

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde005/22	<b>Course title:</b> Alternative and Augmentative Communication
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form of teaching: seminar Recommended scope of teaching per week: 2 hours During the study period: 22 Study method: combined, primarily face-to-face Student workload: 22 hours of face-to-face teaching 23 hours of preparation for the test 30 hours of seminar work (2x15) A total of 75 hours of student work. Teaching methods: work in small groups, problem-solving tasks with a focus on: diagnostic conclusions, planning therapeutic goals, choosing therapeutic methods, planning therapeutic meetings, choosing and creatively preparing therapeutic aids, discussing the topics discussed, role-playing when practicing therapeutic procedures, analysis video recordings.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim test evaluates the level of theoretical information, with a maximum rating of 50 points. Seminar work with the processing of a sample client - classification into categories of AAK users, selection, communication channel, aids, choice of dictionary and description of the methods used will be evaluated with a maximum of 25 points. The relevance of information, use of professional terminology, presentation processing and presentation skills are evaluated. The semester work will consist of finding a video of an AAK user and analyzing the case, determining and describing the user's diagnosis, classifying the user into a category, identifying the communication channel, and critically evaluating the user's level of communication. It is evaluated with a maximum of 25 points, the relevance of information and the use of professional terminology are evaluated. It is necessary to obtain at least 95/100 points for the A rating, at least 85 points for the B rating, at least 75 points for the C rating, at least 65 points for the D rating and at least 60 points for the E rating. Weight of interim/final assessment: interim/final.	
<b>Learning outcomes:</b> The goal is to become familiar with the theoretical information from the AAK subject in children and adults with severe speech disorders / in the non-speaking population. The student will be able to identify persons suitable for using AAK, will know the diagnostic process of AAK user, will know AAK means and intervention strategies for children and adults. The student will gain practical experience with choosing a communication channel and planning the basic AAK process with a sample client. Students' creative and application skills are developed within the course. In the case of	

the child population, the student will know the barriers to learning and the induction of appropriate child cooperation. Theoretical knowledge will be verified by a written test. The ability to apply theoretical information will be verified by processing the semester paper - analyzing the video of the AAK user and the seminar paper - choosing the communication channel and planning the therapeutic process

**Class syllabus:**

1. AAK users
2. diagnostics,
3. choosing a suitable communication channel,
4. AAK communication systems and aids,
5. vocabulary planning,
6. therapy time schedule,
7. communication partner practice,
8. evaluation of the effectiveness of AAK,
9. preparation of the aid will prepare
10. practice of the AAK process.
11. personal training and cooperation at AAK.

**Recommended 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: Kerekreťiová, 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

ŠAROUNOVÁ, J. a kol. 2014. Metódy alternatívni a augmentatívni komunikace. Praha: Portál, 2014.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 117

A	ABS	B	C	D	E	FX
60,68	0,0	26,5	7,69	0,0	0,0	5,13

**Lecturers:** doc. PhDr. Dana Buntová, PhD.

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde028/22	<b>Course title:</b> Art Therapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours/week (1 lecture + 2 seminars) total 33 hours by combined method. Student's workload: direct teaching (33 hours), self-study (17 hours), seminar work (20 hours), practical assignment (20 hours). Total 33+17+ 20 + 20 = 90 (1 credit = 30 hours). Education methods: lecture, discussion, practical assignments, experiential method (own work in class, individual/group), reflection of work with a client in institutional care.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: The subject is finished with an assessment: - partial assignments during the semester, assigned in class/continuously (55 points), - prepared assignments of direct work during practice/continuously (25 points) - and preparation of the assigned seminar work/continuously (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Goal: to convey current knowledge and experience from art therapy in clinical practice, deepen the prerequisites for handling the requirements of clinical practice. Results: The student will acquire theoretical knowledge, practical knowledge and experience in the use of art therapy in clinical practice. He/she will be able to start the art therapy process, use diagnostic methods, continuously evaluate, support healing/rehabilitation processes, accompany, activate, socially integrate, and guide. He will be able to consult his interventions and work in a team, keep documentation, scientifically process data and use evaluation methods for his own work. He will know the requirements and limitations for research work and publication.	
<b>Class syllabus:</b> 1. Art therapy in clinical practice. 2. Contact, contract, goals, recording and termination (in art therapy).	

3. Understanding expressive speech as a subject of analysis, a stimulating factor for developing creativity, an opportunity for self-actualization, a tool for enculturation, expressing feelings, diagnosis and application of art therapy in the field of prevention and counseling.
4. Problem areas in a person's life related to their health (with different types of illness).
5. Schizophrenia, depression, burnout syndrome.
6. Mental anorexia and bulimia. Addictions and others.
7. Clients with emotional problems.
8. Art therapy and trauma.
9. Art therapy for clients with serious somatic illness (oncological diseases, diabetes, loss of health and wholeness/amputation, loss of sensory functions...)
10. Art therapy for psychosomatic diseases.
11. Research work in clinical practice, documentation management and publication.

**Recommended literature:**

Recommended literature:

Šicková-Fabrizi, J. (2016): *Základy arteterapie*. Portál, 2016. ISBN978-80-262-1043-6

(rovnocenná možnosť: *Základy arteterapie 2002* alebo *Arteterapia – Ú(zá)žitkové umenie* (Petrus, 2006))

Ľulák Krčmáriková, Z. (2020): *Latentné problémy v kontexte detského výtvarného prejavu*.

*Studia Scientifica Facultatis Paedagogicae*. - Roč. 19, č. 2 (2020), s. 98-106. ISSN (print) 1323-2232

Ľulák Krčmáriková, Z. (2020): *Expresívna terapia ako online krízová intervencia*. *Expresivita v (art)terapii III* [elektronický dokument] : zborník. - : 1. vyd. ISBN 978-80-223-5021-1. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 7-22 [online]

Ľulák Krčmáriková, Z. (2019): *Podpora odolnosti cez výtvarnú metaforu zameranú na prácu s telom*. In: *Expresívne terapie vo vedách o človeku 2019* [elektronický dokument] : konferenčný zborník zostavený z príspevkov, ktoré odzneli ako súčasť 6. ročníka vedeckej konferencie s medzinárodnou účasťou s názvom *Expresívne terapie vo vedách o človeku 2019*, ktorá sa konala 17. januára 2019. - : 1. vyd. ISBN 978-80-561-0701-0. - Ružomberok : VERBUM - vydavateľstvo KU, 2019. - S. 73-85 [CD-ROM]

Ľulák Krčmáriková, Z. (2018): *Arteterapia pri liečbe traumy*. *CREA-AE 2018* [elektronický dokument] : kreatívne reflexívne emocionálne alternatívne - umelecké vzdelávanie, zborník z elektronickej konferencie s medzinárodnou účasťou, 1. - 15. 11. 2018. - : 1. vyd. ISBN 978-80-557-1519-3. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, 2018. - S. 273-283 [online]

Ľulák Krčmáriková, Z. (2018): *Možnosti ilustrácie v arteterapii pri podpore odolnosti a hľadani zdrojov pre zvládnutie záťažových situácií*. *Svetlo a tieň - arteterapia v procese socializácie* : zborník príspevkov z arteterapeutickej konferencie *Svetlo a tieň - arteterapia v procese socializácie*, Banská Bystrica, 9. 12. 2017. - : 1. vyd. ISBN 978-80-557-1449-3. - Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici - Belianum, 2018. - S. 73-87

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
96,67	0,0	0,0	0,0	3,33	0,0	0,0

<b>Lecturers:</b> Mgr. Zuzana Ťulák Krčmáriková, PhD.
<b>Last change:</b> 09.11.2022
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde021/22	<b>Course title:</b> Art Therapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 3 hours/week (1 lecture + 2 seminars) total 33 hours by combined method. Student workload: direct teaching (33 hours), self-study (20 hours), seminar work (17 hours), preparation of an assignment for direct work with a client (20 hours). Total 33+20+17+20 = 90 (1 credit = 30 hours). Education methods: lecture, practical assignments, experiential methods (own work in class, individual/group), discussion, prepared assignments	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is completed by the evaluation of partial tasks during the semester, which consists of completed tasks assigned in class/ongoing (55 points), completed assignments for direct work with the client/ongoing (25 points) and preparation of assigned seminar work/ongoing (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The student will acquire competences (knowledge, abilities and skills) for the use of art therapy in educational and social institutions in accordance with their goals and to their benefit, taking into account the age, issues and needs of clients. The student will acquire theoretical and practical knowledge and skills that are necessary for practice.	
<b>Class syllabus:</b> 1. Art therapy in a children's home 2. Art therapy in low-threshold facilities 3. Art therapy in DSS for children and youth 4. Art therapy in DSS for adults 5. Art therapy in special schools and facilities 6. Art therapy in elementary school 7. Art therapy in medical facilities (hospitals - various departments - oncology, psychiatry... 8. Art therapy in drug addiction treatment centers and rehabilitation facilities 9. Art therapy in day care centers	

10. Art therapy in correctional and educational facilities (diagnostic institutes, medical and educational sanatoriums, prisons)  
 11. Facilities for seniors.

**Recommended literature:**

Recommended literature:

Ľulák Krčmáriková, Z. (2020): Expresivita v predprimárnom vzdelávaní. Expresivita vo výchove 3 [elektronický dokument]. - : 1. vyd. ISBN 978-80-223-4931-4. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 117-128 [online]

Ľulák Krčmáriková, Z. (2019): Receptívna arteterapia ako aktivizujúci činiteľ. Expresivita v (art)terapii 2. [elektronický dokument]. - : 1. vyd. ISBN 978-80-561-0690-7. - Ružomberok : VERBUM - vydavateľstvo KU, 2019. - S. 18-30 [CD-ROM]

Ľulák Krčmáriková, Z. (2019): Senzorická integrácia v kontexte arteterapie. Multisenzorické prostredie ako priestor pre intervenciu [elektronický dokument] : Zborník príspevkov z medzinárodnej konferencie. - : 1. vyd. ISBN 978-80-223-4865-2. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 63-69 [online]

Ľulák Krčmáriková, Z. (2017): Arteterapeutická intervencia zameraná na tému reziliencie v skupine klientov so zdravotným znevýhodnením. Liečebná pedagogika 4 : skupinová arteterapia adolescentov so zdravotným znevýhodnením. - Ružomberok : VERBUM - vydavateľstvo KU, 2017. - ISBN 978-80-561-0472-9. - S. 86-109

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

Krčmáriková, Z. (2006): Využitie arteterapie v liečbe závislostí od psychoaktívnych látok. Arteterapeutické listy. - Č. 5/6 (2006), s. 36-39]

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
91,96	0,0	2,68	0,89	0,0	0,0	4,46

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde031/22	<b>Course title:</b> Bibliotherapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture and 2 hours of seminar; a total of 33 hours per semester in full-time or combined form Student workload: 3 credits = 75 hours (1 credit = 25 hours) direct teaching (33 hours), self-study (30 hours), completion of ongoing thematic assignments (12 hours) Total: 33 +30 + 12 = 75 hours Education methods: lecture, practice of leading a therapeutic group, analysis of a process or case study, presentation of a bibliotherapy meeting, discussion, brainstorming	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student submits two written assignments - 1st preparation for the state exam in bibliotherapy on the given topic (50 points) - 2nd presentation of bibliotherapy meeting, case study or bibliotherapy program (50 points) The rating is given on a scale: A (100-91 points, excellent - excellent results) B (90-81 points, very good - above average standard) C (80-73 points, good - ordinary reliable work) D (72-66 points, satisfactory - acceptable results) E (65-60 points, sufficient – results meet the minimum criteria) Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Goal: To deepen the knowledge of bibliotherapy in the field of clinical practice, research and experience. Results: The student will be familiar with current research and the current direction of bibliotherapy in health care, will be able to apply theoretical and practical knowledge from bibliotherapy with children and adult clients in cooperation with experts (psychiatrist, psychologist, special pedagogue, social worker), in individual and group work .	
<b>Class syllabus:</b> 1. Bibliotherapy in children during hospitalization 2. Bibliotherapy for children with mental illness 3. Bibliotherapy for children with chronic disease 4. Bibliotherapy for adolescents with mental illness 5. Bibliotherapy in adults during hospitalization 6. Bibliotherapy for adults in clinical practice 7. Bibliotherapy for adults with addictions	

8. Bibliotherapy for adults in rehabilitation facilities
9. Bibliotherapy for seniors
10. Bibliotherapy for seniors during hospitalization
11. Bibliotherapy in palliative care

**Recommended literature:**

Recommended literature:

MAJZLANOVÁ, K. 2012. Biblioterapia a dramaterapia ako nástroj intervencie pri zvyšovaní kvality života detí rodičov so psychickým ochorením. In Spolupráca pomáhajúcich profesií - determinant kvality života populácie. Prešov: ÚSV a Z.P.P. Gojdiča. ISBN 978-8089464-10-4

MAJZLANOVÁ, K. 2015. Poetoterapeutika. Bratislava: Iris. 106 s. ISBN 978-80-8153-035-7

SVOBODA, P. 2013. Biblioterapie. Olomouc: Univerzita Palackého v Olomouci, 2013. 107 s. ISBN 978-80-244-3684-5

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

KOTRBOVÁ, K., MAJZLANOVÁ, K. 2021. Terapeutický denník v biblioterapii. Hlučín-Bobrovniky: Problems of Education and Teaching in the Era of Digital Society. Collection of Scientific Articles, 02-2021 (08), 28-51. European Scientific e-Journal. ISBN 978-80-908088-1-2

ROTHSCHILD, B. 2007. Paměť tela. Psychofyziológia a liečenie traumy. Pro Familia, Humenné 2007. 220 s. ISBN978-80-967964-5-8

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
77,78	0,0	0,0	22,22	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde024/22	<b>Course title:</b> Bibliotherapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture and 2 hours of seminar; a total of 33 hours in face-to-face or combined form Student workload: 3 credits = 75 hours (1 credit = 25 hours) direct teaching (33 hours), self-study (15 hours), seminar work (10 hours), preparation for the final test (17 hours) Total: 33 + 15 + 10 + 17 = 75 hours Education methods: lecture, practice conducting a therapeutic conversation, analysis/analysis of the process in a group, discussion, practice in the preparation of bibliotherapy exercises, presentation of one's own work in front of the group	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, there will be one seminar paper and a final test - 50 + 50 points. The rating is given on a scale: A (100-91 points, excellent - excellent results) B (90-81 points, very good - above average standard) C (80-73 points, good - ordinary reliable work) D (72-66 points, satisfactory - acceptable results) E (65-60 points, sufficient – results meet the minimum criteria) Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Objectives: The objective is to deepen knowledge, expand with current research and experience in the field of care in educational and social institutions Results: The student will have the knowledge and skills to apply bibliotherapy in school and social facilities.	
<b>Class syllabus:</b> 1. Specifics of access in individual diagnostic groups. 2. Work with literary genres 3. Poetry 4. Prose 5. Paremia in the educational process 6. Paremia in the therapeutic process 7. Paremia according to the type of problems. 8. Bibliotherapy sessions with the client's family. 9. Support for inclusion. 10. Support of team cooperation.	

