level B 94 – 85 points = very well – the student has mastered the basic terminology, which he / she can use for a less fluent but high-quality discussion, reading comprehension is at an above-average level, C 84 – 75 points = good – the student has mastered the basic terminology, which he / she can use with slight deficiencies for discussion, reading comprehension is at an average level, D 74 – 65 points = satisfactory – the student has mastered the basic terminology, but its use for discussion is demanding and limited, reading comprehension is below average, E 64 – 60 points = sufficiently – the student has slight deficiencies in basic terminology that do not allow him to discuss in English, but reading comprehension is sufficient Fx less than 60 points = insufficient – the student has not mastered the basic terminology and therefore is unable to discuss in English, is unable to understand the main idea when reading a text in professional English. Scale of assessment (preliminary/final): interim/final	

Learning outcomes:

The aim of the course is to master English professional terminology related to various types of communication disorders and language development. The graduate of the course will master the basic professional speech therapy terminology in English regarding various types of communication disorders and speech development. During the course, emphasis is on reading comprehension, from which the student subsequently benefits in other courses of the study program as well as in the creation of a diploma thesis during the study of professional clinical studies and papers in English. Emphasis is also placed on presentation skills in English, which prepares students for communication at foreign professional events, conferences, workshops, etc.

Class syllabus:

Each meeting is dedicated to a different topic: speech development, developmental language disorder, speech sound disorders, dyslexia, speech fluency disorders, aphasia, dysarthria, cognitive-communication disorders, voice disorders. Within each communication disorder, the first half of the meeting is for seminar work presentation - basic information presentation in English regarding theory, diagnostics and therapy, as well as presenting the basic English terminology. The second half of the meeting is focused on discussion and exercises for vocabulary training and reading comprehension.

Recommended literature:

Texts on individual types of communication disorders from the websites of speech pathology organizations ASHA (USA) and RCSLT (Great Britain): www.asha.org, www.rcslt.org

Languages necessary to complete the course:

Slovak and English

Notes:**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
89,02	0,0	7,32	0,0	1,22	0,0	2,44

Lecturers: prof. PaedDr. Zsolt Cséfalvay, PhD.

Last change: 13.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde024/22	Course title: Psycholinguistics
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, number of hours and form of the course: 26 hours per semester, combined method (mainly face-to-face), 13x2 hours of direct teaching = 26 hours Student workload: 14 hours of seminar work preparation, 20 hours preparation for the interim assessment, 30 hours preparation for the final exam. A total of 90 hours of student work. Teaching methods: focus on activating methods of education, dialogic (discussion) methods, group teaching methods, project methods - projecting research in psycholinguistics, methods developing critical thinking, argumentation.	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 50% of the interim assessment + 50% of the final assessment The interim assessment includes the seminar work (30% of the assessment) and the midterm test (20% of the assessment). The final assessment includes the final test (50% of the assessment). The seminar work consists of processing a topic from the field of psycholinguistics using min. three literary sources. The final test consists of 20 open and closed questions reflecting the knowledge area of psycholinguistics. The rating is given on a scale: A (100-94%, excellent - excellent results), B (93-86%, very good - above average standard), C (85-76%, good - ordinary reliable work), D (75 -68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet the minimum criteria), Fx (59-0%, insufficient - additional work is required). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The assessment is given on the A scale (excellent - excellent results, the student has mastered the knowledge of the subject at an excellent level, at an excellent level he can connect the acquired knowledge with the profiling subjects of the speech therapy study program, at an excellent level he understands the importance of psycholinguistics for understanding impaired communication skills), B (very good - above average standard, the student has mastered knowledge of psycholinguistics at an above average level, at an above average level he can connect the acquired knowledge	

with profiling subjects of the speech therapy study program, at a very solid level he understands the importance of psycholinguistics for understanding impaired communication skills), C (good - ordinary reliable work, the student has mastered the knowledge of the subject at an average level, at an average level he can connect the acquired knowledge with the profiling subjects of the speech therapy study program, at a solid level he understands the subject of psycholinguistics and its importance for understanding impaired communication her abilities), D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he can connect the acquired knowledge with the profiling subjects of the speech therapy study program, he understands the importance of psycholinguistics and its study for understanding processes in impaired communication skills), E (sufficient – the results meet the minimum criteria, the student only sufficiently understands the scope and significance of psycholinguistics for the theory and practice of speech therapy) and Fx (insufficient, the student has not gained enough insight into the subject of psycholinguistics and its relationship to impaired communication skills).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The goal is to acquire basic knowledge from the scientific discipline of psycholinguistics, to orientate in the subject of psycholinguistics and its paradigms, to gain an overview of current topics in psycholinguistics, to acquire the ability to use the knowledge of psycholinguistics and to connect them with the knowledge obtained from the study of speech therapy. After successful completion of the education process in the subject, the student orients himself in the scientific discipline of psycholinguistics at the undergraduate level of study, knows how to use the knowledge acquired through the study of psycholinguistics for the understanding of impaired communication skills, is able to orient himself in the scientific paradigms of psycholinguistics, the methodology of psycholinguistics and knows how to connect knowledge about processes connected with the use of language and the mental representation of language in a person with the knowledge obtained by studying the profile subjects of speech therapy. The student is able to orient in psycholinguistic literature, obtain knowledge from it, supporting the creation of a complex view of impaired communication ability. He knows how to navigate current trends in psycholinguistic research. The study of psycholinguistics supports the development of analytical and critical thinking (relationships of psycholinguistics to speech therapy), aids the comprehensive integration of knowledge gained through the study of speech therapy) and generally develops students' intellectual and cognitive flexibility.

Class syllabus:

The subject of psycholinguistics and its development. Paradigms in psycholinguistics - behavioral paradigm. Nativism in psycholinguistics, generative psycholinguistics, communication paradigm, cognitive paradigm. Eclecticism in psycholinguistics. Psycholinguistics in the 21st century - multidisciplinary approaches in psycholinguistics. Psycholinguistic processes of speech production and perception. Experimental language studies. Lexical semantics and mental dictionary. Speech communication. Bilingualism, species, mental representation of languages. Metalinguistic skills. Virtual residency at the Max Planck Institute for Psycholinguistics, Nijmegen.

Recommended literature:

Compulsory readings:

Nebeská, I. (1992). Úvod do psycholingvistiky. HaH.

Štefánek, J. (2003). Antológia bilingvizmu. Academic Electronic Press.

Recommended readings:

Průcha, J. (2011). Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky. Grada.

Kapalková, S., Slančová, D., Bónová, I., Kesselová, J., Mikulajová, M. (2010) Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: Slovenská asociácia logopédov.

Slančová, D. (Ed.). (2008). Štúdie o detskej reči. Filozofická fakulta Prešovskej univerzity v Prešove.

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 203

A	ABS	B	C	D	E	FX
77,34	0,0	21,67	0,99	0,0	0,0	0,0

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde063/22	Course title: Psychology of individuals with disabilities
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 1 hours lecture +1 hours seminar/week, 22 hours total per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; continuous preparation (28 hours); preparation of the seminar paper in PowerPoint (28 hours), preparation for the mid-term paper (20 hours), preparation for the exam (30 hours), 80 hours in total. Teaching methods: Lecture, active group work, heuristic method, case study, work with professional text and information sources	
Number of credits: 4	
Recommended semester: 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation The interim assessment includes a seminar paper on the assigned topic and a Power Point presentation (50%). The final assessment will consist of a final exam in the form of a written test (50 points). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good – above-average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to select relevant sources for their study, the general patterns of psyche formation under disability conditions and the particularities of the psyche of individuals with different types of disability, and are able to apply knowledge in speech and language therapy theory and practice.	

A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information related to the psychology of individuals with disabilities (pathopsychology), and are able to navigate the literature.

A grade of C means that the students performed at a good standard during the semester, their theoretical knowledge of the psychology of individuals with disabilities (pathopsychology) is at a good level, but they lack the ability to apply this knowledge in speech therapy practice.

A grade of D indicates that students were less well prepared during the semester, with moderate deficiencies in theoretical knowledge related to the psychology of individuals with disabilities (pathopsychology). They have considerable difficulty in working independently, they cannot critically analyze information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, but have mastery of most of the theoretical knowledge in the course.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The aim is to know the psychology of individuals with disabilities (patopsychology) and to know the laws of the formation of the psyche under the conditions of disability and the specific features of the psyche of individuals with different types of disabilities.

After completing the course, the student will master the basic concepts of the psychology of individuals with disabilities (patopsychology). The student acquires a basic overview of the theories and knowledge of the psychology of individuals with disabilities (patopsychology) necessary for working with children, adolescents and adults with disabilities.

Understands the general patterns of psyche formation under conditions of disability and the particularities of the psyche of individuals with different types of disabilities. He/she must know the specific features of psychological processes in individuals with disabilities and the basic methods of pathopsychological diagnosis. Be able to carry out a basic patopsychological examination in order to reveal the state of psychological functions. Can apply the knowledge acquired in the care of individuals with speech disabilities. The student is able to work critically with knowledge in the field of psychology of individuals with disabilities (pathopsychology) and apply knowledge in speech therapy theory and practice.

Class syllabus:

1. Introduction to the study of the psychology of individuals with disabilities (patopsychology): the subject, methods and history of patopsychology. Development of patopsychology in Slovakia.

2. Basic concepts of psychology of individuals with disabilities (patopsychology) and related disciplines.

3. Norm - abnormality in relation to patopsychology. Normality and disability.

4. Patopsychological research on psychological processes. Features of pathopsychological research of children and adolescents.

5. Peculiarities of the development of individuals with disabilities.

6. Social-psychological aspects of disability. Attitudes of society towards the disabled. Personality of individuals with disabilities. Issues of the family of the disabled individual.

7. Psychological problems of integration of the disabled into society. Psychological aspects of school integration/inclusion.

8. Mental retardation. Specifics of psyche formation in conditions of mental retardation.

9. Sensory disabilities. Visual impairment. Auditory disabilities. Specifics of the formation of the psyche in conditions of visual and auditory disability.

10. Physically handicapped and disabled. Specifics of the formation of the psyche in the conditions of physical disability.

11.Speech impaired. Specifics of psyche formation in conditions of impaired communication ability.

Recommended literature:

Required reading:

Dobeš, M. (2005). Základy neuropsychologie. SAV.

Kulišťák, P. (2003, 2011). Neuropsychologie. Grada.

Recommended reading:

Cabanová, K., Sokolová, L., Karaffová, E. (Eds.) (2012). Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Bratislava: Univerzita Komenského.

Heretik, A. A Kol. (2007). Klinická psychológia. Nové Zámky: Psychoprof.

Jakabčic, I., Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. Bratislava: IRIS.

Marini, I., Glover-Graf, N.M., Millington, M.J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors. New York: Springer Publishing Company.

Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. Praha: IKAR.

Požár, L. (1996). Psychológia osobnosti postihnutých. Bratislava: UK.

Říčan, P., Krejčířová, D. A kol. (2006). Dětská klinická psychologie. Praha: Grada.

Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Trnava: Dobrá kniha.

Švancarová, I. (2000). Mentální retardace. Praha: Portál.

Vágnerová, M., Hadj-Moussová, Z., Štech, S. (2004). Psychologie handicapu. Praha: UK, Karolinum, 2004.

Languages necessary to complete the course:

Slovak and Czech language, English language (to deepen studies)

Notes:

Past grade distribution

Total number of evaluated students: 132

A	ABS	B	C	D	E	FX
87,12	0,0	11,36	1,52	0,0	0,0	0,0

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde071/22	Course title: Sign language
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Full-time or combined form of education Student load: 2P (2 credits): 11x 2 hours of direct instruction = 22 hours; 14 hours preparation of seminar work; 15 hours preparation for mid-term evaluation; 15 hours preparation for the final test. A total of 66 hours of student work. Student load: work in small groups, role-playing method, didactic games, practice, interpretation	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester, the student will be evaluated in the form of two tests (2x max. 25 points) and from a seminar paper on a topic assigned by the teacher (max. 50 points). Tests and seminar work are focused on the practical mastery of individual lessons from the subject. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). A-excellent performance, the student knows / masters / practically and theoretically manages lessons from selected topics of sign language, can apply in practice; B-excellent performance, the student knows / masters, practically and theoretically mastered the lessons of the basic topics of sign language, can apply in practice; C-good performance, the student knows / has learned, practically manages lessons from selected topics in sign language, partly can apply in practice, D-acceptable performance, student has learned partly but can not adequately apply in practice, partly practically and theoretically manages lessons from selected sign language topics; E- minimally acceptable	

performance, the student has learned minimally and is unable to apply it adequately in practice; FX - unacceptable performance, the student did not meet the conditions for the specified criteria.

Learning outcomes:

After completing the course, the student manages basic communication with people with hearing loss on topics covered, masters the difference between different forms of sign communication, knows the reasons for their use, masters the basic sign supply on selected topics and can apply it in practice in different communication situations.

The student develops communication skills, organizational skills, interpersonal skills, creativity, the ability of abstract thinking, motivation, the ability to learn, the ability to communicate in a manual form of communication.

Class syllabus:

The aim of the course is to get acquainted with various forms of sign communication (natural sign language, sign Slovak) and to practically master the basic sign supply on selected topics in different communication situations.

Course contents:

1. First contact (greetings, basic phrases), 2. People and family, 3. Fruits and vegetables, 4. Food and drinks, 5. Colors and numbers, 6. Clothes, 7. Animals, 8. Transport, 9. Daily regime, 10. Seasons, 11. Question and answer

Recommended literature:

KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.

TARCSIOVÁ, D., - urobené videosekvencie.

Link: <https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw>

Recommended literature:

GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.

ŠTEFKOVÁ, M., a kol., 1995. Päť prštekov na ruke (videokazety). Bratislava: BUVIK. 1995.

Základy posunkového jazyka pre rodičov malých sluchovo postihnutých detí. ATLPRENES: Bratislava 2003 (DVD)

Slovník slovenského jazyka - slovenského posunkového jazyka pre oblasť rodina (DVD). 2011, Bratislava: Myslím - centrum kultúry Nepočujúcich.

Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich

TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle. uniba.sk)

Posunkuj hravo (aplikácia), 2018. Infosluch OZ.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 140						
A	ABS	B	C	D	E	FX
79,29	0,0	15,71	2,86	0,0	0,0	2,14
Lecturers: Mgr. Miroslava Tomášková, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde070/22	Course title: Special education for speech therapists
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Two hours lecture full-time or combined method 11x2hours, a total of 22 hours per semester. Student load: 2P (3credits): 11x2hours of direct teaching = 22 hours, 19 hours preparation of seminar work, 15 hours preparation for continuous assessment, 30 hours preparation for exam. A total of 86 hours of student work. Methods: Discussion, interpretation, explanation, situation analysis method, group work, guided self-study.	
Number of credits: 4	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. During the semester, the student will prepare or present his seminar work, on a topic assigned by the teacher. The student can get a maximum of 50 points for the written final test, 20 points for the continuous test and can get a maximum of 30 points for the seminar work. Credits will not be awarded to a student unless he / she obtains at least 55% of the written final test. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). A-excellent performance, the student knows / masters / creates / critically evaluates; B-excellent performance, the student knows / masters, but critical thinking is borderline; C-good performance, the student knows / has learned, can partially apply in practice, D-acceptable performance, the student has learned in part but can not adequately apply in practice, E- minimally acceptable	

performance, the student has learned minimally and can not adequately apply in practice , FX - unacceptable performance, the student did not meet the conditions for the specified criteria.
Scale of assessment (preliminary/final): final

Learning outcomes:

The student gets acquainted with the basic knowledge about the goals, tasks and system of special pedagogy in a narrower focus, gets acquainted with the basic terminological apparatus of special education in a narrower focus, can characterize the basic specifics of education of individual groups gains an overview of comprehensive and educational rehabilitation , disruption. They will master the system of educational-rehabilitation and complex-rehabilitation care for the disabled and the disturbed and the role of individual components of this system.

The student develops critical thinking, improves computer literacy, can reflect their own attitudes to special pedagogical education, intervention, can connect information to their field.

Class syllabus:

1.Introduction to comprehensive and educational rehabilitation, early care and a child with a disability, 2. Basics of pedagogy of the mentally handicapped, basics of educational and comprehensive rehabilitation of the mentally handicapped, 3. Basics of pedagogy of the physically handicapped, basics of educational and comprehensive rehabilitation of the physically handicapped 4. Basics of pedagogy handicapped, basics of educational and comprehensive rehabilitation of the hearing impaired, 5. Basics of pedagogy of the visually impaired, basics of educational and comprehensive rehabilitation of the visually impaired, 6. Basics of pedagogy of the multiple handicapped, basics of educational and comprehensive rehabilitation of the multiple impairment.

Recommended literature:

TARCSIOVÁ a kol. 2007. Základy špeciálnej pedagogiky pre prácu so študentami stredných a vysokých škôl. Bratislava: MABAG.s.r.o. 2007.

VAŠEK, Š., 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia 2011. ISBN 80-86723-13-5.

Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

VANČOVÁ, A., a kol.,2012. Špeciálna pedagogika raného a predškolského veku. 1. vyd. Bratislava : Iris, 2012. - 462 s. ISBN 978-80-89238-68-2

Recommended literature:

HARČARÍKOVÁ, T., 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených - teoretické základy. - 1. vyd. - Bratislava : Iris, 2011. - 368 s. ISBN 978 – 80- 89238 – 59 – 0.

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS. S. 245. ISBN 978-80-89238-61-3.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha Portál. 2016. s. 463. ISBN: 978-80-262-1123-5.

TARCSIOVÁ, D., 2008. Pedagogika sluchovo postihnutých : (vybrané kapitoly). Bratislava : Mabag, 2008. - 102 s. ISBN 978-80-89113-52-1

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

VANČOVÁ, A., 2010. Pedagogika viacnásobne postihnutých. Bratislava: KKT, o.z., 2010. ISBN 978-80-970228-1-5.

VANČOVÁ, A.,2008. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.

Languages necessary to complete the course:

Slovak language and Czech language						
Notes:						
Past grade distribution						
Total number of evaluated students: 113						
A	ABS	B	C	D	E	FX
71,68	0,0	23,01	5,31	0,0	0,0	0,0
Lecturers: Mgr. Miroslava Tomášková, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde023/22	Course title: Speech fluency disorders
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 4 hours per week: 2 hours in the form of a lecture and 2 hours in the form of a seminar, combined form (primarily full-time). Student workload: 2P (3 credits): 11 x 2 hours of direct instruction = 22 hours; 2S (3 credits): 11 x 2 hours of direct instruction = 22 hours; 11 x 2 hours preparation for seminars = 22 hours; 14 hours preparation of semester work; 30 hours of study of literature and preparation for continuous assessment; 50 hours of study of literature and preparation for the final test. A total of 160 hours of student work. Teaching methods: discussion of the topic covered; small group work; problem solving of tasks; study of literature; watching and analyzing videos.	
Number of credits: 6	
Recommended semester: 3.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester there will be 1 continuous written test (20 points), the course is completed by a final written test (60 points). During the semester, students will prepare and present a semester work at the end of the semester (20 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 60% of points in the final test. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Verbal evaluation: A-excellent performance: the student knows / masters / creates / critically evaluates and applies the acquired knowledge without mistakes; B-excellent performance: the student knows / masters, but critical thinking is borderline; errors sometimes occur in the application of knowledge, but they can correct them after a warning; C-good performance: although the student	

knows / has learned, but does not know how to apply it in practice - he often makes mistakes that he is not aware of, after warning he can correct some, others not; D-acceptable results: the student has certain shortcomings in the acquired knowledge, but their lack in application can be replaced by other knowledge, but sometimes he makes mistakes out of ignorance, which he cannot correct; E-sufficient: the results meet the minimum criteria, the student masters basic but not advanced knowledge, when applied due to lack of knowledge and skills, he makes many mistakes that he cannot correct; Fx-insufficient: additional work is required, the student lacks basic knowledge, for their lack he makes a lot of mistakes, he cannot critically evaluate and compare.
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The student develops their digital skills, the ability of analytical and critical thinking or the ability to think in context, as well as communication and interpersonal skills. Last but not least, his learning ability, organizational skills and motivation develop.

The graduate of the course will master the knowledge about the etiopathogenesis and manifestations of impaired speech fluency, the most frequently applied methods of assessment (quantitative and qualitative) as well as methods of speech and language therapy intervention in stuttering, cluttering and acquired speech fluency disorders.

Class syllabus:

The course provides basic information about the most common types of fluency disorders. The focus of the course is mainly on diagnostic and therapeutic procedures, applied depending on age and type of stuttering. The course also deals with cluttering and acquired speech fluency disorders (neurogenic and psychogenic stuttering).

Recommended literature:

1. LECHTA, V.: Koktavost. Praha: Portál, 2010. ISBN 978 80 7367 643 8
2. LECHTA, V.: Zajakavosť – integratívny prístup: diagnostika. Bratislava: Liečreh Gúth, 2005. ISBN 80 88931 17 3
3. LECHTA, V. A KOL.: Zajakavosť – integratívny prístup: terapia. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 21 1
4. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012.
5. TARKOWSKI, Z.: Diagnostika brblavosti. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta, 1995, s. 210 – 216. ISBN 80 88824 18 4
6. TARKOWSKI, Z.: Terapia brblavosti. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin: Osveta, 2002, s. 239 – 250. ISBN 80 8063 092 5

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
47,5	0,0	42,0	9,5	0,0	0,0	1,0

Lecturers: doc. PaedDr. Jana Marková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde005/22	Course title: Speech sound disorders
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form of teaching: seminar and lecture Weekly: 2 hours of lecture, 2 hours of seminar During the study period : 44 Study method: combined, mostly full-time Student workload: 44 hours lecture and seminars 30 hours study for 3 tests (3x10) 15 hours study for final test 6 hours article abstract about SSD 25 hours study for the final exam 15 hours seminar work 15 hours semester work (video recordings and analysis of the diagnosis) A total of 150 hours of student work. Teaching methods: lecture, small group work, problem solving with a focus on: diagnostic conclusions and planning of therapeutic goals, finding the latest information on the topics covered, and active evaluation of the relevance of theoretical resources, discussion of topics covered, role-playing in the practice of therapeutic procedures.	
Number of credits: 6	
Recommended semester: 2.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester there will be three written tests with a maximum of 30 points, and a final test with a maximum score of 10 points. The student prepares one abstract of the article with related issues and presents it in class. The critical evaluation of the information and its relation to the information obtained from the lectures is evaluated. The maximum rating is 5 points. He/she will prepare a seminar work on a given topic, where the ability to search for resources, select relevant information, and the level of presentation is evaluated, the maximum evaluation is 10 points. He/she will prepare the semester work, a video recording of the child's diagnostics, and prepare an analysis of the diagnostics in the form of a report. The use of diagnostic methods, the level of data analysis, diagnosis and selection of therapy goals, the use of professional terminology, and the ability to apply theoretical knowledge to the diagnostic process are evaluated. Maximum rating	

20 points. Oral exam for a maximum of 25 points. The level of knowledge and ability to orientate oneself in the issue and the application of theoretical information to the diagnostic and therapeutic process are evaluated.

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D, and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the four written tests.

A- is given to the student who masters the knowledge and can apply it to the process of diagnostics and therapy choices, assessment B - is given to the student who masters the knowledge and its application to the diagnostic and therapeutic process is borderline, assessment C - characterizes the student who has knowledge, but does not know how to apply them in practice, evaluation D - the student has smaller gaps in knowledge, evaluation E means that the student's knowledge is borderline. FX - knowledge is insufficient.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The aim of the course is for the student to master at the theoretical level the terminological definition of SSD, incidence, etiopathogenesis, classification, symptomatology, diagnostic areas and tools, and therapeutic methods of SSD. The student will be theoretically oriented in the basic diagnoses of SSD, and from the given data will be able to determine the diagnosis and choose the therapeutic method. They will know the use of diagnostic tools, will be familiar with the differential diagnosis of SSD, and will have practical experience with the evaluation of diagnostic data. He will know the theoretical background, the target group of individual therapeutic methods, the target group, and the necessary therapeutic aids and will be able to plan short-term and long-term goals of therapy and time schedule. At the theoretical level, he will know the basics of articulation therapy, phonological therapies, and the basics of therapy for developmental verbal dyspraxia and myofunctional disorder. At the theoretical level, he /she will master the basic content structure of the speech therapy report in relation to the SSD. The graduate will gain theoretical information about prevention in preschool children. The student will acquire transferable skills to critically evaluate the sources of professional information in terms of EBT, search for relevant sources on the topic and adequately process them into the presentation.

Theoretical knowledge: determination of diagnostic conclusions and choice of therapeutic methods will be verifiable through written tests, and the ability to critically evaluate the information obtained, search for information and sort it will be verified by abstract processing and seminar work. The ability of diagnostics, the use of diagnostic methods, and their evaluation will be verified by semester work - making a video recording of the diagnostics of an intact preschool child and processing the examination report.

Class syllabus:

Areas of information:

- anatomical and physiological preconditions of good articulation, their pathology
- development of phonetic-phonological level

form the basis of the diagnostic process. Terminological definition of NZRR, etiology, classification, and symptomatology is the basis for determining an appropriate diagnosis. Speech therapy diagnostics at the phonetic, and phonological level focuses on diagnostic tools and procedures. Differential diagnosis of articulatory disorder, consistent and inconsistent phonological disorder, and developmental verbal dyspraxia refines diagnostic conclusions and conditions the choice of appropriate therapy. Articulation therapy, goal setting, phases, and aids focus on eliminating articulation disorders. Elements of myofunctional therapy focus on eliminating muscle imbalance and pathological swallowing as one of the possible symptoms of an articulatory disorder.

Phonological therapies of Minimal Pairs, Stimulability, Metaphone, PACT are aimed at eliminating delayed phonological development and inconsistent phonological disorders. Nuclear vocabulary therapy focuses on inconsistent phonological disorders, and the basic principles of motor learning are the starting point for CAS-focused therapy. Modern trends in the diagnosis and therapy of SSD, the creation of speech therapy aides, and speech therapy prevention and prognosis of SSD, measuring the effectiveness of therapy complete the therapeutic part.