## 11. Specifics of research in bibliotherapy.

### Recommended literature:

Recommended literature:

BADEGRUBER, B., PIRKL, F. 1994. Příběhy pomáhají s problémy. Praha: Portál. ISBN 80-7178-416-8.

MAJZLANOVÁ, K. 2005. Uplatnenie biblioterapie u detí so špecifickými poruchami učenia. In 5. Medzinárodná konferencia k problematice osob se špecifickými potrebami [elektronický zdroj] Olomouc: Univerzita Palackého, 2005. ISBN 80-244-0983-6. s. 47-48.

MAJZLANOVÁ, K. 2010. Uplatnenie dramaterapie a biblioterapie s rodinou klienta In: Rodina - subjekt odbornej starostlivosti pomáhajúcich profesií: kreativita v pomáhaní [elektronický zdroj]. - Bratislava: Univerzita Komenského, 2010. - S. 70-77 [CD-ROM]. - ISBN 978-80-223-2780-0. SVOBODA, P. 2013. Poetoterapie. Olomouc: Palackého Univerzita v Olomouci. ISBN 978-80-244-1682-3

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

ROTHSCHILD, B. 2007. Pamäť tela. Psychofyziológia a liečenie traumy. Pro Familia, Humenné 2007. 220 s. ISBN978-80-967964-5-8

SVOBODA, P. Biblioterapia. 2013. Olomouc: Pedagogická fakulta v Olomouci,

KULKA, J. 1990. Psychologie umění (obecné základy). Praha: Státní pedagogické nakladatelství, 1990. 435 s. ISBN 80-04-23694-4

### Languages necessary to complete the course:

Slovak

### Notes:

### Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
55,93	0,0	13,56	16,95	10,17	0,0	3,39

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde039/22	<b>Course title:</b> Case Study Seminar 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Seminar, 2 hours/week, i.e. 22 hours/semester, full-time Student workload: 13 x 2 hours of teaching = 22 hours; 2 hours of processing two ongoing assignments; 14 hours of study of recommended sources for deepening skills in the creation of case studies; 6 hours of preparation and analysis of the selected (already processed) case report of the client; 16 hours processing and preparation of the presentation of the selected client's case report (from continuous practice) and its written processing; Total 60 hours (1 credit=30 hours) Education methods: selection and analysis of case studies and work with relevant video recordings for individual problem areas and application of the used methods/techniques in practice.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The interim assessment includes the processing of two interim assignments (20% of the assessment), the presentation and brief analysis of the selected case study of the client (child, adult, family) (30% of the assessment), the processing of the client's case study and presentation (50% of the assessment). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses knowledge critically and creatively in the context of the medical pedagogy study program and related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively uses knowledge critically and creatively in the context of the medical pedagogy study program and related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles knowledge in the context of the study program of therapeutic pedagogy and related disciplines; D (75-68 points, satisfactory - acceptable results; the student is able to handle and use knowledge to a limited extent in the context of the study program of therapeutic pedagogy and related disciplines; E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles the knowledge in the context of the study program of therapeutic pedagogy and related disciplines only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b>	

The case study seminar 1 is an integral part of the system knowledge framework of the study program Therapeutic pedagogy, in accordance with the mission and strategic intentions of PdF UK, as well as the profile of the graduate. By successfully completing the subject, students will have expanded and critically acquired (to the extent indicated in the evaluation scale above) current theoretical/empirical knowledge in the field of understanding the difficult life situation of an individual and practical skills in the field of processing case reports (as a basis for subsequent therapeutic and pedagogical intervention). In this way, they acquire a deeper orientation in mapping the impact of the situation on his intrapsychic experience and interaction in close relationships. They will also be oriented in the use of principles, principles and methods of therapeutic and pedagogical assistance in the areas of prevention, diagnosis, education, counseling, therapeutic-educational intervention and accompaniment with a focus on personal assistance to the client and his close relatives. In practice, graduates of the Mgr. of the medical pedagogy study program to use the acquired knowledge and skills in identifying and supporting the resources of the client/patient in crisis, as well as in preventive counseling and educational activities in facilities within individual departments (towards optimizing the conditions of development for specific children/pupils/patients and solving potential difficulties related to development, in interdisciplinary cooperation with other experts and colleagues, as well as in close cooperation with parents and other family members). Transferable competencies: The knowledge gained by the students will also serve in their own development, improvement of interpersonal and communication skills, in the development of creativity and the ability of abstract and critical thinking, in learning and thinking in context, developing metacognitive skills. Last but not least, with better orientation and understanding of the emergence and impact of personal (family) crises on one's own communication and relationships (personal, collegial, etc.).

**Class syllabus:**

1. Case studies as a qualitative research method,
2. Case report as a method of documentation of therapeutic-pedagogical intervention (diagnosis, prevention, counseling, intervention)
3. Form, specifics, benefits, risks.
4. Personal, social (family), problem anamnesis of the client
5. Obtaining and conceptualizing the obtained information within individual anamnestic areas.
6. Identification of the client's strengths and resources (internal, external) in a difficult life situation
7. Possibilities of medical and pedagogical assistance.
8. Contexts of use of intervention tools, techniques and methods.
9. Procedural diagnosis and intervention.
10. Analysis of selected model case studies mainly from the environment of the Ministry of Education and Social Affairs.
11. Individual elaboration of the case report of the selected individual (or couple, family).

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. 2018. Liečebnopedagogická diagnostika. Bratislava: Univerzita Komenského, 2018. 98 s.

BAJO, I. et. al. 1991. Kauzistický seminár. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0358-5.

SÝKORJAKOVÁ, A. 2014. Kazuistiky v liečebnej pedagogike. Bratislava: Univerzita Komenského, 2014.

Študijné texty a pracovné materiály od vyučujúceho (vybraté kazuistiky zo súkromnej praxe)

BARNHILL, J. W. (ed.) 2015. Psychické poruchy – kazuistiky. Diagnostika podľa DSM-5.

Trenčín: Vydavateľstvo F, 266 s., ISBN 978-80-88952-83-1.

Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <https://prolp.sk/lp-revue/>  
 MATOUŠEK, O. (ed.) 2017. Dítě traumatizované v blízkých vztazích. Praha: Portál, 208 s., ISBN 978-80-262-1242-3.  
 STANLEY, I., GREENSPAN, M.D. 2007. Klinické interview s dieťaťom. Trenčín: Vydavateľstvo F, 259 s., ISBN 80-88952-27-1.  
 WETZIG-WÜRTH, H., MÜLLER, P. 2004. Psychoterapeutický rozhovor: terapeuticky účinné dialógy v lekárskej praxi. Trenčín: Vydavateľstvo F, 223 s., ISBN 80-889-521-15.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 98

A	ABS	B	C	D	E	FX
71,43	0,0	21,43	2,04	1,02	0,0	4,08

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde047/22	<b>Course title:</b> Case Study Seminar 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Seminar, 2 hours/week, i.e. 22 hours/semester, full-time Student workload: 11 x 2 teaching hours = 22 hours; 6 hours of processing two ongoing assignments; 10 hours of study of recommended sources for deepening skills in the creation of case studies; 6 hours of preparation and analysis of the selected (already processed) case report of the client; 16 hours processing and preparation of the presentation of the selected client's case report (from continuous practice) and its written processing; A total of 60 hours Education methods: selection and analysis of case studies from clinical practice, work with video recordings, application of used methods/techniques in practice.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The interim assessment includes the processing of two interim assignments (20 points), the presentation and brief analysis of the selected case report of the client (child, adult, family) (30 points), the processing of the client case report and presentation (50 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses knowledge critically and creatively in the context of the medical pedagogy study program and related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively uses knowledge critically and creatively in the context of the medical pedagogy study program and related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles knowledge in the context of the study program of therapeutic pedagogy and related disciplines; D (75-68 points, satisfactory - acceptable results; the student is able to handle and use knowledge to a limited extent in the context of the study program of therapeutic pedagogy and related disciplines; E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles the knowledge in the context of the study program of therapeutic pedagogy and related disciplines only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b>	

Objectives: deepening the preparation for solving patients' problems in therapeutic and pedagogical practice

Results: The student will know current theoretical/empirical knowledge in the field of solving the difficult life situation of an individual and practical skills in the field of processing case studies. They will acquire a deeper orientation in mapping the impact of the situation on intrapsychic experience and interaction in close relationships. Transferable competencies: The knowledge gained by the students will also serve in personal development.

**Class syllabus:**

1. Case studies as a qualitative research method.
2. Theoretical justification of LP aid possibilities.
3. Diagnostics, prevention.
4. Counseling, intervention.
5. Obtaining and conceptualizing the obtained information within individual anamnestic areas - personal, social (family), problem anamnesis of the client.
6. Identification of the client's strengths and resources (internal, external) in a difficult life situation
7. Data verification options.
8. Contexts of use of intervention tools, techniques and methods.
9. Creation of prognosis and recommendations – procedural diagnostics and intervention.
10. Analysis of selected model case studies (in connection with the subjects Systemic Family Therapy and Psychotherapy and Child Psychotherapy)
11. Individual elaboration of the case report of the selected individual (or couple, family).

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. 2018. Liečebnopedagogická diagnostika. Bratislava: Univerzita Komenského, 2018. 98 s.

BAJO, I. et. al. 1991. Kauzistický seminár. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0358-5.

SÝKORJAKOVÁ, A. 2014. Kazuistiky v liečebnej pedagogike. Bratislava: Univerzita Komenského, 2014.

Študijné texty a pracovné materiály od vyučujúceho (vybraté kazuistiky zo súkromnej praxe)

BARNHILL, J. W. (ed.) 2015. Psychické poruchy – kazuistiky. Diagnostika podľa DSM-5. Trenčín: Vydavateľstvo F, 266 s., ISBN 978-80-88952-83-1.

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

MATOUŠEK, O. (ed.) 2017. Dítě traumatizované v blízkých vztazích. Praha: Portál, 208 s., ISBN 978-80-262-1242-3.

STANLEY, I., GREENSPAN, M.D. 2007. Klinické interview s dieťaťom. Trenčín: Vydavateľstvo F, 259 s., ISBN 80-88952-27-1.

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

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 51						
A	ABS	B	C	D	E	FX
88,24	0,0	3,92	5,88	1,96	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde038/22	<b>Course title:</b> Chapters from Psychiatry and Child Psychiatry
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form 2 hours a week seminar, a total of 22 hours per semester, face-to-face; Student workload: 11x 2 hours of direct teaching = 22 hours; 28 hours of preparation for the final test. A total of 50 hours of student work (1 credit = 25 hours). Teaching methods: monologic methods - interpretation, dialogic methods - discussion, situational methods - case studies, problem methods - brainstorming, guided self-study - text work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is finished with an assessment, the ratio of interim and final assessment is 100/0. The role of students is to: - final test (100 points) The condition for successful completion of the subject is obtaining at least 60% of the maximum possible evaluation of the subject. The rating is given on a scale: A (100-91 points, excellent – excellent results with only minimal errors), B (90-81 points, very good - above average results with minor errors), C (80-73 points, good – regular reliable work, average results), D (72-66 points, satisfactory - acceptable results, but there are significant errors), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, not enough - more extra work required).	
<b>Learning outcomes:</b> The aim of the course is to get an orientation in the system and organization of psychiatric care with a focus on the position and competences of the treatment pedagogue. He/she will be familiar with possible therapeutic and pedagogical interventions and programs for frequent forms of mental illness. He will be ready to contact and work with a client with a mental disorder and a psychiatric illness in the process of treatment.	
<b>Class syllabus:</b> 1. System of psychiatric care. 2. Treatment of mental disorders, rehabilitation and resocialization. 3. The place of the therapeutic educator in the system of care for a client with a mental disorder. 4. Psychiatric documentation. 5. Investigation methods in psychiatry; objective anamnesis, symptoms, objective findings - input of the treatment teacher. 6. Symptomatology, specifics of treatment.	

7. Used programs, indications and contraindications.
8. LP intervention in a medical facility and in the field.
9. Risks.
10. Ethics of helping.
11. Mental hygiene.

**Recommended literature:**

Recommended literature:

BOHUS, M. 2005. Bordeline porucha osobnosti. Trenčín : Vydavateľstvo F, 2005. Diagnostické a diferenciálne diagnostické moduly podľa WHO ICD-10. Edícia Tetralóg, 1997

HELL, D. a kol. 1997. Schizofrénia. Trenčín : Vydavateľstvo F, 1997.

HOFMANN, A. 2009. EMDR, terapia psychotraumatických stresových syndrómov. Trenčín: Vydavateľstvo F, 2009.

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

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

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
54,02	0,0	6,9	16,09	4,6	13,79	4,6

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde001/22	<b>Course title:</b> Clinical Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture: 2 hours/week, i.e. j. 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); 20 hours preparation of the presentation of a part of the prepared written work with a thematic focus on current research or clinical-psychological practice (etiopathogenesis, syndromology, prevention, standard procedures, etc.), relevant to treatment pedagogy, its written completion with regard to stimuli and discussion in the study group (in the evaluation week); 12 hours of preparation for the intermediate test; 12 hours of preparation for the final test; 16 hours of preparation for the oral exam. A total of 93 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 working pairs of students (also online) , brainstorming; analysis of cases (case studies) with regard to the action of therapeutic pedagogues in practice; guided independent study using professional, scientific and application-oriented texts (including video recordings, documents of professional associations, etc.)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 points, excellent - excellent results), B (94-85 points, very good - above average standard), C (84-75 points, good - ordinary reliable work), D (74-65 points, satisfactory - acceptable results), E (64-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - more additional work is required) The rating is given on a scale:	

A (100-95 points, excellent - excellent results; students actively critically and creatively reflect on current knowledge (identify, solve a problem) and frameworks for the further development of clinical psychology and its interdisciplinary (or even transdisciplinary) links; excellent meaningfully integrate knowledge with other studied disciplines, especially therapeutic pedagogy; 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 on knowledge and procedures based on foreign scientific or professional literature, including a correct understanding of the used methodology (quantitative / qualitative, etc.) and its limits; they are excellently prepared for 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); also excellent reflect the acquired knowledge and skills in relation to their own health and well-being.

B (94-85 points, 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, especially with regard to treatment pedagogy; they are able to very well identify psychological factors and psychological features 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, i.e. with psychologists (at the same time, they differentiate their professional competences and the potential of their further professional growth very well); also reflect the acquired knowledge and skills in relation to one's own health and well-being.