Recommended literature:

Compulsory readings:

ANTUŠEKOVÁ, A. 1989. Preventívna logopedická starostlivosť v predškolských zariadeniach. Bratislava: SPN 1989.

BUNTOVÁ, D., GÚTHOVÁ, M. 2016. Narušenie zvukovej roviny reči – artikulačná porucha, fonologická porucha. In: KEREKRÉTIOVÁ a kol. Logopédia Bratislava: Univerzita Komenského. ISBN 97880-223-4165-3. (s.57-82.)

BUNTOVÁ, D., BARTOŠOVÁ, D., DOSKOČILOVÁ, S., CSÉFALVAY, Z. 2017. Východiská diferenciálnej diagnostiky fonologických porúch. Logopaedica, roč. 2 (XIX) 4. 1, s. 15 - 23.

BUNTOVÁ, D. ČAVAJDOVÁ, N., ZUBÁKOVÁ, M. 2020. Efektivita slovenskej adaptácie fonologickej terapie Parents and Children Together (PACT). Logopaedica XXII s. 51-58.

BUNTOVÁ, D., PRELCOVÁ, K., ZUBÁKOVÁ, M. 2020. Fonetický repertoár u slovenských detí vo veku 24 až 30 mesiacov. Logopaedica XXII , s. 14 – 20.

BUNTOVÁ, D., ŠIMKOVÁ, S., ZUBÁKOVÁ, M. 2020. Aplikácia terapie minimálnych párov na slovenský jazyk. Logopaedica XXII . s. 44 – 50.

BUNTOVÁ, D. PROSUCHOVÁ, K. (2021) Efektivita fonologickej terapie Metaphon. E-Pedagogium. (v tlači)

GÚTHOVÁ, M., ŠEBIANOVÁ, D.: 2002. Terapia dyslálie. S. 119-144. In: LECHTA, V. a kol.: Terapie narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-8063-092-5

Recommended literature:

BUNTOVÁ, D. 2018. Manažment narušenia zvukovej roviny reči založený na vedeckých dôkazoch. Logopaedica, roč. 20, č. 1. 12-14.

BUNTOVÁ, D., KOMRSKOVÁ, M., ZUBÁKOVÁ, M. 2018. Vývinová verbálna dyspraxia: terminologické vymedzenie, klinický obraz, diagnostika. Logopaedica, roč. 20, č.2, s. 13 – 16.

BUNTOVÁ, D., MOCSÁRI, K. 2019. Fonologické poruchy a ich diagnostika v slovenských podmienkach. Listy klinické logopedie, č. 1. s. 3-7. ISSN (online) 2570-6179.

KRAHULCOVÁ, B.: 2007. Dyslálie. Praha: Beakra 2007. ISBN 978-80 903863-0-3

NÁDVORNÍKOVÁ, V.: 2002. Diagnostika dyslálie. S. 122-144. In: LECHTA, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002. ISBN 80-8063-100-X

SÍČÁKOVÁ, Ľ. 2002. Fonetika a fonológia pre elementaristov. Prešov: Náuka. 118 s. ISBN 80-89038-15-8.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 203

A	ABS	B	C	D	E	FX
73,4	0,0	20,69	5,91	0,0	0,0	0,0

Lecturers: doc. PhDr. Dana Buntová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde011/22	Course title: Speech therapy counseling
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form of teaching: seminar and lecture Weekly: 2 hours of lecture, 2 hours of seminar During the study period : 44 Study method: combined, mostly full-time Student workload: 44 hours full-time 30 hours of preparation of two seminar papers (2 x 15) 16 hours of continuous preparation for teaching 30 hours of preparation for mid-term evaluation 30 hours of preparation for the final evaluation A total of 144 hours of student work. Training methods: lecture, interview with a clinical speech therapist, work in small groups, role-playing; problem-solving of tasks with a focus on diagnostic conclusions and recommendations for school facilities, discussion of topics covered	
Number of credits: 6	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites:	
Course requirements: During the semester there will be a written examination focusing on the theoretical mastery of the content of the counseling process with a maximum of 30 points. During the semester, the student prepares two seminar papers of 20 points each. One seminar work will be based on an interview with a clinical speech therapist with a focus on obtaining information about the competencies of a clinical speech therapist, the characteristics of the performance of speech therapy in health care, and the possibilities of further education. The relevance of the obtained information and the level of presentation processing and presentation skills are evaluated. In the second seminar work, the student will process one diagnosis of impaired communication ability. It identifies strengths and weaknesses arising from the diagnosis and creatively develops possible threats to the educational process and recommendations for the student integration/inclusion process. The relevance of information and creativity in application skills are assessed.	

In the end, the student takes a final test with a maximum of 30 points with a focus on theoretical mastery of the counseling process in the education sector, legislative documents, and the process of integration and inclusion.

Continuous preparation of the student for teaching will consist in finding and processing new information related to the topic.

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D, and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 15 points in any of the four written tests. To successfully complete the course, it is necessary to obtain at least 60% of the points.

Assessment A- gets a student who masters the knowledge and can apply it to the counseling process, assessment B - gets a student who masters the knowledge and their application to the counseling process is borderline, assessment C - characterizes a student who has knowledge but does not know how to apply it in practice, evaluation D - the student has smaller gaps in knowledge, evaluation E means that the student's knowledge is borderline. FX - knowledge is insufficient.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The aim is theoretical and practical preparation of a student of speech therapy for counseling and providing consultations when working with people with NKS with a focus on basic knowledge, communication, practical skills, and abilities, individual and group counseling and work with specific groups of people.

The graduate will have information about the concepts of counseling, counseling techniques, and types of clients in the counseling process. He will be able to apply the acquired skills in a counseling interview in the performance of speech therapy activities and modify them according to individual types of impaired communication ability.

The graduate will obtain information about the clientele with the NCC in the field of education, basic information on the counseling process in the field of client training, and inclusive education. He will get acquainted with the basic valid legislation governing the processes of education and inclusion of children and pupils with impaired communication ability so that he can provide adequate counseling for parents and employees of schools and school facilities. The graduate will be able to apply information from speech therapy diagnostics to the process of integration, inclusion, and adjustment of educational conditions and will know the basic documentation related to the inclusion of children and students with impaired communication ability.

The graduate will know their competencies in the field of profession in the field of health and education, postgraduate education opportunities, and professional organizations.

Theoretical information will be verified by written tests. The ability to creatively apply knowledge from the impaired communication ability to the counseling process will be verified by a seminar paper. The student will gain practical experience in leading the counseling process in role-playing games during the exercises.

Class syllabus:

Speech therapy consulting, goals, models, approaches, principles and strategies of the consulting process, characteristics of the consultant, types of clients, and strategies for working with them. Communication and implementation of speech therapy counseling into speech therapy intervention for individual types of impaired communication ability form the basis of preparation for the counseling process.

Continuing education, speech therapist competencies, client rights, and professional organizations in the field of education and healthcare will prepare the graduate for further planning of their own vocational education.

Types of clients in the education sector, the possibilities of their education, inclusion, legislation, diagnostic recommendations, and creation of materials for an individual educational program form the basis of the speech therapy counseling process in education for parents of children and pupils with impaired communication ability and other pedagogical and professional staff in the education sector.

Recommended literature:

GABURA, J.: Komunikácia pre pomáhajúce profesie. Bratislava : UK 2010, 189 s. (Vybrané kapitoly) ISBN 978-80-223-2752-7.

KEREKRÉTIOVÁ, A.: Poradenstvo ako súčasť logopedickej intervencie. Logopaedica VII, Liečreh 2004, s. 6 – 9. ISBN 80-88932-15-7.

KEREKRÉTIOVÁ, A.: Logopedické poradenstvo/poradcovstvo ako súčasť prevencie, diagnostiky a terapie narušenej komunikačnej schopnosti. Efeta, s. 153 – 157. Martin : Osveta. ISBN 80-8063-220-0

KEREKRÉTIOVÁ, A.: Manažment logopedickej starostlivosti. In: KEREKRÉTIOVÁ, A.: Základy logopédie. Bratislava : UK 2009. ISBN 978-80-223-2574-5

SCHAVEL, M. – OLÁH, M.: Sociálne poradenstvo a komunikácia. Bratislava: VŠŠvA 2010 ISBN 80-8068-487-2

VLADOVÁ, K. a kol. : Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Štátny pedagogický ústav. 2017. ISBN 978-80-8118-196-2

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 170

A	ABS	B	C	D	E	FX
84,71	0,0	15,29	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Dana Buntová, PhD., Mgr. Kamila Kohúčiková

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde012/22	Course title: Speech therapy practice 1
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of speech sound disorders by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 4., 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 1, the student will learn to actively use the theoretical knowledge acquired in the course Speech sound disorders. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities – speech therapy intervention focusing on the speech sound disorders in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert – speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in speech sound disorders. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. ANTUŠEKOVÁ, A. 1989. Preventívna logopedická starostlivosť v predškolských zariadeniach. Bratislava: SPN 1989.
2. BUNTOVÁ, D., BARTOŠOVÁ, D., DOSKOČILOVÁ, S., CSÉFALVAY, Z. 2017. Východiská diferenciálnej diagnostiky fonologických porúch. Logopaedica, roč. 2 (XIX) 4. 1, s. 15 - 23.
3. BUNTOVÁ, D., KOMRSKOVÁ, M., ZUBÁKOVÁ, M. 2018. Vývinová verbálna dyspraxia: terminologické vymedzenie, klinický obraz, diagnostika. Logopaedica, roč. 20, č.2, s. 13 – 16.
4. BUNTOVÁ, D., MOCSÁRI, K. 2019. Fonologické poruchy a ich diagnostika v slovenských podmienkach. Listy klinické logopedie, č. 1. s. 3-7. ISSN (online) 2570-6179.
5. BUNTOVÁ, D. ČAVAJDOVÁ, N., ZUBÁKOVÁ, M. 2020. Efektivita slovenskej adaptácie fonologickej terapie Parents and Children Together (PACT). Logopaedica XXII s. 51-58.
6. BUNTOVÁ, D., ŠIMKOVÁ, S., ZUBÁKOVÁ, M. (2020). Aplikácia terapie minimálnych párov na slovenský jazyk. Logopaedica XXII . s. 44 – 50.
7. BUNTOVÁ, D., PRELCOVÁ, K., ZUBÁKOVÁ, M. 2020. Fonetický repertoár u slovenských detí vo veku 24 až 30 mesiacov. Logopaedica XXII , s. 14 – 20.
8. BUNTOVÁ, D. PROSUCHOVÁ, K. (2021) Efektivita fonologickej terapie Metaphon. E-Pedagogium. (v tlači)

9. NÁDVORNÍKOVÁ, V.: 2002. Diagnostika dyslálie. S. 122-144. In: LECHTA, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002. ISBN 80-8063-100-X

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
98,51	0,0	0,5	0,0	0,0	0,0	0,99

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde012/22	Course title: Speech therapy practice 1
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of speech sound disorders by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 3., 5.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 1, the student will learn to actively use the theoretical knowledge acquired in the course Speech sound disorders. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities – speech therapy intervention focusing on the speech sound disorders in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert – speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in speech sound disorders. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. ANTUŠEKOVÁ, A. 1989. Preventívna logopedická starostlivosť v predškolských zariadeniach. Bratislava: SPN 1989.
2. BUNTOVÁ, D., BARTOŠOVÁ, D., DOSKOČILOVÁ, S., CSÉFALVAY, Z. 2017. Východiská diferenciálnej diagnostiky fonologických porúch. Logopaedica, roč. 2 (XIX) 4. 1, s. 15 - 23.
3. BUNTOVÁ, D., KOMRSKOVÁ, M., ZUBÁKOVÁ, M. 2018. Vývinová verbálna dyspraxia: terminologické vymedzenie, klinický obraz, diagnostika. Logopaedica, roč. 20, č.2, s. 13 – 16.
4. BUNTOVÁ, D., MOCSÁRI, K. 2019. Fonologické poruchy a ich diagnostika v slovenských podmienkach. Listy klinické logopedie, č. 1. s. 3-7. ISSN (online) 2570-6179.
5. BUNTOVÁ, D. ČAVAJDOVÁ, N., ZUBÁKOVÁ, M. 2020. Efektivita slovenskej adaptácie fonologickej terapie Parents and Children Together (PACT). Logopaedica XXII s. 51-58.
6. BUNTOVÁ, D., ŠIMKOVÁ, S., ZUBÁKOVÁ, M. (2020). Aplikácia terapie minimálnych párov na slovenský jazyk. Logopaedica XXII . s. 44 – 50.
7. BUNTOVÁ, D., PRELCOVÁ, K., ZUBÁKOVÁ, M. 2020. Fonetický repertoár u slovenských detí vo veku 24 až 30 mesiacov. Logopaedica XXII , s. 14 – 20.
8. BUNTOVÁ, D. PROSUCHOVÁ, K. (2021) Efektivita fonologickej terapie Metaphon. E-Pedagogium. (v tlači)

9. NÁDVORNÍKOVÁ, V.: 2002. Diagnostika dyslálie. S. 122-144. In: LECHTA, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002. ISBN 80-8063-100-X

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
98,51	0,0	0,5	0,0	0,0	0,0	0,99

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde017/22	Course title: Speech therapy practice 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of speech fluency disorders by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 5., 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 2, the student will learn to actively use the theoretical knowledge acquired in the course Speech fluency disorders. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the fluency disorders in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert – speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in fluency disorders. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. LECHTA, V.: Zajakavosť – integratívny prístup: diagnostika. Bratislava: Liečreh Gúth, 2005. ISBN 80 88931 17 3
2. LECHTA, V. A KOL.: Zajakavosť – integratívny prístup: terapia. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 21 1
3. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012. ISBN 978 80 968502 6 6
4. YARUSS, J. S., REARDON-REEVES, N., 2017. Early Childhood Stuttering Therapy: A Practical Guide. McKinney, USA: Stuttering Therapy Resources.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 170						
A	ABS	B	C	D	E	FX
92,94	0,0	7,06	0,0	0,0	0,0	0,0
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde017/22	Course title: Speech therapy practice 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of speech fluency disorders by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 4., 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 2, the student will learn to actively use the theoretical knowledge acquired in the course Speech fluency disorders. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the fluency disorders in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert – speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in fluency disorders. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. LECHTA, V.: Zajakavosť – integratívny prístup: diagnostika. Bratislava: Liečreh Gúth, 2005. ISBN 80 88931 17 3
2. LECHTA, V. A KOL.: Zajakavosť – integratívny prístup: terapia. Bratislava: Liečreh Gúth, 2006. ISBN 80 88932 21 1
3. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012. ISBN 978 80 968502 6 6
4. YARUSS, J. S., REARDON-REEVES, N., 2017. Early Childhood Stuttering Therapy: A Practical Guide. McKinney, USA: Stuttering Therapy Resources.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 170						
A	ABS	B	C	D	E	FX
92,94	0,0	7,06	0,0	0,0	0,0	0,0
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde014/22	Course title: Speech therapy practice 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of developmental language disorder by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 6., 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Course completion requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 3, the student will learn to actively use the theoretical knowledge acquired in the course Developmental language disorder. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the developmental language disorder in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in developmental language disorder. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. BOŠŇÁKOVÁ, D. – KAPALKOVÁ, S.: Stimulácia porozumenia u detí. In: Logopaedica. - Roč. 19, č. 2 (2017), s. 44 - 48
2. KAPALKOVÁ, S. – MIČIANOVA, Ľ.: Interaktívne dynamické čítanie. In: Logopaedica 18. - Bratislava : Mabag, 2015, s. 22 - 32
3. KAPALKOVÁ, S. – SIKLIENKOVÁ, R.: Použitie prístupu Storytelling – story acting ako stimulácia naratívnych schopností u detí. In: Logopaedica. - Roč. 1(18), č. 1 (2016), s. 45-50
4. KAPALKOVÁ, S. – TOKÁROVÁ, O.: Schopnosť opakovania pseudoslov ako doplnok o rodinnej anamnéze. In: Listy klinické logopedie [elektronický zdroj]. - č. 1 (2017), s. 56 - 60
5. KAPALKOVÁ, S. – VENECELOVÁ, S.: Šlabikár. Bratislava: Slovenská asociácia logopédov, 2020. 391 s.
6. KAPALKOVÁ, S. – VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava : Slovenská asociácia logopédov, 2020. 347 s.
7. MIKULAJOVÁ, M. – DUJČÍKOVÁ, O.: Tréning fonematického uvedomovania podľa D.B. Eľkonina metodická príručka. Bratislava : Dialóg , 2001. s. 83

8. TOKÁROVÁ, O. – MIKULAJOVÁ, M.: Čítanie podľa El'konina, charakteristika prístupu a opis metódy. In: Pedagogika. - Roč. 62, č. 1-2 (2012), s. 34 – 44						
Languages necessary to complete the course: Slovak						
Notes:						
Past grade distribution Total number of evaluated students: 171						
A	ABS	B	C	D	E	FX
95,32	0,0	2,34	1,75	0,0	0,0	0,58
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde014/22	Course title: Speech therapy practice 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of developmental language disorder by the present method or combined method. Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 5., 7.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Course completion requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 3, the student will learn to actively use the theoretical knowledge acquired in the course Developmental language disorder. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the developmental language disorder in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in developmental language disorder. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. BOŠŇÁKOVÁ, D. – KAPALKOVÁ, S.: Stimulácia porozumenia u detí. In: Logopaedica. - Roč. 19, č. 2 (2017), s. 44 - 48
2. KAPALKOVÁ, S. – MIČIANOVA, Ľ.: Interaktívne dynamické čítanie. In: Logopaedica 18. - Bratislava : Mabag, 2015, s. 22 - 32
3. KAPALKOVÁ, S. – SIKLIENKOVÁ, R.: Použitie prístupu Storytelling – story acting ako stimulácia naratívnych schopností u detí. In: Logopaedica. - Roč. 1(18), č. 1 (2016), s. 45-50
4. KAPALKOVÁ, S. – TOKÁROVÁ, O.: Schopnosť opakovania pseudoslov ako doplnok o rodinnej anamnéze. In: Listy klinické logopedie [elektronický zdroj]. - č. 1 (2017), s. 56 - 60
5. KAPALKOVÁ, S. – VENECELOVÁ, S.: Šlabikár. Bratislava: Slovenská asociácia logopédov, 2020. 391 s.
6. KAPALKOVÁ, S. – VENCELOVÁ, L.: Šlabikár metodická príručka. Bratislava : Slovenská asociácia logopédov, 2020. 347 s.
7. MIKULAJOVÁ, M. – DUJČÍKOVÁ, O.: Tréning fonematického uvedomovania podľa D.B. Eľkonina metodická príručka. Bratislava : Dialóg , 2001. s. 83

8. TOKÁROVÁ, O. – MIKULAJOVÁ, M.: Čítanie podľa El'konina, charakteristika prístupu a opis metódy. In: Pedagogika. - Roč. 62, č. 1-2 (2012), s. 34 – 44

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 171

A	ABS	B	C	D	E	FX
95,32	0,0	2,34	1,75	0,0	0,0	0,58

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde013/22	Course title: Speech therapy practice 4
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of dyslexia by the combined method (primarily present method). Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 6., 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). To successfully complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The aim of Speech therapy practice 4 is a practical mastery of methods of speech therapy diagnostics, therapy and prevention in the field of specific learning disorders with a focus on dyslexia and dysorthographia. After completing Speech therapy practice 4, the student will learn to actively use the theoretical knowledge acquired in the course Dyslexia. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities – speech therapy intervention focusing on the dyslexia and dysorthographia in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in the specific learning disorders with a language background - dyslexia and dysorthographia. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. MIKULAJOVÁ, M. A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.
2. CARAVOLAS, M A KOL. 2019. Testy Mabel. MABEL. <https://www.eldel-mabel.net/>
3. GRIMMOVÁ, H., SCH#LER, H., MIKULAJOVÁ, M. 1997. Heidelbergský test rečového vývinu H-S-E-T. Bratislava: Psychodiagnostika, a. s., 1997.
4. MARKOVÁ, J. A KOL. 2015. Analýza porozumenia viet v slovenčine. Test porozumenia viet s normami. Bratislava: Univerzita Komenského v Bratislave. 177 s.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 140						
A	ABS	B	C	D	E	FX
93,57	0,0	3,57	1,43	0,0	0,0	1,43
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde013/22	Course title: Speech therapy practice 4
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of dyslexia by the combined method (primarily present method). Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). To successfully complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The aim of Speech therapy practice 4 is a practical mastery of methods of speech therapy diagnostics, therapy and prevention in the field of specific learning disorders with a focus on dyslexia and dysorthographia. After completing Speech therapy practice 4, the student will learn to actively use the theoretical knowledge acquired in the course Dyslexia. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities – speech therapy intervention focusing on the dyslexia and dysorthographia in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in the specific learning disorders with a language background - dyslexia and dysorthographia. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. MIKULAJOVÁ, M. A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.
2. CARAVOLAS, M A KOL. 2019. Testy Mabel. MABEL. <https://www.eldel-mabel.net/>
3. GRIMMOVÁ, H., SCH#LER, H., MIKULAJOVÁ, M. 1997. Heidelbergský test rečového vývinu H-S-E-T. Bratislava: Psychodiagnostika, a. s., 1997.
4. MARKOVÁ, J. A KOL. 2015. Analýza porozumenia viet v slovenčine. Test porozumenia viet s normami. Bratislava: Univerzita Komenského v Bratislave. 177 s.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 140						
A	ABS	B	C	D	E	FX
93,57	0,0	3,57	1,43	0,0	0,0	1,43
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde016/22	Course title: Speech therapy practice 5
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 45s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours), and methods of educational activities Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 45 hours per semester with a focus on the issue of voice disorders and/or cleft palate speech by the present method or combined method. Student workload: 45 hours of practice (6 credits): observation of a speech therapist during a speech therapy intervention = 22 hours, speech therapy case analysis with an expert = 23 hours, processing of a diagnostic report = 40 hours, preparation of therapeutic aids = 40 hours, processing of case studies of two observed clients = 50 hours. A total of 175 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of two clients (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 5, the student will learn to actively use the theoretical knowledge acquired in the course Voice disorders and/or Cleft palate speech. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the voice disorders and/or cleft palate speech in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in voice disorders and/or cleft palate speech. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of two clients with feedback.

Recommended literature:

1. DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011.
2. KEREKRÉTIOVÁ, A.: Poruchy hlasu. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002.
3. KEREKRÉTIOVÁ, A.: Terapia porúch hlasu. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin: Osveta 2002
4. KEREKRÉTIOVÁ A. (2020): Palatolília. In: KEREKRÉTIOVÁ A.: Logopédia. Univerzita Komenského v Bratislave.
5. KEREKRÉTIOVÁ A.(2008): Velofaryngální dysfunkce a palatolalie. Praha: Grada.
6. ORAVKINOVÁ Z. (2010): Raná logopedická intervencia u detí s rászštepom pery a/alebo podnebia. SPN.
7. ORAVKINOVÁ, Z. (2018). Logopedická intervencia u detí s rászštepom pery a podnebia. Bratislava: SPN.

Languages necessary to complete the course:

Slovak

Notes:						
Past grade distribution Total number of evaluated students: 140						
A	ABS	B	C	D	E	FX
95,0	0,0	5,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde016/22	Course title: Speech therapy practice 5
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 45s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours), and methods of educational activities Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 45 hours per semester with a focus on the issue of voice disorders and/or cleft palate speech by the present method or combined method. Student workload: 45 hours of practice (6 credits): observation of a speech therapist during a speech therapy intervention = 22 hours, speech therapy case analysis with an expert = 23 hours, processing of a diagnostic report = 40 hours, preparation of therapeutic aids = 40 hours, processing of case studies of two observed clients = 50 hours. A total of 175 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 6	
Recommended semester: 7., 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of two clients (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 5, the student will learn to actively use the theoretical knowledge acquired in the course Voice disorders and/or Cleft palate speech. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the voice disorders and/or cleft palate speech in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in voice disorders and/or cleft palate speech. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of two clients with feedback.

Recommended literature:

1. DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011.
2. KEREKRÉTIOVÁ, A.: Poruchy hlasu. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin: Osveta 2002.
3. KEREKRÉTIOVÁ, A.: Terapia porúch hlasu. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin: Osveta 2002
4. KEREKRÉTIOVÁ A. (2020): Palatolília. In: KEREKRÉTIOVÁ A.: Logopédia. Univerzita Komenského v Bratislave.
5. KEREKRÉTIOVÁ A.(2008): Velofaryngální dysfunkce a palatolalie. Praha: Grada.
6. ORAVKINOVÁ Z. (2010): Raná logopedická intervencia u detí s rózštepom pery a/alebo podnebia. SPN.
7. ORAVKINOVÁ, Z. (2018). Logopedická intervencia u detí s rózštepom pery a podnebia. Bratislava: SPN.

Languages necessary to complete the course:

Slovak

Notes:						
Past grade distribution Total number of evaluated students: 140						
A	ABS	B	C	D	E	FX
95,0	0,0	5,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde015/22	Course title: Speech therapy practice 6
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 45s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 45 hours per semester with a focus on the issue of neurogenic communication disorders in adults by the present method or combined method. Student workload: 45 hours of practice (6 credits): observation of a speech therapist during a speech therapy intervention = 22 hours, speech therapy case analysis with an expert = 23 hours, processing of a diagnostic report = 40 hours, preparation of therapeutic aids = 40 hours, processing of case studies of two observed clients = 50 hours. A total of 175 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 6	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of two clients (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 6, the student will learn to actively use the theoretical knowledge acquired in the courses Aphasia, Dysarthria and Cognitive-communication disorders in adults. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the neurogenic communication disorders in adults in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in neurogenic communication disorders in adults. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of daily necessities, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of two clients with feedback.