C (84-75 points, good - ordinary 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, especially with regard to therapeutic pedagogy; 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 used methodology (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 to a basic extent, they reflect acquired knowledge and skills still in relation to one's own health and well-being (well-being).

D (74-65 points, satisfactory - acceptable results; in principle, students understand and acceptably integrate knowledge with other studied disciplines, especially with regard to medical pedagogy; they are able to acceptably identify psychological factors and psychological signs in connection with pathology, health maintenance and individual types of prevention (potentially risky and protective, psychosocial, pathoplastic factors, etc.); to a certain extent, they are able to critically reflect on some knowledge and procedures based on foreign scientific or professional literature and the methodology used (quantitative / qualitative, etc.); they are generally 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); in part, they also reflect the acquired knowledge and skills in relation to their own health

E (64-60 points, sufficient - study results and student activities (written work, exam) are of lower quality compared to the above-mentioned criteria and characteristics, but as future therapeutic

pedagogues, their acquired knowledge and skills from clinical psychology sufficiently prepare them for work in an interdisciplinary team, including, for example, 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 (well-being).

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

**Learning outcomes:**

The goal of the subject clinical psychology is that after successfully completing it, students of therapeutic pedagogy will have acquired 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 and therapeutic pedagogy; 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.). Students of therapeutic pedagogy can use the acquired knowledge when studying other subjects of their study program; in the clinically oriented research of his final thesis; in medical-pedagogical practice in the complex system assessment of the state of health and its prognosis in their patients or clients and in the systemic planning of medical-pedagogical intervention (including all types of prevention). Moreover, in addition to transferable areas of competence and literacy (digital, general methodological, social and communication, etc.), their study leads to self-reflection, improvement of health and lifestyle (psychology of stress / crisis situations, primordial and primary, etc.) as forming experts in the helping professions, with themselves or with other people.

**Class syllabus:**

1. 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, link to therapeutic pedagogy.
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. 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).
5. Multidimensional approach to health and disease (concept of developmental psychopathology; concept of health psychology, etc.). 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 personalities (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, etc.; frustration; deprivation; conflict; stress; psychological trauma and life events; psychological crisis; psychological defensive reactions; 8. Emotionality and emotional intelligence and health; cognition, attitudes and health; interpersonal relationships and health (attachment, family/partner systems, etc.); lifestyle and health; sociocultural factors (transcultural psychopathology, social stereotypes and stigmatization of the sick person and the disease).

9. Basic overview of disorders of psychological functions and personality, 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).

10. 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.

11. Selected categories (syndromes) of special psychopathology and somatic diseases - definition / symptomatology, epidemiology, etiopathogenesis, (therapy) and prognosis.

**Recommended literature:**

HERETIK, A., HERETIK, A. A KOL. 2016. Klinická psychológia. 2. prep. a rozš. vyd. Nové Zámky: Psychoprof, 2016. (vybrané časti)

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

- BAŠTECKÁ, B., MACH, J., A KOL. 2015. Klinická psychologie. Praha: Portál.

- VÁGNEROVÁ, M. 2014. Současná psychopatologie pro pomáhající profese. 1. vyd. Praha: Portál.

periodiká

- 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.

**Languages necessary to complete the course:**

Slovak, Czech, English/ German or another language (native, other world language)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
36,21	0,0	38,79	17,24	3,45	0,0	4,31

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde006/22	<b>Course title:</b> Clinical Therapeutic Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will know the tasks of a medical educator in the context of clinical practice at the level of current knowledge of the field, will understand the causes, connections, consequences and possibilities of help with various health problems (1st test 25 points), V will know the competences of team colleagues, the specifics of their tasks, the possibilities of cooperation (paper - 25 points), propose forms and possibilities of therapeutic and pedagogical intervention, know the risks and have prerequisites for keeping records, evidence, communicate with patients and their relatives according to ethical requirements and decrees (final test and exam - 50 points). Intermediate and final assessment with exam (30/70). Mid-term assessment, presentation of the assigned contribution to the topic, final exam. The classification will be carried out according to the scale: A: 100 – 91 points, B: 90 – 81 points, C: 80 – 73 points, D: 72 – 66 points, E: 65 – 60 points, FX: 59 – 0 points.	
<b>Learning outcomes:</b> The student will be able to navigate the theories and practice of clinical treatment pedagogy, will know thematic areas, acquire the ability to anchor practical concepts in the theories of treatment pedagogy, connect theoretical knowledge with practical challenges and offer adequate help to a person with a health problem.	
<b>Class syllabus:</b> 1. Introduction to clinical treatment pedagogy, development and trends, relationship between education and therapy (contribution: Dobrotka, Kobi, Simon) 2. Principles, approaches in clinical treatment pedagogy, image of a person with an illness, 3. Areas of action – prenatal period, altered development of perception and rights of the child, 4. risky parenting, support of parental/educational competences, 5. Early childhood – diagnosis, microbiome, support programs, work with family, resilience, social support 6. Child in hospital, pain, preparation for interventions, operations, family and care of a child with an illness, school 7. Specific situations – hypersensitivity, cohabitation with a vulnerable, sick, dependent person, violence in the family, digital addiction/dementia 8. Habilitation and rehabilitation, process of change	

9. Neuroplastic therapy,  
 10. Accompanying, pre-therapy  
 11. The operation of medical educators in the health sector - concept, education, performance, keeping medical records, patients' rights, biomedical research, ethical requirements.

**Recommended literature:**

HORŇÁKOVÁ M. 2020. Prednášky z klinickej liečebnej pedagogiky. Bratislava\_ Pdf UK

DOIDGE, N. 2017. Váš mozek se dokáže uzdravit'. Brno: Cerebrum, 2017. ISBN 978-80-264-1432

Štandardné postupy v zdravotníckej starostlivosti. 2020. MZ SR, Bratislava, <https://www.standardnepostupy.sk/standarty-liecebna-pedagogika/>

HORŇÁKOVÁ, M. 2019. Liečebnopedagogická diagnostika. Bratislava : UK, v BA.. ISBN 978-80- 223-4646-1.

SPITZER, M.2018. Digitálna demencia. Citadella. 2018. ISBN 978-80-8182-088-5.

KEBZA, V.2005. Psychosociální determinanty zdraví. Praha: Academia, 2005. ISBN 80-200-1307-5.

KLÍMOVÁ, J., FIALOVÁ, M. 2015. Proč (a jak) psychosomatika funguje. Praha: Progressive consulting. 2015. ISBN 978-80.260-8208-8.

SIMON, T. 2001. Klinische Heilpädagogik. Stuttgart : Kohlhammer. 2011. ISBN 978-3-17-021848-2

Časopisy: Revue liečebnej pedagogiky, Heilpädagogik.de, Schw. Heilpädagogik. Zborníky z liečebnopedagogických dní od r. 2006.

**Languages necessary to complete the course:**

Slovak, Czech, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
51,04	0,0	25,0	17,71	5,21	1,04	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde011/22	<b>Course title:</b> Continuous Supervised Practice 1
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: practice Recommended teaching range (in hours) in total: 40 hours Study methods: full-time continuous practice, hospitalization, medical and pedagogical intervention under supervision, observation, record keeping Student workload: Face-to-face participation directly in the practice facility (8x4 hours of direct teaching - 32 hours); Study of professional literature - 30 hours. Continuous maintenance of practice records (28 hours). 90 hours in total – 1 credit is 30 hours	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. During the interim assessment, the student submits: interim records (80 points), a presentation on the progress of the practice at the final meeting of the practice (20 points). Ratings are given on a scale of A (excellent - excellent results), B (very good - above average standard), C (good - ordinary reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (not enough - more extra work required). Grading scale: A: 100-91 points, B: 90-81 points, C: 80-73 points, D: 72-66 points, E: 65-60 points, FX: 59-0 points. Weight of interim / final assessment: assessment, 100% of interim assessment	
<b>Learning outcomes:</b> Objectives: To deepen the student's practical experience with the work of a therapeutic pedagogue in an institutional (school, social, non-departmental) facility. Learning outcomes: The student will know the possibilities, risks, ethical and formal requirements of his activity in the context of therapeutic and pedagogical practice. He will know the goals of the facility, participate in team cooperation, develop, implement and evaluate therapeutic and pedagogical exercises.	
<b>Class syllabus:</b> 1. Introductory information on the course of practice. 2. Familiarization with the equipment - focus, content and forms of work with the client. 3. Introductory hospital activity – observation, recording of knowledge, involvement in activities. 4. In cooperation with the supervisor, he will carry out the assigned tasks. 5. Keeping records and their critical evaluation.	

6. Team cooperation.
7. Study of documentation of selected clients (after obtaining informed consent).
8. Independent supervised therapeutic-pedagogical/individual intervention with a selected client.
9. Independent supervised therapeutic-pedagogical / group intervention with selected clients.
10. Written recording and analysis.
11. Final summary analysis of the student's supervised work in the selected facility for the implementation of continuous practice.

**Recommended literature:**

Recommended literature:

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

LIŠTIAKOVÁ, L. I., FÁBRY, L. Z. 2016. Expresívne terapie vo vedách o človeku.

Biodromálny aspekt liečebnej pedagogiky. Univerzita Komenského v Bratislave. 2016 ISBN 978-80-223-4148-6

MITAŠÍKOVÁ, P. (ED.). 2013. Vzťah v pomáhajúcich profesiách. Univerzita Komenského v Bratislave, 2013. ISBN 978-80-223-3368-9

SKRAKOVÁ, J. VALAŠTEKOVÁ. V. 2015. Pomáhanie ako proces. Bratislava, 2015. ISBN 978-80-972246-0-8

Materiály z príslušných zariadení - profil, organizačné a iné pokyny a usmernenia.

Zákony o legislatívnom riešení liečebnopedagogickej starostlivosti.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
89,69	0,0	9,28	0,0	0,0	0,0	1,03

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde017/22	<b>Course title:</b> Continuous Supervised Practice 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Continuous professional experience Recommended teaching range (in hours) in total: 40 hours in attendance Study methods: full-time continuous practice, hospitalization, medical and pedagogical intervention under supervision, observation, record keeping Student workload: Participation in practical equipment (8x4 hours of direct teaching - 32 hours); Study of professional literature - 30 hours. Continuous maintenance of practice records (processing practice diaries) (28 hours). 90 hours in total – 1 credit is 30 hours	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. During the interim assessment, the student submits: interim records (80 points), a presentation on the progress of the practice at the final meeting of the practice (20 points). Ratings are given on a scale of A (excellent - excellent results), B (very good - above average standard), C (good - ordinary reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (not enough - more extra work required). Grading scale: A: 100-91 points, B: 90-81 points, C: 80-73 points, D: 72-66 points, E: 65-60 points, FX: 59-0 points. Weight of interim / final assessment: assessment, 100% of interim assessment.	
<b>Learning outcomes:</b> Objectives: To deepen practical experience and prepare the student for work in clinical facilities, to lead to the acquisition of documentation on the implementation of therapeutic-pedagogical intervention and its processing as part of the diploma thesis. Results: The student will know the requirements for the work of a therapeutic educator in a clinical facility, will be able to solve therapeutic-educational situations - record and collect data, implement and evaluate a therapeutic-pedagogical intervention, process feedback, reflect on teamwork.	
<b>Class syllabus:</b> 1. Introductory information on the course of practice. 2. Familiarization with the equipment - focus, content and forms of work with the client. 3. Study of documentation. 4. Observation, recording knowledge, orientation in a person's situation.	

5. Study of documentation (after obtaining informed consent).
6. Independent supervised therapeutic-pedagogical individual/group work,
7. Keeping records, their evaluation,
8. Incorporation of new data into ongoing diagnostics and subsequent intervention.
9. Objectification, evaluation, conclusions.
10. Data collection for the final thesis.
11. Theoretical justification of the intervention.

**Recommended literature:**

Recommended literature:

HAPALOVÁ, M., KRIGLEROVÁ, E.. 2013. O krok bližšie k inklúzii. Človek v tísni Slovensko. Centrum pre výskum etnicity a kultúry. ISBN 978-80-971343-0-3

JANOŠKO, P., KUŠNÍROVÁ, V. 2017. Inkluzívna škola a rodina. Univerzita Komenského v Bratislave. 2017. ISBN 978-80-223-4464-7

KLEIN, F., a kol. 2009. Liečebná pedagogika. Sapientia. Bratislava, 2009. ISbN 978-80-89229-14-7

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

MITAŠÍKOVÁ, P. (Ed.). 2014. Európska iniciatíva za kompetentnosť vo včasnej intervencii. Spolupráca s rodičmi pri podpore vývinu. Univerzita Komenského v Bratislave, 2014. ISBN 978-80-223-3685-7

REPKOVÁ, K. a kol. Dlhodobá starostlivosť o starších ľudí na Slovensku a v Európe. WHO. IVR. Bratislava, 2011.

VODIČKOVÁ, B. a kol. (eds.). 2008. Zdravie detí – výzva pre všetkých. Univerzita Komenského v Bratislave, 2008. ISBN 978-80-223-2460-1

Materiály z príslušných zariadení - profil, organizačné a iné pokyny a usmernenia.

Zákony o legislatívnom riešení liečebnopedagogickej starostlivosti.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
85,42	0,0	12,5	2,08	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde013/22	<b>Course title:</b> Crisis Intervention
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, 22 hours/semester, face-to-face Student workload: 11 x 2 teaching hours = 22 hours; 8 hours of processing two ongoing assignments, 12 hours of preparing the presentation of the seminar work and its written processing; 18 hours of preparation for the final test. A total of 60 hours. Education methods: lecture, discussion, critical reflection of methods used in crisis intervention; presentation of the output (seminar work) in the study group.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% of the interim assessment + 80% of the final assessment The interim assessment includes the processing of two assignments (20 points). The final assessment includes the presentation of the seminar work and written completion (40 points) and the final test (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively critically and creatively handles knowledge from the field of crisis intervention in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively critically and creatively handles knowledge from the field of crisis intervention in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles knowledge from the field of crisis intervention in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; D (75-68 points, satisfactory - acceptable results; the student can, to a limited extent, handle and use knowledge from the field of crisis intervention in the context of the medical pedagogy study program, including their integration with the knowledge of related disciplines; E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles knowledge from	

the field of crisis intervention in the context of the field of therapeutic pedagogy only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).

**Learning outcomes:**

Objectives: The objective is to prepare a student of therapeutic pedagogy to work with a traumatized person, for first aid, support for post-traumatic disorder in finding meaning. The student will know current theoretical and empirical knowledge, will have competences in the issue of crisis intervention, will understand the mechanisms of the emergence and course of the crisis. He will gain an overview of the possibilities of supporting the client in the individual phases of a crisis situation, he will be able to identify the possibilities and use of therapeutic-pedagogical intervention tools in helping the client and his family in preventive, advisory, educational and therapeutic-pedagogical activities.

Transferable competencies: The student will receive support in his own development, in managing a crisis (personal, family), in the development of creativity and the ability to think in context.

**Class syllabus:**

1. Introductory terms - crisis, crisis situations, progress, typology.
2. Risks and sources of crises in the context of intrapsychic experience (impact, symptoms, coping) and quality of relationships.
3. Crisis intervention – basic principles, phases.
4. Victim, perpetrator of violence - forms of crisis intervention.
5. Crisis processing mechanism.
6. The concept of help in a crisis, when overcoming the consequences.
7. Post-traumatic stress disorder (PTSD) - origin, symptoms, accompanying manifestations, consequences.
8. Possibilities of accompanying a person with PTSD.
9. Abused child syndrome (CAN) - causes, consequences, help.
10. Helping the family in a crisis situation - possibilities, specifics, barriers.
11. Presentation of the student's case - help options.

**Recommended literature:**

Recommended literature:

JANOŠKO, P. 2014. Možnosti využitia validizačných prvkov transformačnej systemickej terapie podľa Virginie Satirovej v komunikácii s pacientmi so psychiatrickým ochorením a ich rodinami. In ZRUBÁKOVÁ, K., NOVYSEDLÁKOVÁ, M. 2014. Rodina – zdravie – choroba. Zborník z medzinárodnej vedeckej konferencie. Ružomberok: VERBUM, s. 262 – 268. ISBN 978-80-561-0117-9.

HORŇÁKOVÁ, M. 2017. Deti vulnérabilných rodičov ako skrytá riziková skupina = Children of vulnerable parents as a hidden risk group. In: Revue liečebnej pedagogiky [elektronický zdroj]. - Roč. 10, č. 1 (2017), s. 3-7 [online]. ISSN 1337-5563. URL: [http://prolp.sk/wp-content/uploads/2017/12/revuelp\\_2017\\_1.pdf](http://prolp.sk/wp-content/uploads/2017/12/revuelp_2017_1.pdf)

MAJZLANOVÁ, K.: Dramatoterapia u týraných detí. In: Valenta a kol.: Rukovet' dramaterapie a teatroterapie II. Olomouc: Univerzita Palackého v Olomouci, 2009. s. 62-68.

Vedecko-odborné časopisy: Psychológia a patopsychológia dieťaťa, Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <https://prolp.sk/lp-revue/>

DUNOVSKÝ, J., DYTRICH, Z., MATĚJČEK, Z.: Týrané, zneužívané a zanedbávané dieťa. Praha: Avicenum, 1995.

ELIOTOVÁ, M.: Jak ochránit své dítě. Praha: Portál, 1995.

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

VODÁČKOVÁ, D. a kol. 2002. Krizová intervence. Praha: Portál, 2002.

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

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
77,32	0,0	19,59	2,06	0,0	0,0	1,03

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

**Last change:** 09.11.2022

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

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPšt001/18	<b>Course title:</b> Defence of Diploma Thesis
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 28.07.2022	
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde012/22	<b>Course title:</b> Diploma Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: seminar, 2 hours/week, i.e. 22 hours/semester, method: combined Student workload: (1 credit 25 hours) participation in classes (22 hours), preparation of interim assignments - components of the diploma thesis and project proposal (53 hours) Total 75 hours of student work. Methods: learning in the process of writing, mutual reflection of results in groups, correction of texts in groups	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim rating 100/0. The subject will be completed by the evaluation of the student's ongoing work at the seminars (development of ongoing assignments - structure of work (10 b), content of chapters (20 b), example of citation and recording (20 b), content of DP (10b) chapter with citation - extent of 6 s. (20 b), thesis project (20 points). The condition for successful completion of the subject is obtaining at least 60% of the maximum possible assessment. The classification will be carried out according to the scale: A: 100 – 91 points, B: 90 – 81 points, C: 80 – 73 points, D: 72 – 66 points, E: 65 – 60 points, FX: 59 – 0 points.	
<b>Learning outcomes:</b> The goal is to introduce the student to the writing of his diploma thesis, to familiarize him with the requirements for form, content, work with literature and the possibilities of proving readiness for the profession. Results: the student has information about the creation of the diploma thesis, its formal preparation, the components of the thesis, its structure, the method of working with professional sources and their citation, the interpretation of research, and the possibilities of presentation of the thesis. He will have experience in formulating a professional text, he will learn to think critically, use sources and take responsibility for his choices. The knowledge will help him to collect information in a more targeted manner in practice, prepare methods, describe his experience and evaluate the results. He will have an idea of what the discussion and conclusions should be about.	
<b>Class syllabus:</b> 1. Preparation for writing the final thesis - study of the handbook.	

2. Collecting literature, writing notes.
3. Bibliographic record.
4. Time schedule of writing, work project, work structure (chapter titles, their content and scope, search for sources).
5. Formal requirements for modification, development of required components.
6. Professional (truthfulness, criticality, objectification).
7. Citation, paraphrasing, ethics and responsibility for data truthfulness.
8. Linguistic and stylistic aspects of the work. Factor of chronology, continuity of knowledge.
9. Editing of written work. Discussion and conclusion.
10. List of bibliographical sources. Bibliographic references, content, form and structure. Links to information sources in electronic form.
11. Preparation of defense, presentation, responding to comments, discussion.

**Recommended literature:**

Recommended literature:

Gavora, P. a kol. Elektronická učebnica pedagogického výskumu. ISBN 978-80-223-2951-4.  
<http://www.e.metodologia.fedu.uniba.sk>

Meško, D. - Katuščák, D. a kol. 2004. Akademická príručka. Bratislava: Osveta. ISBN 80-8063-150-6

Katuščák, D. 1998. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Stimul. ISBN 80-85697-82-3.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
56,25	0,0	20,83	16,67	5,21	1,04	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde003/22	<b>Course title:</b> Disability and participation
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lectures per week, a total of 22 hours per semester. The method by which the educational activity is carried out: combined). Student workload: direct teaching (22 hours), self-study in preparation for the mid-term test (14 hours), self-study in preparation for the final assessment (14 hours). Total 22 + 14 + 14 = 50 (1 credit = 25 hours) Teaching methods: lecture, discussion on the topic covered; work in small groups; problem solving tasks.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (50 points) - final test (50 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to offer an overview of multiple disabilities as a multifactorial, multicausal and multisymptomatic conditioned phenomenon and its impact on a person's life from birth through individual developmental periods of his life, including his family and social environment. Results: The student will know the causes and consequences of multiple disabilities, supportive and accompanying help options. He will be able to communicate with a severely handicapped person and his surroundings. He will know how to prepare offers for him, implement them and evaluate them. He will understand the social, economic and cultural impacts.	
<b>Class syllabus:</b> 1. Multiple disability as a multi-symptomatic, multi-causal and multi-factorial conditioned phenomenon.	

2. Etiology, epidemiology, symptomatology,
3. Contexts with age, life situation, communication.
4. Possibilities for developing creativity and application.
5. Life with multiple disabilities.
6. Retrospective view of the use of intervention strategies.
7. Institutional care versus family life, siblings as recipients of help.
8. Inclusion. Aspects of the life of the family and its members accompanying their life situation related to the circumstances of multiple disabilities.
9. Specifics of therapeutic and pedagogical approaches in helping people with multiple disabilities.
10. Consideration of the individual situation, emphasis on the quality of life.
11. Therapeutic interventions, Snoezelen therapy, Basal stimulation.

**Recommended literature:**

Recommended literature:

ANDERLIKOVÁ, L. 2013. Cesta k inkluzi. Praha/Kroměříž: Triton, 2013.

ISBN978-80-7387-765-1.

ANDERLIKOVÁ, L. 2021. Jedna cesta pro všechny. Montessori ČR. 978-80-906627-5-9.

FÁBRY LUCKÁ, Z. 2015. Terapeutické intervencie a človek s viacnásobným postihnutím.

Bratislava : Musica Liturgica. 2015

NEWMAN S. 2004. Hry a činnosti pro vývoj dítěte s postižením. Praha : Portál, 2004.

POŽÁR, L. 2007. Základy psychologie lidí s postihnutím. Trnava : Vydavatel'stvo TYPI

UNIVERSITAS TYRNAVIENSIS. 2007.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
97,41	0,0	1,72	0,0	0,86	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde032/22	<b>Course title:</b> Dramatherapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: face-to-face 1 hour per week. lecture + 2 hrs. drama therapy activities - 33 hours in total. Student workload: Hours of direct teaching: 33 hours Self-study: 22 hours Preparation for the final test: 20 hours Seminar work on drama therapy 15 hours Total 90 hours (1 credit = 30 hours) Education methods: lecture, dramatic games and exercises, experiential, activating methods, interactive - role-playing, discussion, work in small groups, problem-solving tasks.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, there will be one interim written examination (40 points) and at the end of the semester, the student will submit a seminar paper (60 points). The total number is 100 points. Points: The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - more additional work is required).	
<b>Learning outcomes:</b> The aim of the subject: The aim is to provide a more comprehensive picture of the possibilities of applying drama therapy in the therapeutic and educational process to support health in children and adult clients. Results: The student will be familiar with current theories and research from drama therapy in clinical practice. He will deepen his competences for planning, implementation, evaluation and publication of drama therapy intervention.	
<b>Class syllabus:</b> 1. Key processes in drama therapy (projection, role). 2. Dramatic play for children. 3. Dramatic play in adults. 4. Dramatic play for seniors. 5. Social interactions in drama therapy (empathy, aesthetic distance, embodiment, transfer between drama and everyday life).	

6. Specific tasks in connection with the health condition (disability, mental illness, neurological, oncological diseases, metabolic disorders, drug addiction, terminal stage of the disease, etc.).
7. Specific tasks related to age (premature children, work with family, adolescence, life with illness in adults, seniors).
8. Cooperation with experts - psychologist, psychiatrist, medical specialist,...
9. Counseling and cooperation with the client's family.
10. Planning, recording and evaluation.
11. Research in drama therapy.

**Recommended literature:**

Recommended literature:

FISCHER, O. a kol. 2010. Úvod do filozofie pomáhající profese. Praha: Jabok. HORŇÁKOVÁ, Marta. 2007. Liečebná pedagogika pre pomáhajúce profesie. Bratislava: Sociálna práca. HORŇÁKOVÁ a kol. 2009. Obsahová integrácia a diverzifikácia učiteľských študijných odborov na PdF UK Bratislava. Bratislava: Univerzita Komenského. LUKASOVÁ, Eva. 1997. Logoterapie ve výchově. Praha: Portál, 1997. MAJZLANOVÁ, K. a kol. 2003. Človek v centre liečebnopedagogickej starostlivosti. Liečebná pedagogika IV.- V. Bratislava: Humanitas. MAJZLANOVÁ, Katarína. 2011. Súčasné poslanie liečebnej pedagogiky pri skvalitňovaní života detí so znevýhodnením. Bratislava: VÚDPaP - Zborník príspevkov z medzinárodnej konferencie „Dieťa v ohrození“, Bratislava: Vysoká škola zdravotníctva a sociálnej práce. KLEIN, F. a kol. 2009. Liečebná pedagogika. Bratislava: Sapiencia.

**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:** Mgr. Tímea Lelovič, PhD.

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde025/22	<b>Course title:</b> Dramatherapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: The educational activity will take place face-to-face for 1 hour per week. lecture + 2 hrs. drama therapy activities - 33 hours in total. Student workload: hours of direct teaching: 33 hours self-study (10 hours), preparation for the final test (20 hours), seminar work on drama therapy (15 hours). Total 78 hours (1 credit = 26 hours) Education methods: Experiential, activating methods (non-verbal games and exercises, improvisation, role-playing), discussion of the topic, work in small groups - creation of drama therapy meetings and programs.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: During the semester, there will be one interim written examination (40 points) and at the end of the semester, the student will submit a seminar paper (60 points). The total number is 100 points. Points: The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - ordinary reliable work), D ( 72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - further additional work is required).	
<b>Learning outcomes:</b> The goal is to offer an overview of the possibilities of applying drama therapy to support development, behavior, learning and health in children. Results: The student will gain knowledge about the application of drama therapy in the treatment-pedagogical support of clients in terms of changes in the field of activities and participation, social and psychosocial aspects of difficult life situations (relationships, education, marginalization, consequences of disorders of body structures and functions).	
<b>Class syllabus:</b> 1. Drama therapy methods and techniques focusing on diagnosis. 2. Drama therapy methods and techniques focusing on the development of self-knowledge. 3. Drama therapy methods and techniques focusing on self-reflection, 4. Drama therapy methods and techniques focusing on self-realization 5. Drama therapy methods and techniques focusing on finding meaning.	

6. Drama therapy methods and techniques aimed at promoting inclusion.
7. Drama therapy methods and techniques focusing on cooperation support.
8. Drama therapy methods and techniques aimed at supporting crisis management.
9. Drama therapy methods and techniques aimed at supporting conflict management.
10. Role and self-image.
11. Educational and therapeutic process in drama therapy and research.

**Recommended literature:**

Recommended literature:

HORŇÁKOVÁ, M. 2017. Komunikácia v inkluzívnej škole. Bratislava: Univerzita Komenského  
 LIŠTIAKOVÁ, I. – VALENTA, M. 2015. Evaluace v dramaterapii. Olomouc: Univerzita Palackého,  
 MACHKOVÁ, E. a kol. 2013. Projekty dramatické výchovy pro starší školní věk. Praha: Portál  
 MAJZLANOVÁ, K. a kol. 2014. Súčasná dramaterapia – prístupy, výzvy. Bratislava: Lingua.  
 MAJZLANOVÁ, K. Uplatnenie expresívnych terapeutických prístupov u detí so špeciálnymi edukačnými potrebami. 2018. In: HARČARIKOVÁ, T.- LOPÚCHOVÁ, J. (eds). Teória a praxeológia výchovnej a komplexnej rehabilitácie. Zborník vedeckých výsledkov. UK Bratislava. Brno: MSP, MAJZLANOVÁ, K. 2021. Dramaterapia – teória, výskum, prax. Bratislava: Iris,  
 STREDL, T. 2012. Dramaterapia a jej socializačné možnosti. Komárno: Univerzita Selyeho.  
 VALENTA, Milan – MÜLLER, Oldřich - POLÍNEK, Martin, D. 2010. Dramaterapie v institucionální výchově. Olomouc: Universita Palackého.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
78,57	0,0	17,86	3,57	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde036/22	<b>Course title:</b> Education in Foster Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours lecture/week; total per semester 22 hours, combined (mainly face-to-face) Student workload: 11x 2 hours of direct teaching = 22 hours; 22 hours preparation of seminar paper and powerpoint presentation; 33 hours of preparation for the interim assessment. A total of 77 hours of student work. Teaching methods: presentation, group discussion, conversation, guided discussion on the topic, guided self-study and work with the text	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The task of the students is to prepare an ongoing seminar paper and present the seminar work to classmates for 40 points and to take a mid-term test for 60 points, a total of 100 points. The condition for successful completion of the subject is obtaining at least 60% of the maximum possible evaluation of the subject. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required) For the A rating, it is necessary for students to provide excellent results throughout the entire semester and to be able to study independently. Students know how to orient themselves in various literary sources, they know how to choose relevant sources for their studies, they know how to orient themselves in the issue of substitute education. Grade B means that the students achieved above-average results throughout the semester, were able to study independently, mastered basic information related to substitute education, and knew how to orient themselves in literature. Grade C means that the students performed normally well during the semester, their theoretical knowledge of the subject matter is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual literary sources. Rating D means that the students were less prepared during the semester, have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, cannot critically analyze information and find it difficult to apply knowledge in practice. Grade E means that students fail in more than one of the	

assignments, lack the ability to analyze, compare multiple pieces of knowledge and fail in critical thinking, but master most of the theoretical knowledge of the subject.