Recommended literature:

1. Cséfalvay, Zs., Egryová, M., Wiedermann, I.: Diagnostika afázie, alexie a agrafie, 2018. Terapia afázie, alexia a agrafie, Bratislava: EOS, 2018.
2. Šteňová, V., Cséfalvay, Zs.: Test pomenovania obrázkov. Bratislava, Mabag, 2011.
3. Marková, J. a kol.: Analýza porozumenia viet v slovenčine. Test porozumenie viet s normami. Bratislava: UK, 2015.
4. Kevická, V., Marková, J., Buntová, D. Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: UK, 2021.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 111						
A	ABS	B	C	D	E	FX
98,2	0,0	0,9	0,0	0,0	0,0	0,9
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde015/22	Course title: Speech therapy practice 6
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 45s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 45 hours per semester with a focus on the issue of neurogenic communication disorders in adults by the present method or combined method. Student workload: 45 hours of practice (6 credits): observation of a speech therapist during a speech therapy intervention = 22 hours, speech therapy case analysis with an expert = 23 hours, processing of a diagnostic report = 40 hours, preparation of therapeutic aids = 40 hours, processing of case studies of two observed clients = 50 hours. A total of 175 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of two clients (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria),	

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

After completing Speech therapy practice 6, the student will learn to actively use the theoretical knowledge acquired in the courses Aphasia, Dysarthria and Cognitive-communication disorders in adults. During the speech therapy practice, he has the opportunity to observe and analyse professional speech therapy activities - speech therapy intervention focusing on the neurogenic communication disorders in adults in different patients/clients (at different ages and with varying degrees of severity of impaired communication skills) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in neurogenic communication disorders in adults. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of daily necessities, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of two clients with feedback.

Recommended literature:

1. Cséfalvay, Zs., Egryová, M., Wiedermann, I.: Diagnostika afázie, alexie a agrafie, 2018. Terapia afázie, alexia a agrafie, Bratislava: EOS, 2018.
2. Šteňová, V., Cséfalvay, Zs.: Test pomenovania obrázkov. Bratislava, Mabag, 2011.
3. Marková, J. a kol.: Analýza porozumenia viet v slovenčine. Test porozumenie viet s normami. Bratislava: UK, 2015.
4. Kevická, V., Marková, J., Buntová, D. Analýza spontánnej reči a jej využitie v logopedickej praxi. Bratislava: UK, 2021.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 111						
A	ABS	B	C	D	E	FX
98,2	0,0	0,9	0,0	0,0	0,0	0,9
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde018/22	Course title: Speech therapy practice 7
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 30s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: speech therapy practice in the range of 30 hours per semester with a focus on the issue of spoken language disorders in children (selected group of children with autism spectrum disorder, ADHD, mental, visual, physical, hearing impairment) by the combined method (primarily present method). Student workload: 30 hours of practice (4 credits): observation of a speech therapist during a speech therapy intervention = 15 hours, speech therapy case analysis with an expert = 15 hours, elaboration of a diagnostic report = 20 hours, preparation of therapeutic aids = 20 hours, elaboration of a case study of one client = 30 hours. A total of 100 hours of student work. Teaching methods: observation, teaching the subject by practitioners, case studies, application of theoretical knowledge on practical examples, activating methods, case analysis, brainstorming, problem-solving with a focus on identifying features of ICS, creative preparation of therapeutic aids, discussion of observed clients, direct work with a client, video analysis.	
Number of credits: 4	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Student evaluation consists of passing a direct observation of a speech therapist during a speech therapy intervention (20 points), passing a speech therapy analysis (20 points), and writing a diagnostic report (20 points), preparing therapeutic aids for speech therapy (10 points), and processing a case study of one client (30 points). To successfully complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context),	

D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),

E (64-60 points, sufficient – results meet minimum criteria),

Fx (59-0 points, insufficient – additional work required).

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The aim of Speech therapy practice 7 is to master the methods of speech therapy diagnostics, therapy and prevention in the field of spoken language disorders in children. After completing Speech therapy practice 7, the student will learn to actively use the theoretical knowledge acquired in the course Spoken language disorders in children. During speech therapy practice has the opportunity to observe and analyse professional speech therapy activities – speech therapy intervention with a focus on a selected group of children with ICS, which occurs in the main disorder - autism spectrum disorder, ADHD, mental, visual, physical, hearing impairment (at different ages and with varying degrees of severity) at a specific workplace in health, education or work, social affairs and family department. He gets acquainted with the specifics of the work of a speech therapist in a certain impaired communication skill, he has the opportunity to analyse individual cases and try direct work with the client under the guidance of an expert - speech therapist from practice. Thanks to the analysis of individual casuistic cases, he has the opportunity to verify theoretical knowledge in the field of terminology, symptomatology, diagnostics, and therapy in spoken language disorders in children. At the same time, he has the opportunity to observe how a speech therapist solves various problems that may arise within a speech therapy intervention. In the task of processing the diagnostic report, under the supervision of the speech therapist, he verifies whether he can correctly choose diagnostic tools, adequately administer, evaluate, and interpret them. When preparing therapeutic aids, he must correctly select and formulate the goals of therapy and choose appropriate methods based on which he will practically prepare therapeutic materials/aids (worksheets, set of toys, pictorial, or other stimulating material). As a part of the elaboration of the case study, he will learn to independently process and evaluate a specific patient/client from writing anamnesis, through the choice of diagnostic methods to formulating goals for therapy with his own opinion on the patient's/client's prognosis, which he will gain on the basis of comprehensive case analysis.

Class syllabus:

Direct observation of the speech therapist's work at a specific workplace, subsequent analysis of specific cases with a focus on identifying features of the impaired communication skill, selection of appropriate diagnostic methods, diagnosis, planning, and implementation of therapy. Processing the results of the diagnostic process into the final report. Preparation of therapeutic aids according to selected goals. Elaboration of a case study of one client with feedback.

Recommended literature:

1. LECHTA, V. 2000. Symptomatické poruchy reči u detí. 3. prepracované vydanie. Bratislava: UK 2000. ISBN 80-223-1395-5
2. BUNTOVÁ, D., TICHÁ, E. 2016. Autizmus. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 162 – 178.
3. HUDECOVÁ, D. 2016. Kochleárna implantácia. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 299 – 322.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 110						
A	ABS	B	C	D	E	FX
99,09	0,0	0,91	0,0	0,0	0,0	0,0
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde062/22	Course title: Spelling principles
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week lecture + seminar; total 22 hours per semester; combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 20 hours of continuous preparation for class combined with studying selected orthographic phenomena and practicing them; 25 hours of preparation for continuous 13 hours of preparation for the final dictation, 40 hours of preparation for the final test. 120 hours in total student work. Teaching methods: problem-based interpretation of the learning content, discussion of the topic, solving problems and assignments, practical problem solving exercises	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated during the semester in the form of a midterm test (40 points) and in the exam the final dictation (20 points) and the final test (40 points). In order to obtain a final grade of A, a minimum of 93 points is required, a minimum of 85 points is required for a final grade of B 77 points for grade C, at least 69 points for grade D and at least 69 points for grade E. 60 points out of the total number of points. A student will not be admitted to the examination if he/she fails the continuous assessment scores less than 20 points. In order to pass the course, it is necessary to obtain at least 60 % of the points. The grade is awarded on a scale: A (100 - 93%, excellent - outstanding results), the student has an excellent command of orthographic phenomena and can use them in practice, produces grammatically correct sentences, critically evaluates the use of linguistic devices in written expression; B (92-85%, very good - above average standard), the student has a very good level of orthographic phenomena, can apply them in practice, but critical evaluation of orthographic phenomena in written speech is borderline; C (84-77%, good - normal reliable work), the student has a good level of orthographic phenomena but cannot apply them reliably in practice; D (76-69%, satisfactory - acceptable results), the student has a low level of mastery of orthographic phenomena, the application of orthographic phenomena in practice is very deficient;	

E (68-60%, sufficient - results meet the minimum criteria): sufficient performance, the student has mastered orthographic phenomena and their application in practice at a minimal level;
Fx (59 - 0 %, insufficient - extra work required), the student does not meet the knowledge criteria in the area of orthography and its principles.

Weighting of midterm/final assessment: (midterm/final)

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The student will get acquainted with Slovak orthography, its principles, as well as with problematic phenomena in Slovak orthography, consolidate and practice theoretical knowledge of orthography with thoroughly master and master the orthographic standard of the written language and be able to apply it reliably in written expression. The analysis of orthographic phenomena will contribute to the acquisition of analytical and synthetic abilities, to develop the student's critical thinking, as well as to deepening of thinking in broader linguistic contexts. Orthographic principles as part of the speech and language therapy support disciplines will provide the student with theoretical knowledge and practical skills in the field of orthography that will help him/her understand the complexities of communication disorders of the complexity of caring for people with communication disorders. The student will be able to analyze impaired communication skills in children and adults at the level of orthography.

Class syllabus:

1. History of Slovak orthographic rules, principles of Slovak orthography.
2. Writing vowels i/í and y/ý in domestic words.
3. Writing i/í and y/ý in words of foreign origin, writing the vowel ä, writing consonants.
4. Writing words of foreign origin, writing words separately and together, splitting words.
5. Writing capital letters.
6. Punctuation and its functions, punctuation marks.
7. Writing commas.
8. Application of the rhythmic shortening rule.
9. Overview of declension and conjugation.
10. Problematic phenomena of the morphological subsystem.
11. Problematic phenomena of the syntactic subsystem.

The student will acquire adequate information in orthography in order to thoroughly acquire and master the orthographic standard of the written language and to be able to apply it reliably in practice. The student will be able to creatively apply the acquired knowledge in diagnosing and correcting impaired communication skills, as well as in speech therapy of children and adults.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4. vydanie. Bratislava : Veda, 2013. 590 s. ISBN 9788022413312

Recommended readings:

Ripka, Ivor – Imrichová, Mária – Skladaná, Jana. 2011. Príručka slovenského pravopisu pre školy a prax. Bratislava : Ottovo nakladateľstvo, 2011. 672 s. ISBN 978-80-969159-1-0.

Gianitsová-Ološtiaková, Lucia – Ološtiak, Martin – Beláková, Mária. 2013. Píšem bez chýb. Bratislava : Vydavateľstvo Fragment, 2011. 232 s. ISBN 9788080897567.

Navrátil, Ladislav – Šimurka, Jozef. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra : Enigma, 2005. 139 s. ISBN 80-89132-19-7.

Kačala, Ján. 2021. Súčasný spisovný jazyk. 1. vyd. Martin : Vydavateľstvo Matice slovenskej, 2021. 142 s. ISBN 978-80-8115-310-5.

Languages necessary to complete the course: Slovak						
Notes:						
Past grade distribution Total number of evaluated students: 162						
A	ABS	B	C	D	E	FX
51,85	0,0	35,19	9,88	1,85	0,0	1,23
Lecturers: Mgr. Monika Turočková, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde026/22	Course title: Spoken language disorders in children
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture + 2 hours seminar/week; total for the semester 44 hours, combined form (primarily full-time). Student workload: 2L + 2S (6 credits): 11 x 4 hours of direct instruction = 44 hours; continuous test = 30 hours, final test = 30 hours, final oral exam = 20 hours and preparation of term papers = 55 hours. A total of 179 student work hours. Teaching methods: lecture, discussion of the topic, activating methods, E-learning, application of theoretical knowledge on practical examples, work in small groups, learning the subject by practitioners.	
Number of credits: 6	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language development	
Course requirements: Student assessment consists of continuous assessment – midterm test (20 points), final test (20 points), final oral exam (10 points), and partial assignments – term papers - elaboration of a scientific study in English of a selected spoken language disorder (20 points)), studying and processing the issue of a selected rare syndrome in children, in which NKS appears in the information leaflet (10 points), elaboration of worksheets for children with higher-order language deficits (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The course aims to acquire basic knowledge about the specifics of impaired communication skills in children with autism spectrum disorders, attention deficit hyperactivity disorder (ADHD) with mental, hearing, physical and visual impairments and learn to apply diagnostic and therapeutic procedures about the specifics of primary disease or disability.

Upon successful completion of the course, the student will acquire basic competencies in the field of intervention of spoken language disorders, i.e. knows and can use all available diagnostic, therapeutic and preventive methods in the context of theoretical knowledge about individual spoken language disorders.

In addition to the theoretical and practical knowledge, the student will learn important communication strategies that are needed in practice when communicating with other professionals (pediatrician, psychiatrist, psychologist, special pedagogue, medical teacher, teacher, teacher's assistant, etc.), as well as parents of students. After completing the course, the student can actively seek scientific knowledge, think critically, distinguish diagnostic and therapeutic methods based on scientific evidence from alternative methods, and is ready to spread awareness in the field of spoken language speech disorders.

Class syllabus:

The course is focused on acquaintance with spoken language disorders in children with various neurodevelopmental disorders, primary diseases, or disabilities and on the acquisition of individual-specific diagnostic and therapeutic methods.