**Learning outcomes:**

After successful graduation, students will gain an overview of substitute education institutions and their mission. He will know the circumstances of substitute education, the benefits and risks. They will be able to recognize the need for therapeutic-pedagogical intervention, to intervene therapeutically, to prevent further failure, to work with the family. Furthermore, students develop analytical and active thinking while working with the assigned professional text, they are able to compare and evaluate information.

**Class syllabus:**

1. Basic information about history, the present.
2. Current trends in substitute institutional care and education.
3. Stages of care before placing a child in an institution.
4. Criteria for placing a child in substitute institutional care
5. The issue of children leaving institutions.
6. Models of care.
7. Institutional forms of foster care.
8. Special educational facilities.
9. Support devices.
10. Information about practice abroad.
11. Protection of children's rights.

**Recommended literature:**

Recommended literature:

LABÁTH, V. 2004. Rezidenčná starostlivosť. Bratislava : Občianske združenie Sociálna práca, 2004. ISBN 80-89185-03-7

NOŽIŘOVÁ, J. 2012. Náhradní rodinná péče. Praha: Linde, 2012. ISBN 9788086131917

RAPOŠOVÁ, P. 2020. Sexuálna výchova v prostredí náhradnej výchovnej starostlivosti. In. Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky : Bratislava : Univerzita Komenského v Bratislave, 2020. ISBN 978-80-223-4976-5

RAPOŠOVÁ, P. 2016. Sociálny pedagóg ako možná podpora pri osamostatnení dieťaťa z detského domova. In: Socialia 2015 : Možnosti uplatnění sociálního pedagoga/ sociální pedagogiky v současné společnosti. - Hradec Králové : Gaudeamus, 2016. ISBN 978-80-7435-655-1. - S. 182-186

ŠKOVIERA, A. 2006. 10 dilem náhradnej výchovy. Bratislava : Nová práca, 2006. ISBN 80-88929-81-4

ŠKOVIERA, A. 2007. Trendy náhradnej výchovy. Bratislava : Petrus, 2007. ISBN 978-80-89233-32-8

ŠKOVIERA, A. 2007. Dilemata náhradní výchovy: teorie a praxe výchovné péče o děti v rodině a v dětských domovech. Praha : Portál, 2007. ISBN 978-80-7367-318-5

VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Bratislava: Slovak education publishing.

Zákon č. 104/1991 Zb. Dohovor o právach dieťaťa

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

ŽOLNOVÁ, J., KEČKÉŠOVÁ, M. 2020. Prevýchova v teoretických koncepciách pedagogiky psychosociálne narušených a legislatíve. Brno : MSD, 2020. ISBN 978-80-7392-354-9

<b>Languages necessary to complete the course:</b> Slovak, Czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 42						
A	ABS	B	C	D	E	FX
76,19	0,0	11,9	2,38	2,38	0,0	7,14
<b>Lecturers:</b> Mgr. Vladimíra Zemančíková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde029/22	<b>Course title:</b> Ergotherapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture per week, 2 hours of seminar per week, a total of 33 hours per semester. Student workload: direct teaching (33 hours), seminar work (22 hours), self-study in preparation for the final assessment (20 hours). Total 33 + 22 + 20 = 75 (1 credit = 25 hours) Education methods: discussion of the discussed topic; work in small groups; problem solving tasks, interactive education in the form of experiential exercises.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (60 points) - seminar paper (40 points). The rating is given on a scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Aim: to deepen the knowledge of occupational therapy in clinical practice, to approach the issue of developmentally and psychosocially oriented occupational therapy in health care within the competence of the therapeutic educator. Results: the student will have knowledge of actions in the context of development, neurodevelopment, functional disorders, impairment and health disorders. It will be prepared for interdisciplinary cooperation in research for behavior and its disorders, in the context of health, treatment and prevention. He will be able to prepare and offer occupational therapy exercises for different age and diagnostic groups and individuals. He will be able to make records, keep documentation, evaluate and evaluate the occupational therapy process, both in the clinical facility and in the environment.	
<b>Class syllabus:</b> 1. Action and action disorders in the context of health. 2. Ergotherapeutic diagnosis, preparation, implementation and evaluation of the intervention, keeping documentation. 3. Early occupational therapy. 4. Possibilities and roles of occupational therapy during hospitalization.	

5. Cooperation with the parent of a child patient.
6. Ergotherapy in ambulatory care for children and adults.
7. Counseling in occupational therapy.
8. Ergotherapy in a hospital environment.
9. Occupational therapy in psychiatry.
10. Ergotherapy in remedial facilities.
11. Interdisciplinary cooperation.

**Recommended literature:**

Recommended literature:

HAŠTO, J. 2011. Skupinové psychoterapeutické metody, terapeutická komunita a ergoterapia v psychiatrii. Trenčín (prístupné na internete.)

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha: Grada. ISBN 978-80-247-7346-9.

HORŇÁKOVÁ et al. 2010. Včasná intervencia orientovaná na rodinu. Bratislava : Univerzita Komenského, s. 116-130, 2010. ISBN 978-80-223-2915-6.

KLUSOŇOVÁ, E. 2011. Ergoterapie v praxi. NCZO, ISBN 978-80-70135358

KERROVÁ, S. 1997. Dítě se speciálními potřebami. Praha: Portál, 1997. ISBN 80-7178-147-9

TROJAN, S. et al. 2001. Fyziologie a léčebná rehabilitace motoriky člověka. Praha : Grada, 2001. ISBN 80-2470-031-X.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
81,25	0,0	12,5	6,25	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde022/22	<b>Course title:</b> Ergotherapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture per week, 2 hours of seminar per week, a total of 33 hours per semester. The method by which the educational activity is carried out: combined. Student workload: direct teaching (33 hours), seminar work (20 hours), self-study in preparation for the final assessment (22 hours). Total 33 + 20 + 22 = 75 (1 credit = 25 hours) Education methods: discussion, work in small groups, problem solving of tasks, interactive education, preparation of work procedures.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (80 points) - seminar paper (20 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Objectives: The objective is to bring the mission of occupational therapy in institutional settings closer and convey the necessary knowledge and skills. Results: The student will know current knowledge of occupational therapy in institutions for education and social care. Acquires prerequisites for interdisciplinary cooperation in a team of experts in practice or in research.	
<b>Class syllabus:</b> 1. MOHO model. 2. Communication of the occupational therapist with the client and his family member. 3. Support for independence, dyspraxia, apraxia, 4. Key competencies to act, conflicts. 5. Diagnostics in occupational therapy, process planning, analysis of activities. 6. Counseling and support in unemployment. 7. Counseling and support for persons with social and health disabilities. 8. Advice and support for people with addictions. 9. Supported employment. 10. Means in occupational therapy (diagnostic, interventional, preventive).	

11. Possibilities of research in occupational therapy.

**Recommended literature:**

Recommended literature:

KIELHOFNER, G. 2002. Model of Human Occupation. 3. vyd. Lippincot. Williams & Wilkins. 2002. ISBN 0-7817-2800-2.

NOVOSAD, L. Základy speciálního poradenství. 2006. 2. vyd. Praha : Portál, 2006. ISBN 80-7367-174-3.

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

ZELINKOVÁ, O. Dyspraxie – Vývojová porucha pohybové koordinace. Praha: Portál. 2017. ISBN 978-88-0262-126-9.

**Languages necessary to complete the course:**

Slovak, English, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 64

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

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde008/22	<b>Course title:</b> Forensic Psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> lecture, 2 hours/week, i.e. 22 hours/semester, format: full-time/distance learning Student workload: 11x 2 hours of direct teaching = 22 hours; 10 hours of preparation for the interim assessment; 38 hours of exam preparation. A total of 60 hours of student work. (1 credit=60 hours) Methods of education: discussion of the discussed topic.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - continuous assessment - test (40 points) - final assessment – exam (60 points) A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> The student will acquire relevant knowledge about the individual topics of forensic psychology related to the legal process, from the investigation stage (criminal psychology), through the decision-making stage (court psychology) and implementation (penitentiary psychology). He will know the connections with developmental disorders and criminality, the personality of the perpetrator of criminality, psychopathology, the closely related aggresology and criminological psychology, which research deals with the mentioned areas. He will understand victimology as the science of crime victims and forensic psychological expertise. He will also understand connections in other areas of his work (family education, counseling, psychiatric care) in the context of forensic psychology. Transferable competencies: He will be able to communicate with people with problematic/anti-social behaviour. He will be able to use the acquired knowledge in prevention.	
<b>Class syllabus:</b> 1. Subject and history of FPs. Theories of delinquency. 2. Developmental disorders. 3. Personality of the perpetrator of the crime. 4. Criminal psychopathology.	

5. Aggression.
6. Criminal psychology.
7. Forensic psychology.
8. Penitentiary psychology.
9. Post-penitentiary psychology.
10. Victimology.
11. Forensic psychological expertise. Focusing ability: For practice, the student will acquire relevant knowledge in dealing with maladaptive clients.

**Recommended literature:**

Recommended literature:

HAVRLENTOVÁ, D. a kol., 2021. Psychológia pre právnikov. Bratislava: Wolters Kluwer, 243 s., ISBN 978-80-571-0358-5

HERETIK, A., 2019. Forezná psychológia. Bratislava: Lindeni, 608 s. ISBN 978-80-56612-13-2

Časopis Slovenské väzenstvo

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 98

A	ABS	B	C	D	E	FX
22,45	0,0	11,22	23,47	19,39	23,47	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde018/22	<b>Course title:</b> Legislative Frameworks of Therapeutic-educational Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours a week lecture; a total of 22 hours per semester in a face-to-face or combined form method Student workload: 2 credits = 50 hours (1 credit = 25 hours) direct teaching (22 hours), self-study and continuous preparation for teaching (14 hours), self-study and preparation for the final test (14 hours) Total: 22 + 14 + 14 = 50 hours Education methods: lecture, discussion, interactive methods: video analysis, case study, work in groups	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student formulates in writing 5 questions on the legal issue of practice (10 points) that interests him and looks for a solution in legal regulations, an activity in discussions (30 points) and a final knowledge test (60 points). The rating is given on a scale: A (100-91 points, excellent - excellent results) B (90-81 points, very good - above average standard) C (80-73 points, good - ordinary reliable work) D (72-66 points, satisfactory - acceptable results) E (65-60 points, sufficient – results meet the minimum criteria) Fx (59-0 pts, insufficient - more additional work required).	
<b>Learning outcomes:</b> Objectives: The objective is to approximate the legislative framework of therapeutic and pedagogical care. Results: The student will know ethical requirements for practice, legal regulations, the process of their creation. He will know his professional responsibility and understand the consequences of misconduct. The course will help develop his professional awareness. Legal awareness is developing.	
<b>Class syllabus:</b> 1. Overview of legal regulations and their effectiveness (field of education). 2. Overview of legal regulations and their effectiveness (area of healthcare). 3. Overview of legal regulations and their effectiveness (area of social care) 4. Overview of legal regulations and their effectiveness (area of labor liability). 5. Overview of legal regulations and their effectiveness (area of business and other related areas). 6. The process of creating legal regulations. 7. Ethical standards of helping professions.	

8. Doubts and their consequences.
9. Professional life, ethical and professional supervision over the quality of work.
10. International cooperation (IGHB).
11. Professional competences

**Recommended literature:**

Recommended literature:

www.zakonypreludi.sk - Current legal regulations on the scope of therapeutic pedagogues in health care, in education and training, in social care, as well as in the Ministry of Justice and the Interior.

Metodická príručka. Bratislava: Centrum vzdelávania MPSVaR SR. 111 s. Dostupné na internete: <<https://readgur.com/doc/188581/metodick%C3%A1-pr%C3%ADru%C4%8Dka-pre-tvorbu-pr%C3%A1vnych-predpisov-v-sr>>;

Koncepcia liečebnej pedagogiky v zdravotníctve – Vestník MZ SR 1997, čiastka 5-6, strana 53-55; Koncepcia zdravotnej starostlivosti v odbore liečebná pedagogika – Vestník MZ SR 2006 z 31. augusta 2006, osobitné vydanie, s. 39-42, online: www.health.gov.sk – sekcia Vestníky MZ SR

Profesiogram liečebného pedagóga. Bratislava: Slovenská komora iných zdravotníckych pracovníkov, online: <<http://www.skizp.sk/clanky/liecebna-pedagogika>>

Stanovy Asociácie liečebných pedagógov ProLP a časopis Revue liečebnej pedagogiky, online: www.prolp.sk; Štatút Slovenskej komory iných zdravotníckych pracovníkov, Sekcia liečebnej pedagogiky online: www.skizp.sk

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
81,25	0,0	15,63	3,13	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde046/22	<b>Course title:</b> Migration in the Context of Education and Help
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: The educational activity will take place face-to-face for 2 hours per week. seminar Student workload: 11 x 2 hours of direct teaching: 22 hours Self-study: 10 hours Preparation for the final test: 10 hours Processing the migration story: 10 hours Total 52 hours (1 credit = 26 hours) Educational methods: seminars, discussion, work in small groups.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: 1. Presentation of the seminar work - 30 points 2. Final test - 70 points Points: The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - more additional work is required).	
<b>Learning outcomes:</b> The aim of the subject is to understand the situation of migrants and prepare students to be able to support their social integration and offer a way to solve personal problems. Results: The student will know the basic approaches and possibilities of action in the area of options for supporting migrants in the context of therapeutic pedagogy.	
<b>Class syllabus:</b> 1. Definition of basic terms. 2. Migration theories. 3. Migration with small children. 4. Possibilities of family support. 5. Migration of adults in a crisis situation - pregnancy, illness. 6. Separation of families, loss of relationships (especially for children). 7. Accompanying during incorporation. 8. Accompanying children during training. 9. Support groups.	