Topics:

1. Spoken language disorders – introduction to the issue
2. Autism spectrum disorders – terminology, historical context, classification in MKCH-10 / MKCH -11 and DSM-V
3. Etiopathogenesis and symptomatology of autism spectrum disorders
4. Diagnosis and therapy of NKS in autism spectrum disorders
5. Basic principles of applied behavior analysis and its use in speech therapy
6. ICS in children with ADHD
7. ICS in children with visual impairment
8. ICS in children with mental disabilities
9. ICS in children with physical disabilities (focusing on cerebral palsy)
10. ICS in children with hearing impairment
11. Specifics of speech therapy in children with hearing impairment

Recommended literature:

1. LECHTA, V. 2000. Symptomatické poruchy reči u detí. Bratislava: UK Bratislava. 193 s.
2. BUNTOVÁ, D., TICHÁ, E. 2016. Autizmus. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 162 – 178.
3. LEKÁRSKY OBZOR. 7-8/2018. Dvojčísle venované poruchám autistického spektra.
4. HUDECOVÁ, D. 2016. Kochleárna implantácia. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 299 – 322.
5. POLIŠENSKÁ, K., KAPALCOVÁ, S.: Language profiles for children with Down Syndrome and children with Language Impairment: Implications for Early Intervention. In: Research in Developmental Disabilities. 35, 2014. s. 373 – 382.

Languages necessary to complete the course: Slovak and English						
Notes:						
Past grade distribution Total number of evaluated students: 110						
A	ABS	B	C	D	E	FX
80,0	0,0	14,55	5,45	0,0	0,0	0,0
Lecturers: Mgr. Martina Zubáková Peregrinová, PhD., doc. PhDr. Dana Buntová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde026/22	Course title: Spoken language disorders in children
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours lecture + 2 hours seminar/week; total for the semester 44 hours, combined form (primarily full-time). Student workload: 2L + 2S (6 credits): 11 x 4 hours of direct instruction = 44 hours; continuous test = 30 hours, final test = 30 hours, final oral exam = 20 hours and preparation of term papers = 55 hours. A total of 179 student work hours. Teaching methods: lecture, discussion of the topic, activating methods, E-learning, application of theoretical knowledge on practical examples, work in small groups, learning the subject by practitioners.	
Number of credits: 6	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites: PdF.KL/M-LOGde031/22 - Language development	
Recommended prerequisites: M-LOGde031 Language development	
Course requirements: Student assessment consists of continuous assessment – midterm test (20 points), final test (20 points), final oral exam (10 points), and partial assignments – term papers - elaboration of a scientific study in English of a selected spoken language disorder (20 points)), studying and processing the issue of a selected rare syndrome in children, in which NKS appears in the information leaflet (10 points), elaboration of worksheets for children with higher-order language deficits (20 points). To complete the course, it is necessary to obtain at least 60% of the points. The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),	

E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).
Scale of assessment (preliminary/final): interim/final

Learning outcomes:

Learning objectives and outcomes:

The course aims to acquire basic knowledge about the specifics of impaired communication skills in children with autism spectrum disorders, attention deficit hyperactivity disorder (ADHD) with mental, hearing, physical and visual impairments and learn to apply diagnostic and therapeutic procedures about the specifics of primary disease or disability.

Upon successful completion of the course, the student will acquire basic competencies in the field of intervention of spoken language disorders, i.e. knows and can use all available diagnostic, therapeutic and preventive methods in the context of theoretical knowledge about individual spoken language disorders.

In addition to the theoretical and practical knowledge, the student will learn important communication strategies that are needed in practice when communicating with other professionals (pediatrician, psychiatrist, psychologist, special pedagogue, medical teacher, teacher, teacher's assistant, etc.), as well as parents of students. After completing the course, the student can actively seek scientific knowledge, think critically, distinguish diagnostic and therapeutic methods based on scientific evidence from alternative methods, and is ready to spread awareness in the field of spoken language speech disorders.

Class syllabus:

The course is focused on acquaintance with spoken language disorders in children with various neurodevelopmental disorders, primary diseases, or disabilities and on the acquisition of individual-specific diagnostic and therapeutic methods.

Topics:

1. Spoken language disorders – introduction to the issue
2. Autism spectrum disorders – terminology, historical context, classification in MKCH-10 / MKCH -11 and DSM-V
3. Etiopathogenesis and symptomatology of autism spectrum disorders
4. Diagnosis and therapy of NKS in autism spectrum disorders
5. Basic principles of applied behavior analysis and its use in speech therapy
6. ICS in children with ADHD
7. ICS in children with visual impairment
8. ICS in children with mental disabilities
9. ICS in children with physical disabilities (focusing on cerebral palsy)
10. ICS in children with hearing impairment
11. Specifics of speech therapy in children with hearing impairment

Recommended literature:

1. LECHTA, V. 2000. Symptomatické poruchy reči u detí. Bratislava: UK Bratislava. 193 s.
2. BUNTOVÁ, D., TICHÁ, E. 2016. Autizmus. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 162 – 178.
3. LEKÁRSKY OBZOR. 7-8/2018. Dvojčísle venované poruchám autistického spektra.
4. HUDECOVÁ, D. 2016. Kochleárna implantácia. In KEREKRÉTIOVÁ A KOL. Logopédia. Bratislava: UK v Bratislave, s. 299 – 322.
5. POLIŠENSKÁ, K., KAPALKOVÁ, S.: Language profiles for children with Down Syndrome and children with Language Impairment: Implications for Early Intervention. In: Research in Developmental Disabilities. 35, 2014. s. 373 – 382.

Languages necessary to complete the course: Slovak and English						
Notes:						
Past grade distribution Total number of evaluated students: 110						
A	ABS	B	C	D	E	FX
80,0	0,0	14,55	5,45	0,0	0,0	0,0
Lecturers:						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde048/22	Course title: Statistics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form 2 hours a week seminar, a total of 22 hours per semester, combined form; (primarily face-to-face). LMS MOODLE will be used as part of blended learning. Student workload: 11x 2 hours of direct teaching = 22 hours; 16 hours of preparation of ongoing tasks; 32 hours preparation of the seminar project and 20 hours preparation for the final test. A total of 90 hours of student work. Teaching methods: lecture, discussion on the discussed topic; work in small groups; problem solving tasks.	
Number of credits: 3	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated by a final test for 30 points from theoretical knowledge and solving tasks aimed at understanding and interpreting statistical concepts. During the semester, students will submit 5 completed assignments of 6 points each, which will be aimed at solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sample research, hypothesis testing) and at the end of the semester, the student submits and presents a semester project for 40 points. The semester project will include independent statistical processing and interpretation of quantitative research (own or from data taken from, for example, diploma, rigorous or doctoral theses). The student submits the work in electronic form in MS Word and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By developing and presenting a semester project, the student proves that he is able to statistically evaluate and interpret quantitative research on his own. 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 gets less than 3 points from any of the 5 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%, excellent - excellent results), the student has excellent theoretical knowledge of statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, knows how to react promptly and spontaneously during lectures and systematically prepares	

assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experiences and observations from practice into the teaching. His oral and written speech is correct, citation correct, grammatically flawless.

B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret them correctly and clearly with minor shortcomings, he has acquired key competencies, he can respond promptly to the teacher's challenges during lectures, the student himself is proactive and asks questions in the context of the problem being solved. His written speech in the seminar project is correct, grammatically correct and creative. He brings his own experiences and observations from practice into the teaching. The results of his activities are of high quality, with minor shortcomings.

C (80-73%, good – normal reliable work), the student has theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving tasks, knows respond to the teacher's calls. He himself is not proactive, he does not ask questions in the context of the problem being solved. His communication style does not seem disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. Experience from practice is transferred with problems. His grammatical expression is of lower quality.

D (72-66%, satisfactory - acceptable results), the student masters the subject at a satisfactory level. He knows the theory with minor gaps, but he does not know how to apply it to solving practical experiences, he needs help in interpreting the obtained statistical data. During teaching, he is not very active, does not bring new solutions, takes the role of a passive observer. For the student, memorization rather than critical thinking prevails. Analysis from practice is less constructive. His written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – the results meet the minimum criteria), the student controls the theoretical knowledge of statistical data processing at a low level, reacts to the teacher's instructions and challenges with significant inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem being solved. He applies theoretical knowledge with significant problems, on a practical level he does not have recommendations for the right solutions. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required) this grade is given to a student if he does not meet some of the required minimum criteria and is not admitted to the final test. It means that the student does not have a master's degree acquired knowledge and skills to such an extent that would enable him to meet at least the minimum criteria for awarding a successful assessment.

Weight of interim / final assessment: final

Scale of assessment (preliminary/final): final

Learning outcomes:

After completing the course, the student will be able to choose an appropriate statistical method within quantitative research. He/she will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. He/she will understand the significance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical outputs of quantitative research.

Class syllabus:

Getting to know the types of variables and the basic theory of statistics. Mastering the creation of descriptive file statistics in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

<p>1. Descriptive statistics – description of a statistical file</p> <p>2. Descriptive statistics - data visualization</p> <p>Learning outcomes:</p> <p>After completing the course, the student will be able to choose an appropriate statistical method within quantitative research. He will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. He/she will understand the significance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical outputs of quantitative research.</p> <p>3. Correlation and regression analysis</p> <p>4. Probability</p> <p>5. Random variables - probability distribution</p> <p>6. Sampling, estimations of the characteristics of the basic set</p> <p>7. Hypothesis testing – one-choice and two-choice hypothesis tests 8. – 9. Hypothesis testing – non-parametric tests</p> <p>10. – 11. Presentation of the semester project</p>														
<p>Recommended literature:</p> <p>Chajdiak, J. Štatistika jednoducho v Exceli, Bratislava, Statis, 2013 Neubauer, J., Sedlačík, M., Kříž, O. Základy statistiky. Praha, Grada, 2016 Rimarčík, M. Štatistika pre prax. Košice, Marián Rimarčík, 2007</p>														
<p>Languages necessary to complete the course:</p> <p>Slovak</p>														
<p>Notes:</p>														
<p>Past grade distribution</p> <p>Total number of evaluated students: 23</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>95,65</td> <td>0,0</td> <td>4,35</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	95,65	0,0	4,35	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX								
95,65	0,0	4,35	0,0	0,0	0,0	0,0								
<p>Lecturers:</p>														
<p>Last change: 11.11.2022</p>														
<p>Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>														

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde065/22	Course title: Stylistics
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar; total 33 hours per semester, combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 17 hours preparation of seminar work; 26 hours preparation for 44 hours preparation for the examination. Total 120 hours of student work. Teaching methods: interpretation, explanation; group work, dialogical (discussion) methods, analysis, work with text, problem-solving tasks	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated in the form of a midterm test (30 points), a seminar paper (20 points) and a final test (50 points). In order to obtain a final grade of A, at least 93 points, to obtain a B grade at least 85 points, to obtain a C grade at least 77 points, at least 69 points for a grade D and at least 60 points for a grade E. No credits will be awarded a student who obtains less than 18 points in a continuous assessment, less than 12 points in a seminar paper points, and less than 30 points on the final test. The grade shall be awarded on a scale: A (100 - 93%, excellent - outstanding): outstanding performance: the student has excellent knowledge, can creatively apply the acquired knowledge in practice, can convincingly can critically evaluate knowledge, can communicate knowledge clearly to both professionals and ordinary recipient, has the ability to creatively and independently solve problem tasks and assignments, also in broader linguistic context, B (92-85%, very good - above average standard): very good performance: the student has excellent knowledge, can apply the acquired knowledge very well in practice, can add to the acquired knowledge can take a partially critical attitude, can communicate knowledge very well to experts and ordinary recipient, has the ability to solve tasks and assignments independently at a very good level, C (84 - 77%, good - normal reliable work): good performance: the student has good knowledge, acquired can apply knowledge well in practice, can communicate knowledge well to experts and ordinary recipient, solves tasks and assignments reliably, has good self-study skills,	

D (76-69%, satisfactory - acceptable performance): satisfactory performance: the student has satisfactory knowledge, can apply it satisfactorily in practice, can communicate knowledge satisfactorily to professionals and ordinary recipient, can solve tasks and assignments satisfactorily, has satisfactory skills for self-study,

E (68 - 60%, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge, can apply it to a minimal extent in practice, can communicate knowledge at a minimal level to both professionals and ordinary recipient, can solve tasks and assignments at a minimum level, has minimal skills for self-study,

Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge, cannot sufficiently communicate knowledge to both experts and ordinary recipient, does not know how to communicate knowledge to the general public, does not know how to apply it sufficiently in practice, does not know how to solve tasks and assignments, does not have the skills for self-study.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The student will understand basic stylistic concepts and categories, gain knowledge of stylistic devices. The student will gain an understanding of the stylistic value of linguistic devices, code switching and the stylistic norm of linguistic expression. The basic knowledge of stylistic differentiation, classification of styles and functional characteristics of linguistic devices will be able to use them creatively and practically not only in the analysis of linguistic expression, but also in the actual construction of the text, while respecting the specifics of individual text models and to use linguistic and compositional styles effectively. Analysis and production of written (or oral) language expressions will contribute to the acquisition of analytical and synthetic skills, to develop the student's critical thinking skills, as well as to deepening of thinking in broader (linguistic) contexts.

Class syllabus:

1. The subject of stylistics. Classification and characteristics of styles.
2. Lexical stylistic devices. Stylistic classification of lexical stylistic devices.
3. Phonological stylistic devices.
4. Morphological stylistic devices.
5. Syntactic stylistic devices.
6. Compositional stylistic devices.
7. Extra-linguistic (non-verbal) stylistic devices. Kinetic means (facial expressions, gestures, movement, posture, proxemics).
8. Model text structures.
9. Content model structures. Stylistic progression and stylistic structure.
10. Formal model structures. Definition of style. Style-forming factors.
11. Genre model structures.

Knowledge and skills from stylistics as a speech-language pathology supportive discipline can be applied to the identification and analysis of impaired communication skills in children and adults.

Recommended literature:

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution						
Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
59,77	0,0	25,29	8,05	1,15	4,6	1,15
Lecturers: Mgr. Ľubica Horváthová, PhD.						
Last change: 11.11.2022						
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde064/22	Course title: Syntax
Educational activities: Type of activities: lecture Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar; total 33 hours per semester; combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 35 hours preparation for continuous assessment; 52 hours preparation for the examination. Total 120 hours of student work. Teaching methods: interpretation, explanation; group work, dialogical (discussion) methods, analysis, thesis text, problem solving, application of theoretical knowledge to practical examples	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated in the form of a midterm test (30 points), a seminar paper (20 points) and a final test (50 points). In order to obtain a final grade of A, at least 93 points, to obtain a B grade at least 85 points, to obtain a C grade at least 77 points, at least 69 points for a grade D and at least 60 points for a grade E. No credits will be awarded a student who obtains less than 18 points in a continuous assessment, less than 12 points in a seminar paper points, and less than 30 points on the final test. The grade shall be awarded on a scale: A (100 - 93%, excellent - outstanding): outstanding performance: the student has excellent knowledge, can creatively apply the acquired knowledge in practice, can convincingly can critically evaluate knowledge, can communicate knowledge clearly to both professionals and ordinary recipient, has the ability to solve tasks and assignments creatively and independently, also in broader linguistic context, B (92-85%, very good - above average standard): very good performance: the student has very good knowledge, can apply the acquired knowledge very well in practice, can add to the acquired knowledge can take a partially critical attitude, can communicate knowledge very well to experts and ordinary recipient, has the ability to solve tasks and assignments independently at a very good level, C (84 - 77%, good - normal reliable work): good performance: the student has good knowledge, acquired knowledge can be applied well in practice, can communicate knowledge well to professionals and ordinary recipient, solves tasks and assignments reliably, has good self-study skills,	

D (76-69%, sufficient - results meet the minimum criteria): sufficient performance: the student has satisfactory knowledge, can apply it satisfactorily in practice, can communicate knowledge satisfactorily to professionals and ordinary recipient, can solve tasks and assignments satisfactorily, has satisfactory skills for self-study,

E (68 - 60%, satisfactory - results meet the minimum criteria): satisfactory performance: the student demonstrates a minimal amount of knowledge, can apply it to a minimal extent in practice, can communicate knowledge at a minimal level to both experts and ordinary recipient, can solve tasks and assignments at a minimum level, has minimal skills for self-study,

Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge, cannot clearly communicate knowledge to both experts and ordinary recipient, cannot apply them in practice, cannot solve tasks and assignments, does not have the skills for self-study.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

The student will become familiar with the syntactic system as a part of the grammatical system of the language and will acquire knowledge about the sentence, the structure of the sentence, syntagmatics, sentence constructions, the grammatical and semantic principle in the construction of the sentence and the arrangement of syntactic units in a linear sequence of the sentence and the text. Through the interpretation of the syntactic system of the Slovak language, students to acquire the syntactic system of the language in general and to understand the specific features of the syntactic system of Slovak language and the ways of its use in speech. The theoretical component is closely connected with the practical component of the course, the emphasis is on the identification of grammatical and semantic phenomena of sentence structure and their mutual differentiation. Syntactic analysis develops analytical and synthetic abilities of the student.

Class syllabus:

1. Syntax as a linguistic discipline, its subject and components. The essence of the sentence.
 2. Construction as a basic syntactic unit. Types of constructions. Content and form of construction.
 3. The branch clause as a basic element of grammatical structure of a sentence. Types of sentence articles. Sentence type as configuration of grammatical and semantic elements of a sentence. Sentence and utterance, types of utterances.
 4. Simple and compound sentences. Sentence.
 5. The subject as a basic clause member, its grammatical and semantic aspect. The adverb as a central adjunct. Conformity of the adverb with the subject. Conformity in pronunciation. Sentence stem.
 6. Complement and semi-predicative constructions.
 7. Adverbial determination, its nature and types. The subject as a member of the intentional structure of the sentence.
 8. Adjective, its nature and types. The preposition as a specific type of adjective.
 9. Content structure of the sentence. Actual sentence structure. The starting point and the core of the utterance. Verbal sequence, verbal factors.
 10. Subordinating and assigning clauses. Compound sentences, their types.
 11. Modal sentence structure. Positive and negative in a sentence. The branch and member negation. Expressive aspect of the sentence.
- Apply knowledge and skills from syntax as a supportive discipline to identify disordered communicative ability manifested by syntactic deficits or syntactic changes in the linguistic expressions of children and adults. The graduate is able to communicate and justify knowledge to professionals as well as to ordinary recipient.

Recommended literature:

Compulsory readings:

IVANOVÁ, Martina. 2020. Syntax slovenského jazyka. Prešov: Vydavateľstvo Prešovskej univerzity.2., upravené vydanie. 284 s. ISBN 978-80-555-1753-7 (vybrané kapitoly)

KAČALA, J. 2025. Skladba slovenského jazyka. Martin: Matica slovenská. 875 s. ISBN 978-80-8128-351-2 (vybrané kapitoly)

Recommended readings:

KAČALA, Ján. 1998. Syntaktický systém jazyka. Pezinok : Formát. 126 s. ISBN 8096791117

KAČALA, Ján. 2012. K podstate vety. Martin : Vydavateľstvo Matice slovenskej, 2012. 152 s. ISBN 978-80-811-5066-1

TUROČEKOVÁ, Monika. 2012. Zmena intenčnej hodnoty prefixáciou. Martin : Vydavateľstvo Matice slovenskej. 282 s. ISBN 978-80-8128-038-2 (vybrané kapitoly)

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
46,36	0,0	32,73	12,73	4,55	1,82	1,82

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 28.10.2025

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde008/22	Course title: Theory of communication in handicapped individuals
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type, scope and methods of educational activities: 2P – 2 hours per week lecture, 26 hours total per semester. Transmission or combined method. Student workload: 13x2 hours of direct teaching = 26 hours; 16 hours of term paper preparation; 16 hours of preparation for the midterm evaluation, 32 hours of preparation for the final evaluation. Total 90 hours of student work. Methods of Education: Monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, practical methods - simulations, training), guided self-study - work with text, solving tasks and assignments, case study.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.II.	
Prerequisites:	
Course requirements: There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points have been earned during the semester. This means that he cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. For a final grade of A, at least 91 points are required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points, and for a grade of E at least 60 points. A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-Good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard),	

<p>C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): interim/final</p>																				
<p>Learning outcomes: By completing the course, the student will broaden his/her theoretical knowledge of social communication in general and barriers to communication for children, pupils, and adults with disabilities. The student will be able to apply knowledge from special education specialties (etiology, classification, life implications) to communication theory in the various specialties of special education. The student will know and be able to apply basic rules and techniques in communicating with children, students, and adults with various types of disability. The acquired knowledge can be incorporated into therapy, education, stimulation of children and pupils with disabilities, and, after completing the master's degree, into diagnosis and counselling activities for different types of disabilities. The following transferable skills are also developed in the Communication Theory in Special Education course: communication skills, analytical skills, abstract and critical thinking skills, and reasoning in context.</p>																				
<p>Class syllabus: 1. Communication, vectors of communication 2. 2. 3. Theory of communication in special pedagogy - information cycle, its components, dysfunctionality, dysfunctionality. Communication ability, impaired communication ability, and its characteristics. 5. Specifications of communication and specific communication forms in people with hearing impairment. 5. Specifications of communication and specific communication forms in people with visual impairment. 6. Specifics of communication and specific forms of communication in persons with intellectual disabilities. 7. Specifics of communication and specific forms of communication in persons with autism. 8. Specifics of communication and specific forms of communication in persons with deafblindness. 9. Basic information on alternative and augmentative communication. 10. Principles and techniques for creating conditions for communication in different types of disabilities.</p>																				
<p>Recommended literature:</p>																				
<p>Languages necessary to complete the course: Slovak, Czech and English</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 174</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>31,61</td> <td>0,0</td> <td>41,38</td> <td>18,39</td> <td>4,6</td> <td>2,3</td> <td>1,72</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	31,61	0,0	41,38	18,39	4,6	2,3	1,72
A	ABS	B	C	D	E	FX														
31,61	0,0	41,38	18,39	4,6	2,3	1,72														
<p>Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.</p>																				
<p>Last change: 11.11.2022</p>																				
<p>Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.</p>																				

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGšt034/16	Course title: Theory of logopaedics
Number of credits: 8	
Educational level: I.II.	
<p>Course requirements:</p> <p>The student will be evaluated by the members of the state commission, which will require the demonstration of knowledge in the field of general speech terminology, all kinds of developmental and acquired impaired communication ability in children and adults (with an emphasis on their definition, etiopathogenesis, classification, symptomatology), as well as detailed knowledge of language development in the neurotypical population and counseling in speech therapy.</p> <p>The rating shall be given on a scale of:</p> <p>A (excellent – excellent results, theoretical mastery and ability to synthesize information, excellent integration of information and understanding of interrelationship),</p> <p>B (very well – above-average standard, theoretical mastery and ability to synthesize information, good understanding of the correlation),</p> <p>C (well – normal reliable work, mastery of basic approaches and methods, lower level of ability to integrate context and knowledge in context),</p> <p>D (satisfactory results, lower level of theoretical information, poorer interpretation and integration of correlations),</p> <p>E (sufficient – the results meet the minimum criteria, a lower level of theoretical knowledge, exceptionally also problems in the interpretation and integration of correlations),</p> <p>Fx (insufficient knowledge).</p>	
<p>Learning outcomes:</p> <p>Acquired knowledge of typical language development, acquired theoretical concepts of developmental and acquired disorders of communicative ability (aphasia, dyslexia, dysarthria, impaired sound plane of speech, voice disorders, palatolalia, speech fluency disorders, developmental language disorder, symptomatic speech disorders in children, cognitive-communication disorders and others). The graduate will be able to adequately apply theoretical knowledge in the field of speech therapy theory in general and in persons with various types of impaired communicative abilities.</p>	
State exam syllabus:	
<p>Recommended literature:</p> <p>Compulsory readings:</p> <ol style="list-style-type: none"> 1. KEREKRÉTIÓVÁ, A. (Ed.): Logopedická propedeutika. Bratislava: Vydavateľstvo Univerzity Komenského, 2020. 2. KEREKRÉTIÓVÁ, A. (Ed.): Logopédia. Bratislava: UK, 2020. <p>Recommended readings:</p> <ol style="list-style-type: none"> 3. CSÉFALVAY, ZS., LECHTA, V. (Ed.): Diagnostika NKS u dospelých. Praha: Portál, 2013. 4. CSÉFALVAY, ZS., EGRYOVÁ, M., WIEDERMANN, I.: Diagnostika afázie, alexie a agrafie. Bratislava: AOS, 2018. . 5. DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011. 	

6. KAPALKOVÁ S. a kol.: Hodnotenie komunikačnej schopnosti v ranom veku. Bratislava: Slovenská asociácia logopédov, 2010.
7. KAPALKOVÁ, S., SLANČOVÁ, D., NEMCOVÁ, M.: MAIN Slovak version (based on the revised English version). Berlin: ZAS Papers in Linguistics [elektronický dokument]. - č. 64 (2020), s. [1-39] [online]
8. KRÁLOVÁ, M., CSÉFALVAY, ZS., MARKOVÁ, J.: Kognitívno-komunikačné poruchy pri demencii. Bratislava: Vydavateľstvo Univerzity Komenského, 2016.
9. LECHTA, V.: Koktavost. Praha: Portál, 2010. ISBN 978 80 7367 643 8
10. LECHTA, V. 2000. Symptomatické poruchy reči u detí. Bratislava: Vydavateľstvo Univerzity Komenského. 193 s.
11. LOVE, R. J., WEBB, W. G.: Mozek a řeč. Praha: Portál, 2009.
12. MARKOVÁ, J., KEVICKÁ, V.: Získané kognitívno-komunikačné poruchy. Bratislava: Mabag, 2021.
13. MIKULAJOVÁ, M. a kol. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012. 296 s.
14. ORAVKINOVÁ, Z. (2010): Raná logopedická intervencia u detí s rúžštepom pery a/alebo podnebia. Bratislava: SPN.
15. ORAVKINOVÁ, Z. (2018): Logopedická intervencia u detí s rúžštepom pery a podnebia. Bratislava: SPN.
16. PÁLFYOVÁ, E.: Chronická zajakavosť. Implementácia metódy MIDVAS do praxe. Bratislava: Dialóg, 2012.
17. Slančová, D. (ed.) a kol.: Desať štúdií o detskej reči. Bratislava: Veda, 2018.
18. Slančová, D. (ed.) a kol.: Štúdie o detskej reči. Prešov: Filozofická fakulta Univerzity v Prešove, 2008.
19. YARUSS, J. S., REARDON-REEVES, N. 2017. Early Childhood Stuttering Therapy: A Practical Guide. McKinney, USA: Stuttering Therapy Resources.