10. Application of LP therapies in an asylum-refugee camp.  
 11. Care for refugees in the territory of the Slovak Republic and the European Union.

**Recommended literature:**

Recommended literature:

HOFFMANOVÁ, V. 2005. Predchádzame intolerancii. Výchovou k dodržaniu ľudských práv. Prešov: Metodické centrum. HORŇÁKOVÁ, M. 2017. Komunikácia v inkluzívnej škole. Bratislava: Univerzita Komenského MAČKINOVÁ, M. 2016. Vývoj právnej ochrany utečencov In: Svetový deň sociálnej práce II. Sládkovičovo : Vysoká škola Danubius, MAJZLANOVÁ, Katarína. 2011. Súčasné poslanie liečebnej pedagogiky pri skvalitňovaní života detí so znevýhodnením. Bratislava: VÚDPaP - Zborník príspevkov z medzinárodnej konferencie „Dieťa v ohrození“, Bratislava: Vysoká škola zdravotníctva a sociálnej práce.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 29

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

**Lecturers:** doc. PhDr. Pavol Kopinec, PhD.

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde042/22	<b>Course title:</b> Multisensory Therapy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminar per week, a total of 22 hours per semester. The method by which the educational activity is carried out: face-to-face Student workload: direct teaching (22 hours), self-study (10 hours), 1st test (9 hours), 2nd test (9 hours). Total 22 + 10 + 9 + 9 = 50 (1 credit = 25 hours) Educational methods: discussion, work in small groups, problem solving of tasks, interactive education.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - 1st written test (50 points) - 2nd written test (50 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Objectives: The objective is to expand the student's knowledge of the processing of sensory perceptions and to prepare him for work with persons with perception disorders. Results: The student will know the therapeutic concepts of basal stimulation, sensory integration and other multisensory programs and their use in therapeutic and pedagogical practice. The student can practically and creatively use knowledge about sensory systems and their connections in therapeutic and pedagogical practice.	
<b>Class syllabus:</b> 1. Sensory systems. 2. Perception. 3. Sensorimotor stimulation program. 4. Basal stimulation. 5. Sensory integration - causes, diagnosis. 6. Hyposensitivity. Hypersensitivity. 7. Sensory integration - therapy.	

8. Snoezelen therapy.
9. INPP.
10. Diagnostics in multisensory therapeutic approaches.
11. Therapy in multisensory therapeutic approaches.

**Recommended literature:**

Recommended literature:

FÁBRY LUCKÁ, Z. 2014. Terapeutické intervencie a človek s viacnásobným postihnutím. Bratislava : Musica Liturgica, 2014. 84 s. ISBN 978-80-89700-02-8.

FÁBRY LUCKÁ, Z. 2019. Evalvácia efektívnych faktorov multisenzorických prístupov v liečebnej pedagogike. Bratislava: Univerzita Komenského.

HORNÁKOVÁ, M. 2007. Program senzomotorickej stimulácie. In Liečebná pedagogika pre pomáhajúce profesie. Bratislava : OZ Sociálna práca, 2007. 175 s. ISBN 978-80-89185-28-3.

LIŠTIAKOVÁ, I. 2012. Úvod do teórie senzorickej integrácie Jean Ayresovej. In Revue liečebnej pedagogiky, 2012, roč. 6, č. 1. ISSN 1337-5563. s. 19-27.

PONECHALOVÁ, D. 2009. Snoezelen – Úvod do problematiky.

SELLIN, R. 2016. Hypersenzitívni ľudia medzi nami. NOXI. ISBN 978-80-811-1332-1.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
95,12	0,0	2,44	1,22	1,22	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde034/22	<b>Course title:</b> Music Therapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour lecture + 2 hours seminar/week; a total of 33 hours per semester by the attendance method Student workload: direct teaching (33 hours); preparation of a group presentation and analysis of a music-educational-therapeutic game (15 hours); continuous self-study (5 hours); processing of analyzes and reflections on self-knowledge activities (12 hours); preparation for an ongoing written test (25 hours). Total 33+15+5+12+25=90 hours. (1 credit = 30 hours) Education methods: lecture, discussion, experiential methods, practical exercises, work in small groups, analysis of case studies, completion of self-knowledge activities connected with subsequent reflection, presentation of the student's output (music rehabilitation-therapeutic game).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim assessment consists of a group presentation and analysis of the music-educational-therapeutic game (30 points) and completion and analysis of self-knowledge activities (30 points), an interim written test (40 points). The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - ordinary reliable work), D (72 -66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - further additional work is required).	
<b>Learning outcomes:</b> Objectives: The objective is to deepen knowledge about music therapy in clinical practice, to bring closer research, current experiences. Results: The student will know specific procedures for working with sound and music, as well as other methods of educational and therapeutic work in the process of positive change in the field of survival and relationships, also in the context of illness. He will know the factors of expressive and receptive music therapy and the indication criteria. He will orient himself in the directions of music therapy, in the wider literature on the field. He will know the methodology of qualitative and quantitative research in music therapy. He knows how to act responsibly on the basis of relationship and cooperation.	
<b>Class syllabus:</b>	

1. Paradigms of music.
2. Shape laws in music.
3. Levels of therapeutic action.
4. Levels of therapeutic effect. Case studies.
5. Therapeutic cycle.
6. Psychological principles.
7. Methods and techniques of receptive music therapy.
8. Specific methods and techniques of expressive music therapy.
9. Risks of therapy. Indication and contraindication in music therapy.
10. Directions and currents in music therapy.
11. Research in music therapy.

**Recommended literature:**

Recommended literature:

- HABALOVÁ, M. 2021. Hudobná tvorivosť a expresivita v predškolskom a školskom veku. In: Expresivita vo výchove IV. [online]. Bratislava: Univerzita Komenského v Bratislave, 2021. ISBN 978-80-223-5265-9. Dostupné na: Zborníky vedecké – Expresívne terapie vo vedách o človeku (wordpress.com)
- EDWARDS, J. 2016. The Oxford Handbook of Music Therapy. Oxford: Oxford University Press. ISBN 978-0-19-881714-7.
- GAJDOŠÍKOVÁ ZELEIOVÁ, J. 2012. Psychodynamické aspekty muzikoterapie. Trnava: TUT. ISBN 978-80-8082-492-1.
- KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada. ISBN: 978 – 80-247-2846-9.
- KRUŠINSKÁ, M., GAJDOŠÍKOVÁ ZELEIOVÁ, J. 2011. Hudobno-výchovné a hudobno-terapeutické moduly. Ružomberok: Verbum. ISBN 978-80-8084-765-4.
- WHEELER, B. (Ed.) 2017. Music therapy handbook. New York: The Guilford Press. ISBN 978-1-4625-2972-8.
- ZELEIOVÁ, J., 2002. Muzikoterapia – dialóg s chvením. Východiská, koncepty a praktická aplikácia. Bratislava: ÚHV SAV. ISBN: 80-968279-6-0.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
77,78	0,0	22,22	0,0	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde027/22	<b>Course title:</b> Music Therapy n Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour lecture + 2 hours seminar/week; a total of 33 hours in attendance per semester Student workload: direct teaching (33 hours); preparation of a group presentation of music education and therapy exercises (23 hours), ongoing self-study, review of studies/publications (12 hours), preparation for an ongoing written test (22 hours). Total 33+23+12+22=90 hours. (1 credit = 30 hours) Education methods: lecture with discussion, experiential methods, practical exercises, work in small groups, group presentation of the student's output (review of studies/publications, own music education/therapeutic exercises), feedback.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: 100/0 The interim assessment consists of a group presentation of a music education-therapy plan (40 points), a review of studies/publications (20 points) and an interim written test (40 points.) Credits will not be awarded to a student who scores less than 23 points on the written test. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - ordinary reliable work), D (72 -66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - further additional work is required).	
<b>Learning outcomes:</b> Goal: To deepen the student's knowledge and experience in music therapy, which is necessary for the use of music therapy in social and school institutional facilities in therapeutic and pedagogical practice. Results: The student knows the tasks and possibilities of the therapeutic pedagogue, knows how to apply a holistic approach in music therapy. He can bring creative solutions to tasks in various departments, alter the methods of educational and therapeutic intervention through sounds and music, with an interactive offer for an individual or a group. He knows the well-known procedures of expressive music therapy and intervention risks. He correctly uses concepts from his own and related disciplines. He knows how to communicate and cooperate in a team with experts from other professions. He can think through and plan his own research and develop a research project. He knows his own boundaries, professional competences and acts in accordance with professional ethics.	

**Class syllabus:**

1. Legal status and content focus of care and education institutions in individual departments. 2. Definitions and goals of music therapy with regard to group and individual goals.
3. Methods and techniques of the music therapy process of change/maturation, growth.
4. Creation of music-educational/therapeutic intervention
5. Initial and ongoing diagnostics, naming the target
6. Drafting of the agreement, preparation of activities
7. Evaluation
8. Cooperation with experts from other professions within a multidisciplinary team.
9. Research in music therapy - preparation and organization of own research,
10. Research project.
11. Professional standards, ethics and further education in music therapy.

**Recommended literature:**

Recommended literature:

HABALOVÁ, M. 2020-2021, Prednášky z muzikoterapie. Bratislava: PdF UK v BA. Učebný text.

The European Music Therapy Confederation/ ethical code [online]. Dostupné na: <https://www.emtc-eu.com/ethical-code/>

Etický kódex liečebného pedagóga [online]. Dostupné na: <https://prolp.sk/liecebna-pedagogika/eticky-kodex/>

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

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

GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-2391-8.

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

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

KRÁLOVÁ, E., KANTOR J. 2020. Hudobná terapia v rámci fyzioterapie. Trenčín: Trenčianska univerzita Alexandra Dubčeka v Trenčíne. ISBN 978-80-8075-932-2.

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

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

The European Music Therapy Confederation, World Federation of Music Therapy

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
68,0	0,0	16,0	4,0	12,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde043/22	<b>Course title:</b> Neurogenic Communication Disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Student's workload: 11 x 2 = 22 hours of face-to-face teaching, 10 hours of semester work preparation, 15 hours of seminar work preparation, 28 hours of literature study and knowledge test preparation. A total of 75 hours of student work (1 credit = 25 hours) Education methods: lecture and interpretation of the curriculum with ongoing application of theoretical knowledge on practical examples and demonstrations followed by discussion on the topic, group processing and presentation of the studied area	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - semester paper - processing and presentation of a selected topic (25 points) - seminar work - administration and evaluation of cognitive screening (15 points) - knowledge test (60 points) It is necessary to obtain at least 60% of the point evaluation from the knowledge test. The rating is given on a scale: A 100 – 91 points = excellent – excellent results B 90 – 81 points = very good – above average standard C 80 – 73 points = good – regular reliable cooperation D 72 – 66 points = satisfactory – acceptable results E 65 – 60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Goals and outcomes of education: The student develops his digital skills, the ability to think analytically and critically, or the ability to think in context, as well as communication and interpersonal skills. Last but not least, his ability to learn, organizational skills and motivation are developed. The graduate of the course will acquire the terminology of the most frequent neurogenic communication disorders and obtain basic information about their etiology and symptomatology. He will have an overview of the structure and functions of the central and peripheral areas of the nervous system, ensuring the production and understanding of language, as well as the creation of speech. The graduate will understand the connection and mutual influence between cognitive and language functions. The information that the graduate of the course will obtain will create a sufficient basis for therapeutic-pedagogical action even in patients with neurogenic communication disorders and will ensure effective communication of therapeutic pedagogues and speech therapists in clinical practice.	
<b>Class syllabus:</b>	

1. anatomy of the central and peripheral nervous system in the context of speech disorders
2. anatomy of the central and peripheral nervous system in the context of speech disorders
3. physiology of the central and peripheral nervous system in the context of speech disorders
4. physiology of the central and peripheral nervous system in the context of speech disorders
5. neurophysiology of speech and language
6. neurophysiology of speech and language
7. sudden strokes and aphasia
8. motor realization of speech and dysarthria
9. cognitive-communication disorders in craniocerebral trauma
10. cognitive-communication disorders in dementia
11. cognitive-communication disorders in case of damage to the non-linguistically dominant cerebral hemisphere

**Recommended literature:**

Recommended literature:

Cséfalvay, Zs. 2016. Afázia. In Kerekrétiová, A. et al. Logopédia. Bratislava: UK.

Cséfalvay, Zs. 2016. Dyzartria. In Kerekrétiová, A. et al. Logopédia. Bratislava: UK.

Bauerová, I., Cséfalvay, Zs. & Marková, J. 2016. Jazykové deficity pri demencii. In Kerekrétiová, A. a kol. Logopédia. Bratislava: UK.

Marková, J. & Kevická, V. 2021. Získané kognitívno-komunikačné poruchy. Bratislava: MABAG.

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

Králová, M., Cséfalvay, Zs. & Marková, J. 2016. Kognitívno-komunikačné deficity pri demencii. Bratislava: UK.

Marková, J. & Kevická, V. 2021. Terapia získaných kognitívno-komunikačných porúch. Bratislava: MABAG.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 70

A	ABS	B	C	D	E	FX
70,0	0,0	17,14	8,57	1,43	1,43	1,43

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde009/22	<b>Course title:</b> Neuropsychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 1 hour lecture + 1 hour seminar/week; total per semester 22 hours, combined form (primarily face-to-face) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of the seminar work (20 hours), preparation for the final paper (20 hours), preparation for the exam (25 hours). A total of 87 hours. Teaching methods: lecture, active group work, heuristic method, video analysis, case study, work with specialist text and information sources	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim assessment + 50% of the final assessment The continuous assessment includes a continuous test (30 points) and a seminar work on a given topic and a PowerPoint presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly and actively critically and creatively reflects knowledge and frameworks for the further development of the discipline, including their meaningful integration with the knowledge of other disciplines and the critical and creative application of neuropsychological diagnostic methods. B (93-86 points, very good - above average standard; the student adequately critically reflects knowledge and frameworks for the further development of the discipline, including their meaningful integration with the knowledge of other disciplines and the critical application of neuropsychological diagnostic methods. C (85-76 points, good - ordinary reliable work; the student more or less critically reflects knowledge and the current development of the discipline, knows interdisciplinary connections, is able to apply knowledge from neuropsychology correctly in principle. D (75-68 points, satisfactory - acceptable results; to a limited extent, the student reflects critically on knowledge and the current development of the discipline, knows interdisciplinary connections, is generally able to apply knowledge from neuropsychology.	