Languages necessary to complete the course:

Slovak

Last change: 10.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGšt033/16	Course title: Theses defense
Number of credits: 20	
Educational level: I.II.	
Recommended prerequisites: The conditions for registration for the state examination are defined by Art. 27 of the Study Regulations of the Faculty of Education of Comenius University in Bratislava.	
Course requirements: Pursuant to §51, par. 3 of Law No. 131/2002, as amended, the study according to each study programme includes a final thesis, which, together with its defense, forms a single subject; defense of the final thesis belongs to the state exams. The basic requirements of final theses are also regulated by internal regulation No. 12/2013 Rector's Directive.	
Learning outcomes: The graduate will be able to carry out scientific research and present its results, the graduate will be able to adequately apply theoretical knowledge in the field of speech therapy theory, diagnostics and therapy in practice in persons with various types of impaired communication ability, while observing the rules of professional ethics. He will be able to present the results, defend them and respond to comments.	
Class syllabus: The student chooses and applies for the topic of the thesis, regularly consults, independently writes and submits the thesis in a timely manner, prepares for defense by studying the reviews. During the defense, he will observe the specified time for the presentation of the results. He then listens to the testimonials and also responds to the commission's questions. The examination board for conducting state examinations in the framework of the defense evaluates both the content and the formal level of the school work and its originality and overall defense as follows: A (100–91%, excellent – excellent results), if the elaboration of the topic is in accordance with the field, formally without errors, on an appropriate scale. The work is original (acceptable low % of match), appropriate literature was used, researches given, studies in journals, citations were consistent and according to the standard. B (90–81%, very well – above average standard), the same as above, but there were occasionally minor errors. C (80 –73%, well – normal reliable work), compliance with all requirements, repeated minor deficiencies in some of the evaluated areas, or an exceptionally more serious error. D (72 – 66%, satisfactory – acceptable results), multiple shortcomings and errors, imbalance, at least partly satisfactory. E (65 –60%, sufficient – overall poor results), but meet the criteria in the context of the field, a well-prepared defense. Fx (59–0%, insufficiently – additional extra work is required), poor defense, negative opinion of reviewers, work returned for rework.	
State exam syllabus:	

Recommended literature: according to the focus of the final thesis
Languages necessary to complete the course: Slovak
Last change: 10.11.2022
Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde004/22	Course title: Theses seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation of seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, work in small groups.	
Number of credits: 3	
Recommended semester: 9.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated continuously during the semester based on the activity during the discussion (30 points) of the submission of a series of elaborated tasks as follows: 1) The structure of the theoretical thesis. Chapter working titles and bibliographic entry and short annotation of 20 key literary sources (international and domestic sources)- 40 points 2) Elaboration of critical review on thesis work connected to the topic of your own thesis (10 points), 3) Presentation of a research study relevant to the topic of students thesis (20 points) The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student will be able to identify and process key parts of the theoretical and empirical part of the thesis, search for relevant scientific studies focused on the topic of the thesis, critically evaluate the strengths and weaknesses of researches carried out in the field close to his/her own thesis topic. The student will be able to interpret the results of researches published in the specialized literature, be able to correctly cite domestic and international scientific studies, indicate the correct list of	

the literature used. The student will be introduced to the ethical aspects of research in the field of speech therapy.

Class syllabus:

Generally valid formal modification of the final thesis, requirements for the content of parts of the final thesis, writing of an abstract, an introduction, the core of the thesis (theoretical and empirical chapters), a conclusion. Citation of used information sources, defense of the final thesis and elaboration of a presentation, rules for compiling a presentation in PowerPoint, list of bibliographic references. Thesis reviews, reflecting on the comments and questions of the supervisor and opponent. Recaps of basic statistical methods used in research focused on speech therapy issues. Academic integrity as a commitment and demonstration of honest and moral behavior in the academic environment.

Recommended literature:

1. Lichnerová, L.: Písanie a obhajoba záverečných prác vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave, Bratislava: Stimul, 2016.
2. Meško, D. et al. Akademická príručka. 3. vyd. Martin: Osveta. 2013.
3. What is Academic Integrity? 2017, dostupné na: westernsydney.edu.au/studysmar

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
92,73	0,0	5,45	0,91	0,0	0,91	0,0

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde004/22	Course title: Theses seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; 22 hours/semester, 2S (3 credits): 11 x 2 hours attendance at seminars = 22 hours; 60 hours preparation of seminar projects; A total of 82 hours of student work. Participation on discussion of the topic discussed, work in small groups.	
Number of credits: 3	
Recommended semester: 8.	
Educational level: I.II.	
Prerequisites:	
Course requirements: The student will be evaluated continuously during the semester based on the activity during the discussion (30 points) of the submission of a series of elaborated tasks as follows: 1) The structure of the theoretical thesis. Chapter working titles and bibliographic entry and short annotation of 20 key literary sources (international and domestic sources)- 40 points 2) Elaboration of critical review on thesis work connected to the topic of your own thesis (10 points), 3) Presentation of a research study relevant to the topic of students thesis (20 points) The evaluation shall be awarded on a scale of: A (100–95 points, excellent – excellent results, practical application of theoretical knowledge), B (94-85 points, very good – above average standard, minor problems in the application of theoretical knowledge into practice), C (84-75 points, good – normal, reliable work, acquisition of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactorily – acceptable results, lower level of knowledge of less frequent approaches, poorer interpretation), E (64-60 points, sufficiently – results meet minimum criteria), Fx (59-0 points, underperforming – extra work required). Scale of assessment (preliminary/final): interim/final	
Learning outcomes: The student will be able to identify and process key parts of the theoretical and empirical part of the thesis, search for relevant scientific studies focused on the topic of the thesis, critically evaluate the strengths and weaknesses of researches carried out in the field close to his/her own thesis topic. The student will be able to interpret the results of researches published in the specialized literature, be able to correctly cite domestic and international scientific studies, indicate the correct list of	

the literature used. The student will be introduced to the ethical aspects of research in the field of speech therapy.

Class syllabus:

Generally valid formal modification of the final thesis, requirements for the content of parts of the final thesis, writing of an abstract, an introduction, the core of the thesis (theoretical and empirical chapters), a conclusion. Citation of used information sources, defense of the final thesis and elaboration of a presentation, rules for compiling a presentation in PowerPoint, list of bibliographic references. Thesis reviews, reflecting on the comments and questions of the supervisor and opponent. Recaps of basic statistical methods used in research focused on speech therapy issues. Academic integrity as a commitment and demonstration of honest and moral behavior in the academic environment.

Recommended literature:

1. Lichnerová, L.: Písanie a obhajoba záverečných prác vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave, Bratislava: Stimul, 2016.
2. Meško, D. et al. Akademická príručka. 3. vyd. Martin: Osveta. 2013.
3. What is Academic Integrity? 2017, dostupné na: westernsydney.edu.au/studysmar

Languages necessary to complete the course:

Slovak and English

Notes:

Past grade distribution

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
92,73	0,0	5,45	0,91	0,0	0,91	0,0

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KL/M-LOGde022/22	Course title: Voice disorders
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Method of teaching: lectures+seminar Weekly: 4 Per semester: 44 Method of study: in-person teaching Student workload: 44 hours of in-person teaching 5 hours of case study presentation 10 hours of participation in a research project 10 hours of development of a diagnostic report 15 hours of preparation to mid-semester assessment 22 hours of preparation to final assessment 18 hours preparation of semester paper A total of 120 hours of student work. Education methods: lecture, interview with a clinical speech and language therapist, work in small groups; linking teaching with practice, problem-solving tasks with a focus on diagnostic and therapeutic conclusions based on evidence-based medicine, discussion of the topics covered	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.II.	
Prerequisites:	
Course requirements: Activity during the semester (55 points), presentation of a case report/video about voice disorder (10 points), participation in a research project (18 points), mid-term test (40 points), final exam (50 points), and processing of the semester paper (20 points) and drafting a diagnostic report (7 points). A student who is awarded an A grade: must obtain at least 91 points, has acquired knowledge about the physiology and pathophysiology of the voice, can perform auditory-perceptual, acoustic and aerodynamic voice evaluation, administer and complete a subjective voice evaluation. He can think critically about the rationale for the selection and application of basic therapeutic methods for voice disorders, he can determine its goals. During the lesson, he actively engages with questions and relevant comments. During the implementation of the semester paper, he will demonstrate an exceptional ability to analyze relevant sources on the given topic, synthesize them into a written form of work and present them.	

A student who is awarded a grade B: must obtain at least 81 points, be able to apply the acquired knowledge about the physiology of voice production, pathophysiology, be able to perform auditory-perceptual, acoustic and aerodynamic evaluation of the voice, administer and complete a subjective evaluation of the voice. Can determine the goals of therapy for voice disorders. He knows and knows how to express the possibilities of therapy for voice disorders and set the goals of therapy based on the conclusions from the diagnosis. When processing the case report, he is able to analyze the case and present its important parts and draw a relevant conclusion. When writing a term paper, he orients himself in domestic and foreign literature, knows how to analyze them and present them at an excellent level.

For grade C, the student must obtain at least 73 points, be able to perform auditory-perceptual, acoustic and aerodynamic voice evaluations and complete a subjective voice evaluation. He/she can partially analyze the case and justify the choice of voice therapy. When processing the case report, he presents the described diagnostic and therapeutic strategies. The student's semester paper analyzes current sources, but the level of processing is assessed as good, the student does not use current sources, or there are terminological errors in the semester paper.

At least 66 points are required for the D grade, it is awarded to a student who partially understands the theoretical knowledge and basic terminology of the physiology and pathophysiology of the voice, but does not know how to logically apply diagnostic and therapeutic methods. When processing the case report, he analyzes the case insufficiently and does not draw relevant conclusions for therapy. He is less active during the semester and his semester paper does not adequately analyze current literary sources and does not draw relevant conclusions.

Grade E is awarded to a student who: obtains at least 60 points during the semester, partially masters the terminology of voice disorders. He can partially perform voice evaluation, but cannot draw conclusions for therapy from voice analyses; insufficiently processes the case report, while not being able to draw a therapeutic conclusion from it. He has significantly weak activity during the semester, and his semester paper does not contain relevant sources from the literature and does not sufficiently analyze the given topic.

In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.

Scale of assessment (preliminary/final): interim/final

Learning outcomes:

After completing the Voice Disorders course, the student:

- can describe the physiology and pathophysiology of the voice in the pediatric and adult population in the context of other diseases and as an independent nosological unit,
- understands the diagnostic process, the principles of creating goals in voice therapy,
- knows the basic options for identifying voice disorders and knows how to implement them,
- analyzes the acoustic recording with the aim of identifying voice parameters,
- can evaluate the relevance of conservative, surgical and pharmacological approaches in solving voice disorders,
- orients himself in the tasks and competences of a speech therapist in the care of a person with a voice disorder,
- is able to create a therapeutic plan, determine its goals and implement the therapy of voice disorders from the point of view of a speech therapist.

Class syllabus:

1. Voice, voice parameters from the point of view of vocology; Subsystem coordination - phonation, respiration, resonance
2. Classification of voice disorders, diagnoses related to voice disorders
3. Voice during life - from childhood to old age, voice in specific groups

4. Screening, clinical and instrumental voice diagnosis - traditional and new procedures
5. Voice evaluation from the point of view of a speech and language therapist, voice analysis, measurement
6. Voice disorders in children - specifics of diagnosis, therapy and possible solutions
7. Possibilities of solving voice disorders - surgical, pharmacological, conservative
8. Therapy of voice disorders - principles, options, types; how to choose therapy for voice disorders
9. Multidisciplinary cooperation of speech and language therapists and physicians

Recommended literature:

DRŠATA, J. et al. Foniatrie-Hlas. Praha: Tobiáš, 2011. ISBN 978-80- 7311-116-8.
 KEREKRÉTIOVÁ A. 2016. Poruchy hlasu. In: KEREKRÉTIOVÁ a kol. Logopédia Bratislava: Univerzita Komenského. ISBN 97880-223-4165-3. s.57-82.
 KEREKRÉTIOVÁ, A.: Poruchy hlasu. In: Lechta, V. a kol.: Diagnostika narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-88824-18-4
 KEREKRÉTIOVÁ, A.: Terapia porúch hlasu. In: Lechta, V. a kol.: Terapia narušenej komunikačnej schopnosti. Martin : Osveta 2002. ISBN 80-8063-092-5
 KEREKRÉTIOVÁ, A., KRASŇANOVÁ, V.: Diagnostika porúch hlasu. In: Cséfalvay, Zs. – Lechta, V.: Diagnostika narušené komunikačnej schopnosti u dospelých. Praha : Portál 2013. ISBN 978-80-262-0364-3

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 139

A	ABS	B	C	D	E	FX
41,01	0,0	47,48	7,19	3,6	0,0	0,72

Lecturers: Mgr. Ema Čičelová

Last change: 11.11.2022

Approved by: prof. PaedDr. Zsolt Cséfalvay, PhD.