E (67-60 points, sufficient - the results meet the minimum criteria, the student critically reflects knowledge and the current development of the discipline only to a limited extent, knows interdisciplinary connections, is at least able to apply knowledge from neuropsychology.

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

**Learning outcomes:**

The goal is to be able to navigate the brain organization of individual psychological processes and to know the theoretical foundations and methods of neuropsychology.

Students will gain knowledge about the structure of the brain and the organization of individual psychological processes, they will learn about the types and structure of neuropsychological syndromes.

They will have an overview of neuropsychological diagnosis methods and acquire basic knowledge of neuropsychological rehabilitation. After completing the course, students must be able to:

- basic principles of the composition of the brain as an organ of the psyche
- brain organization of individual psychological processes
- theoretical foundations of neuropsychology (Theory of dynamic system localization of higher psychological functions)
- basic methods of neuropsychological diagnosis
- basic principles of neuropsychological rehabilitation understand:
- structure of neuropsychological syndromes
- methodological outline of syndromic analysis of neuropsychological examination results in normal and pathological conditions.
- specificity of syndromic analysis applied to the child population be able to:
- use methods of neuropsychological diagnosis
- carry out a basic neuropsychological examination with the aim of revealing the state of psychological functions and the corresponding parts of the brain
- perform a basic neuropsychological analysis of psychological functions
- develop a basic orientation rehabilitation program applied to various neuropsychological syndromes.
- critically analyze and compare information in professional neuropsychological literature

**Class syllabus:**

1. Subject, tasks, methods, history of neuropsychology, directions of neuropsychology. Main directions of neuropsychology.

2. Theoretical foundations and practical importance of neuropsychology. Basic terminology (symptom, syndrome, factor).

3. Theory of dynamic system localization of higher psychic functions (VPF).

4. Principles of structural and functional organization of the brain. Interhemispheric asymmetry and interhemispheric interaction. "split brain" syndrome

5. Brain organization of Gnostic processes. Agnosia. Methods of neuropsychological diagnosis of agnosias.

6. Brain organization of voluntary movements and actions. Neuropsychological analysis of motor function disorders in local brain lesions. Apraxia. Methods of neuropsychological diagnosis of apraxia.

7. Brain organization of memory processes. Modal-specific and modal-non-specific organization of human memory.

8. Neuropsychological analysis of memory impairment in local brain lesions. Methods of neuropsychological diagnosis of memory disorders.

9. Brain organization of speech functions. Neuropsychological analysis of speech disorders in local brain lesions. Aphasia. Methods of neuropsychological examination of speech processes.

10. Neuropsychology of development. Basic principles of childhood neuropsychology. Variants of dysontogenesis.
11. Neuropsychological rehabilitation. Basic principles of neuropsychological rehabilitation. Overview of methods of neuropsychological rehabilitation.

**Recommended literature:**

- Dobeš, M. (2005). Základy neuropsychologie. SAV.
- Kulišťák, P. (2011). Neuropsychologie. Portál.
- Eagleman, D. (2015). The Brain. Pantheon Books.
- Eagleman, D. (2017). Mozek. Váš příběh. Bizbook.
- Grawe, K. (2007). Neuropsychoterapie. Portál.
- Lurija, A.R. (1983). Základy neuropsychologie. SPN.
- Preiss, M., a kol. (1998). Klinická neuropsychologie. Grada.
- Pribišová, K. (2016). Neuropsychologie. In Heretik A., Heretik A. JR. a kol. 2016. Klinická psychologie. Psychoprof.
- Ramachandran, V.S. (2013). Mozek a jeho tajemství. Aneb pátrání neurologů po tom, co nás činí lidmi. Dybbuk.
- Ramachandran, V. S. (2003). The Emerging Mind. The Reith Lectures 2003. Profile Books.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
16,67	0,0	40,63	28,13	8,33	6,25	0,0

**Lecturers:** doc. MUDr. Viacheslav Basaliukov, CSc.

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde045/22	<b>Course title:</b> Nutrition and Behaviour
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: lecture, 2 hours/week, i.e. 22 hours/semester, combined form Student workload (1 credit – 30 hours) – seminar work with presentation (15 hours), self-study and final test (20 hours). Methods. Lecture with discussion, presentation of seminar papers, analysis of research.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student prepares a 5-page seminar paper on the given topic (25 points) using the recommended literature, passes the final test on the material covered (30 points), and actively participates in the class (45 points). The subject has a passing grade (100/0). The classification will be carried out according to the scale: A: 100 – 91 points, B: 90 – 81 points, C: 80 – 73 points, D: 72 – 66 points, E: 65 – 60 points, FX: 59 – 0 points.	
<b>Learning outcomes:</b> The goal is to convey knowledge about the importance of the digestive system in mental health, information about research and the experience of experts in adjusting the diet for children, about the microbiota, the interaction of body systems, about habits that support health. The student will know the biological factors associated with behavior and its disorders, the context of nutrition and the development of health disorders. He will understand the importance of healthy eating, the need and risk of diets, the biological impact of stress, joy, exercise. He will be able to follow the connections between a person's problems and his lifestyle, nutrition. He will take a more responsible approach to his own nutrition and health.	
<b>Class syllabus:</b> 1. The importance of proper nutrition, 2. Building elements of the human body 3. Healthy lifestyle 4. Hypo- and hypervitaminosis – connections between vitamin levels and health disorders 5. Sugar - its meaning, excessive intake, proteins and lipids in the diet 6. Water, minerals, air 7. Microbiome and immunity	

8. "Emotional brain".
9. The impact of stress on the body, metabolism and behavior.
10. Selected diagnoses (metabolic disorders)
11. Need for diet, consequences of non-compliance.

**Recommended literature:**

Recommended literature:

HONZÁK, R. 2018. ... ať žijou mikrouti. Praha: Zeď, ISBN 978-80-907309-2-2.

KLÍMOVÁ, J., FIALOVÁ, J. 2015. Proč (a jak) psychosomatika funguje. Praha : Progressive consulting. ISBN 978-80-260-8208-8.

KNIGHT, R. Počúvaj svoje brucho. Noxi, 2016, ISBN: 978-80-8111-363-5.

HRABICA, M. Prvky, vitamíny a byliny trochu jinak. Vyd. Harabica, 2009. ISBN: 80-902-3228-0.

ŠAŠINKA, M. A. FURKOVÁ, K. „Slniečny“ vitamín. Pandémia nedostatku vitamínu D. Bratislava : Herba, ISBN 978-80-89171-90-3.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
58,21	0,0	16,42	10,45	10,45	2,99	1,49

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde048/22	<b>Course title:</b> Palliative Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours a week lecture; a total of 22 hours per semester in a full-time or combined form Student workload: 2 credits = 50 hours (1 credit = 25 hours) direct teaching (22 hours), self-study (14 hours), preparation for the final test (14 hours) Total: 22 + 14 + 14 = 50 hours Education methods: lecture, discussion, interactive education, film/video/case analysis, pair work, group work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student submits: - 2 written assignments (2x 15 points) - essay (20 points) - final knowledge test (50 points) The rating is given on a scale: A (100-91 points, excellent - excellent results) B (90-81 points, very good - above average standard) C (80-73 points, good - ordinary reliable work) D (72-66 points, satisfactory - acceptable results) E (65-60 points, sufficient – results meet the minimum criteria) Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Goal: To prepare students for therapeutic and pedagogical work in palliative care (accompanying and supporting relatives). Results: The student will know the issue of palliative care, the need for family care and counseling. He will know the specifics of dying and death in children, with the possibilities of preparing the child for departure. He will be able to act responsibly and professionally, and take care of the prevention of burnout syndrome. The student will also clarify his own attitude towards dying and death, values, sources of coping.	
<b>Class syllabus:</b> 1. Palliative care - history, origin and development; basic principles. 2. Development of children's understanding of death. 3. Development of understanding of death in adults. 4. Development of the understanding of death among seniors. 5. Care of a terminally ill child - institutionalized, family care (communication with the child). 6. Resilience. Support options.	

7. Siblings of an individual with an incurable disease. Symptoms of traumatization, coping resources in children. Support groups, grief work.
8. Family cooperation with experts.
9. The position of the therapeutic educator in the care of a child in palliative care.
10. Communication with family.
11. Loss of a child.

**Recommended literature:**

Recommended literature:

Koncepcia paliatívnej starostlivosti. s. 7-12. Vestník MZ SR. Osobitné vydanie zo dňa 31. augusta 2006. Bratislava: Vydavateľstvo Obzor, spol. s. r. o. 54. ročník. online: <<https://www.health.gov.sk/vestniky-mz-sr>>

MIŽIČKOVÁ, L., SUROVCOVÁ, A. 2010. Kto sa práve nerodí, zomiera. Bratislava: Združenie Umenie pomoci. 79 s. ISBN 80-969229-0-4

GROLLMAN, E.A. 1990. Talking about death. A Dialogue between Parent and Child. Boston: Beacon Press. 1990. ISBN 0-8070-2363-9

HAŠKOVCOVÁ, H., 2007. Thanatologie, náuka o umírání a smrti. Praha: Galen. 2007. ISBN 978-80-7262-471-3

HELLAND LARSEN, E., SCHNEIDER, M. 2016. Ja som smrť. Uloža: Knižná dielňa. ISBN 978-8097-0776-7-9

JASENKOVÁ, M. 2005. Ako žiť spolu až do konca. Bratislava: Plamienok. 2005. ISBN 80-969462-1-8.

JASENKOVÁ, M., MIKESKOVÁ, M. 2005. Pomáhať žiť a zomierať, radovať sa a smútiť. Bratislava: Plamienok. 2005. ISBN 80-969428-6-7

KÜBLER-ROSS, E. 2015. O smrti a umírání (Co by se lidé měli naučit od umírajících). Praha: Portál. 2015. ISBN 978-8026-2091-1-9

ENRIGHT, R.D. 2016. Rozhodni sa odpustiť. Psychologický manuál k odpusteniu. Bratislava: Dr. Josef Raabe Slovensko, s.r.o.. ISBN 978-80-8140-246-3

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
77,42	0,0	8,06	11,29	0,0	1,61	1,61

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde044/22	<b>Course title:</b> Penitentiary and Post-Penitentiary Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: lecture, 2 hours/week, i.e. 22 hours/semester, format: full-time/distance learning Student workload: 11x 2 hours of direct teaching = 22 hours; 15 hours of preparation for the interim assessment; 23 hours of exam preparation. A total of 60 hours of student work. (1 credit = 60 hours) Education methods: lecture and discussion on the topic covered.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Rating: - continuous test (40 points) - final test (60 points) A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required	
<b>Learning outcomes:</b> Objectives: The objective is to acquaint the student with the aspects of punishment and punishment both in the educational (pedagogical) understanding, as well as with society's tool for observing and respecting its values and standards in the context of therapeutic and pedagogical practice. Results: The student will know the principles of penitentiary treatment of prisoners with an emphasis on human rights, individualization and special forms of treatment of convicted persons with specific needs. He will know the peculiarities of detention and punishment, educational treatment of prisoners and extramural relations. Focusing ability: For practice, the student will acquire relevant knowledge in dealing with maladaptive clients. He will also meet them as parents, patients, in counseling.	
<b>Class syllabus:</b> 1. Základné funkcie trestu, trestania a jeho ciele. 2. Systém väznenstva v Slovenskej republike. 3. Medzinárodné trendy vývoja väznenstva. 4. Základné práva a povinnosti obvinených a odsúdených osôb. 5. Uväznenie človeka z pohľadu pedagogiky a psychológie. 6. Výkon väzby. 7. Výkon trestu odňatia slobody.	

8. Zaobchádzanie s odsúdenými osobami.  
 9. Miesto a rola špecialistov vo väzenstve.  
 10. Negatívne javy v ústavoch na výkon väzby a trestu.  
 Postpenitenciárna starostlivosť. Kontinuálna sociálna ochrana.

**Recommended literature:**

Recommended literature:

Balko E., Földeši, D., Ganyicz. M., Valentovičová, Z. 2015: Penitenciárna pedagogika. Akadémia PZ Bratislava, 152 s., ISBN 978-80-8054634-2

Jůzl, M., (2017): Penitenciaristika jako věda žalární. UJAK Praha, 370 s. ISBN 978-80-7452-131-7

ČERNÍKOVÁ, V. a kol. 2008. Sociální ochrana, terciární prevence, její možnosti a limity. Vyd. Aleš Čeněk Plzeň, 244 s., ISBN 978-80-7380-138-0

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
76,06	0,0	15,49	5,63	1,41	1,41	0,0

**Lecturers:** Mgr. Mária Čulenová, PhDr. Lenka Kleskeň, PhD.

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde030/22	<b>Course title:</b> Play Therapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 lecture + 2 seminars, 3 hours/week; a total of 33 hours per semester, full-time Student workload: Direct teaching (11x3 hours of direct teaching – 33 hours); Continuous study of literature (17 hours). Processing of practical assignments on selected course topics (10 hours). Continuous written test during semester teaching (10 hours). Creating a portfolio with therapeutic activities).(10 hours). Final written test. (10 hours). 90 hours in total (1 credit is 30 hours) Methods: experiential therapeutic activities; reflections; discussions, video analyses	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing study of recommended resources. Processing practical assignments on selected course topics and recording them in writing (20 points). Continuous written test (20 points). Establishing therapeutic activities throughout the semester (20 points). Final written test (40 points). Rating by scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Goal: deepening knowledge, research and experience of play therapy in clinical practice, support of diagnostic and intervention skills Results: The student will play his roles and possibilities in clinical procedural diagnostics and therapy. He will master knowledge from current literature, learn to follow research in clinical practice, will be able to prepare a game room, understand the game, prepare situations for corrective and supportive experiences, keep records, evaluate procedures, process research in accordance with ethical requirements in the medical profession.	
<b>Class syllabus:</b> 1. Diagnostic and therapeutic competences in play therapy. 2. Developmental bio-psycho-social model in play therapy. 3. Interactive therapeutic action in play therapy.	

4. Observation and therapeutic work with processes through play in the field of regulation.
5. Observation and therapeutic work with processes through a game in the field of attention.
6. Observation and therapeutic work with processes through play in the area of interest in the environment.
7. Observation and therapeutic work with processes through play in the field of creating relationships.
8. Observation and therapeutic work with processes through play in the field of non-verbal, pre-verbal and verbal communication.
9. Observation and therapeutic work with processes through play in the field of behavioral organization and self-concept complex; emotional messages; logical and interactive thinking.
10. Basic principles of therapeutic work in clinical practice: use of inclinations and interests, acting on the basis of functional level, work in the context of individual differences, support for achieving current possible development, support for independence and self-actualization, understanding of the system of symbolic representations in the game.
11. Analysis of therapeutic situations on case studies.

### **Recommended literature:**

Recommended literature:

AXLINE, V. 2017. Dibs v hľadani seba samého pri terapii hrou. Vydavateľstvo F. Bratislava. ISBN 978-80-88952-92-3

GREENSPAN, S.I. 2007. Klinické interview s dieťaťom. 2007, ISBN 80-88-95-22-71.

MITAŠÍKOVÁ, P. 2015. Nedirektívny prístup v liečebnopedagogickej terapii hrou. In. Expresívne terapie vo vedách o človeku 2015. Lištiaková, I., Kováčová, B. (Eds.). UK v Bratislave. 2015. ISBN 978-80-223-3914-8

MITAŠÍKOVÁ, P. 2022. Liečebnopedagogická systémová intervencia prostredníctvom prirodzenej voľnej hry u klientov detského veku. In. Revue LP

PÖETHE, P. 2020. Síla nevysloveného, Praha: Portál. ISBN 978-80-2621-589-9.

DOLD, P. 1989. Sceno-Familientherapie. Ernst Reihardt Verlag. 1989. ISBN 3-497-01165-7.

GILL, E. 1991. Healing Power of Play. The Guildford Press. New York. ISBN 0-89862-560-2.

BAKALÁŘ, E. 2004. Dospělí si mohou stále hrát. Alfa. ISBN 80-8685-105-2.

JENNINGS, S. Introduction to Developmental Playtherapy. Playing and Health. Jessica Kingsley Publishers. London. ISBN 1-85302-635-2

MITAŠÍKOVÁ, P., VODIČKOVÁ, B. 2021. Poruchy fetálneho alkoholového spektra (FASD). In: Revue Medicíny. Č. 1, roč. 19, 2021. ISSN (print) 1336-202X.

MITAŠÍKOVÁ, P. 2019. Podpora vzťahovej väzby medzi rodičom a dieťaťom v kontexte liečebnopedagogickej terapie hrou – možnosti theraplay. In. Revue liečebnej pedagogiky. Č. 1, roč. XII, 2019. ISSN 1337-5563

MITAŠÍKOVÁ, P. 2017. Liečebnopedagogická intervencia prostredníctvom terapie hrou pri problémoch v správaní detí. In: Liečebnopedagogická intervencia pri poruchách správania detí. Lištiaková, L. I. (ed.). UK v Bratislave, 2017. ISBN 978-80-223-4454-8

MITAŠÍKOVÁ, P. 2017. Teoretické východiská multisenzoriality v príprave prostredia pre potreby liečebnopedagogickej terapie u detí. In. Multisenzorické aspekty liečebnopedagogických terapií. Lištiaková, L. I. (ed.). UK v Bratislave, 2017. ISBN 978-80-223-4476-0

MITAŠÍKOVÁ, P. 2015. Poruchy správania v staršom školskom veku. In. Poruchy správania z biodromálneho hľadiska 2. Kováčová, B. (ed.). UK v Bratislave. ISBN 978-80-223-3995-7

MITAŠÍKOVÁ, P. 2016. Play therapy in therapeutic education. In. Journal of Exceptional People. Palacký University Olomouc. ISBN 1805-4986 N. 8, V 1, 2016

MITAŠÍKOVÁ, P. 2010. Podpora reziliencie mladých rodičov prostredníctvom voľnej hry v terapii hrou. In. Včasná intervencia orientovaná na rodinu. Horňáková, M. (ed.) UK v Bratislave, 2010. ISBN 978-80-223-2915-6

SCHIFFER, M. 1971. The Therapeutic Play Group. George Allen – Unwin LTD. London. 1971. ISBN 0 04 3610137.  
TRNKA, V. 1971. Zaměstnání dětí jako součást léčby a výchovy. Avicenum. Praha 1971.  
VALENTA, M. HUMPOLÍČEK, P. 2017. Hra v terapii. Praha : Portál, ISBN 978-80-2621-19-0-7.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

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

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde023/22	<b>Course title:</b> Play Therapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope, and methods of educational activities: 1 lecture + 2 seminars, 3 hours/week; in person Student workload: Active participation in lectures and seminars (11x3 hours of direct teaching - 33 hours); ongoing study of sources (15), processing of ongoing practical assignments on selected course topics (10 hours), ongoing written test during semester teaching (10 hours), portfolio with therapeutic activities (10 hours), final written test. (12 o'clock) 90 hours in total – 1 credit is 30 hours Methods: self-experienced/experiential therapeutic activities; reflections on research studies; discussions, analysis of video recordings	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous study of recommended theoretical sources. Processing ongoing practical assignments on selected course topics and their written recording - 20 points. Continuous written test during semester teaching. Full-semester management of founders of therapeutic activities. Final written test. Final classification - point assessment of the student: Continuous written test - 20 points. The whole semester led book of therapeutic activities - 20 points. Final written test – 40 points. 100-94 A, 93-86 B, 85-78 C, 77-69 D, 68-61 E, 60 and under FX. Weight of interim/ final assessment: 60/40	
<b>Learning outcomes:</b> Goals: The goal is to deepen knowledge and experience in procedural diagnostics and play therapy according to the specifics of individual facilities. Results: The student will be able to diagnostically assess the state and potential of the client in the context of play therapy, communicate, accompany, keep records, evaluate the process and the outcome of the event, and intervene therapeutically and educationally. He will be able to communicate in a consultative manner with the client's family members and team colleagues. The student will understand the importance of play in health promotion and psychohygiene.	
<b>Class syllabus:</b> 1. Theoretical starting points in play therapy (historical and philosophical context). 2. Principles of unstructured, semi-structured and structured management of play therapy. 3. Developmental-structuralist approach in play therapy (contexts of physical and neurological development, assessment of current mood, establishing interpersonal relationships, affects and anxiety, use of the environment, development of themes).	

4. Four organizational levels of development in the context of play therapy (emotional and social skills, regulation and interest in the world, involvement, intentional communication, concept of self, elaboration of symbols and representations, differentiation of representations and symbols, multi-causal thinking, emotionally differentiated thinking, internal norms ).
5. Therapeutic communication with the client / patient (ecosystem approach, client / patient-oriented communication, practice of appropriate therapeutic reactions).
6. Practice of appropriate communication strategies with the client/patient, theory and practice of therapeutic limitations).
7. Individual and group play therapy.
8. Stages of the treatment process (initial phase, middle phase, termination).
9. Analysis of therapeutic situations on case studies of individuals in institutions.
10. Personal and professional prerequisites of the therapist.
11. Research in play therapy.

### **Recommended literature:**

Recommended literature:

GREENSPAN, S.I. 2007. Klinické interview s dieťaťom. Trenčín : Vydavateľstvo F, 2007. ISBN 80-8895-227-1.

MITAŠÍKOVÁ, P. 2020. Dieťa v centre pozornosti. In: Expresivita v (art)terapii III. Kováčová, B., Valachová, D. (eds.). Univerzita Komenského v Bratislave. 2020. ISBN 978-80-223-5021-1.

MITAŠÍKOVÁ, P. 2020. Inkluzívny potenciál hry. In. Možnosti podpory senzorického spracovania dieťaťa v predškolskom veku. Fábry, Z. L. (ed.), UK v Bratislave, 2020. ISBN 978-80-223-5031-0

Odporúčaná literatúra:

DREIKURS. R., SOLTZOVA, V. 2012. Deti ako výzva. Adlerovská psychoterapeutická spoločnosť. Bratislava, 2012. ISBN 978-80-970869-0-9.

LANDRETH G.L., SWEENER D. S, RAY D.C. 2005. Play Therapy Interventions with Children' s Problems. New York: Rowman & Littlefield Pub Inc. VALENTA, M. HUMPOLÍČEK, P., 2017. Hra v terapii. Praha : Portál, ISBN: 978-80-2621-190-7.

MITAŠÍKOVÁ, P. 2017. Liečebnopedagogická diagnostika problémového správania detí v terapii hrou. In: Liečebnopedagogická diagnostika problémového správania detí v terapii hrou. Lištiaková, L. I. (ed.). UK v Bratislave, 2017. ISBN 978-80-223-4427-2.

MITAŠÍKOVÁ, P., VODIČKOVÁ, B. 2022. Vytváranie inkluzívnych podmienok v školskom prostredí pre dieťa so zdravotným znevýhodnením v kontexte porúch fetálneho alkoholového spektra – FASD. In. Učiace sa spoločenstvo. Janoško, P. (ed.)

MITAŠÍKOVÁ, P. 2014. Podpora prirodzenej voľnej hry u klientov detského veku so zdravotným znevýhodnením v kontexte liečebnopedagogickej systémovej intervencie. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. IRIS. Bratislava. 2014. ISBN 978-80-89726-28-8

PÖTHER. P. 2013. Emoční poruchy v dětství a dospívání. 2., doplněné a aktualizované vydání. Praha : Grada, ISBN 978-80-247-4585-5.

REICHELOVÁ, E. 2010. Na chvíľu Freudom. Filiálna terapia. Košice, ISBN 97880-970592-1-7.

REICHELOVÁ, E. 2010. Mama, buď mojím princom. Košice, ISBN 978-80-9705-920-0.

WINSTON, R. 2018. Spolu to zvládneme. Dospievanie. Slovart. Bratislava. 2018. ISBN 978-80-556-3574-3

ROSENBERG, M. B. 2003. Nonviolent Communication: A Language od Life. A PuddleDancer Press Book. USA, 2003. ISBN 978-1-892005-03-8

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

Slovak, Czech, English

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 68						
A	ABS	B	C	D	E	FX
89,71	0,0	5,88	1,47	0,0	0,0	2,94
<b>Lecturers:</b> Mgr. Petra Mitašíková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde050/22	<b>Course title:</b> Professional Foreign Language 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, i.e. 22 hours/semester, full-time Student workload: 11 x 2 hours of teaching = (22 hours), preparation for the class (10 hours), translation of a professional statement (20 hours), essay in a foreign language - presentation (8 hours.) 22+10+20+8= 60 hours. (1 credit = 30 hours) Education methods: Reading and translating professional texts, formulating your own professional text, processing the topic in the form of a one-page essay.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The interim assessment includes active participation in classes (25 points), preparation of a translation of a professional article in a foreign language in the context of the study program (any of the world's languages is counted) (50 points), writing an essay on the topic (25 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses the acquired knowledge both critically and creatively; B (93-86 points, very good - above average standard; the student adequately understands and actively uses the acquired knowledge both critically and creatively; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles the acquired knowledge; D (75-68 points, satisfactory - acceptable results; the student is able to handle and use the acquired knowledge to a limited extent in the context of the medical pedagogy study program; E (67-60 points, sufficient - the results meet the minimum criteria, the student uses the acquired knowledge critically only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b> The subject Professional Foreign Language 1 is an integral part of the systemic knowledge framework of the Therapeutic Pedagogy study program, in accordance with the mission and strategic intentions of PdF UK, as well as the graduate profile itself. By successfully completing the course, students of Mgr. of the medical pedagogy study program will deepen their knowledge and skills in the use of a foreign language in the context of the study	

program. They will be able to use them when working with professional literature (as part of their own research, or processing the topic of the final thesis, etc.) and later also as graduates in the course of continuous education and further professional growth and employment.

Transferable competencies: The acquired knowledge will also serve the students in their own development, improvement of interpersonal skills, acquisition of greater confidence and self-confidence in the use of a foreign language in practice.

**Class syllabus:**

1. Meaning and use of a foreign language in the context of study.
2. Employment.
3. International cooperation.
4. Therapeutic pedagogy in the European context.
5. Professional LP organizations abroad, cooperation.
6. Presentation of professional texts from the field of theory and practice of therapeutic pedagogy - selection from professional articles and studies from abroad
7. Presentations in a foreign language (AJ, NJ)
8. Work with professional terminology within selected topics (e.g. early intervention, problems associated with adolescence, care for seniors).
9. Creative therapies / music therapy, drama therapy, art therapy, music therapy, psychomotor therapy, occupational therapy, bibliotherapy, play therapy,
10. Syndrome of neurodevelopmental disorders.
11. Psychiatric illnesses and other medical illnesses, care of children, adults with leukemia.

**Recommended literature:**

Recommended literature:

BHP (2014) Gelassenheit als Basis für Entwicklung. Heilpädagogische Betrachtungen. Berlin: BHP Verlag, ISBN 978-3-942484-11-4.

BHP (2018) Zulassen und Widerstehen. Heilpädagogisch Handeln durch Dialog – Bindung – Beziehung. Tagungsbericht zur 52. Bundesfachtagung des BHP. Berlin: BHP Verlag, ISBN 978-3-942484-36-7.

HORNAKOVA, M. Integrale Heilpädagogik: Klinkhardt, 2005

VODIČKOVÁ, B. (2010). Heilpädagogische Intervention unter der Anwendung der Kunsttherapie beim Kind mit aggressivem Verhalten. In: Schweizerische Zeitschrift für Heilpädagogik. - Roč.16, č. 10, s. 24-28.

FÁBRY LUCKÁ, Z., LESSNER, I. (2016). Evaluation of programmes in psychomotor therapy. In: Review of Artistic Education. - ISSN 2501-238X. - Roč. 6, č. 11-12 (2016), s. 158-166.

VODIČKOVÁ, B. (2020). Identification of supporting phenomena and barriers of inclusion in the pedagogical practice of teachers in a kindergarten in Bratislava. In: Journal of Exceptional People. - Roč. 2, č. 17, s. 63-73. ISSN (online) 1805-4986 ISSN (print) 1805-4978 Dostupné na: <http://jep.upol.cz/2020/Journal-of-Exceptional-People-Volume1-Number17.pdf>

JANOŠKO, P., JANUŠKOVÁ, E. (2022). The father's role in upbringing – resources and obstacles of contemporary fatherhood. In Abstracts & Proceedings of INTCESS 2022- 9th International Conference on Education and Education of Social Sciences, 17-18 January 2022. ISBN 978-605-06286-4-7, S. 385-391.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde050/22	<b>Course title:</b> Professional Foreign Language 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, i.e. 22 hours/semester, full-time Student workload: 11 x 2 hours of teaching = (22 hours), preparation for the class (10 hours), translation of a professional statement (20 hours), essay in a foreign language - presentation (8 hours.) 22+10+20+8= 60 hours. (1 credit = 30 hours) Education methods: Reading and translating professional texts, formulating your own professional text, processing the topic in the form of a one-page essay.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The interim assessment includes active participation in classes (25 points), preparation of a translation of a professional article in a foreign language in the context of the study program (any of the world's languages is counted) (50 points), writing an essay on the topic (25 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses the acquired knowledge both critically and creatively; B (93-86 points, very good - above average standard; the student adequately understands and actively uses the acquired knowledge both critically and creatively; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles the acquired knowledge; D (75-68 points, satisfactory - acceptable results; the student is able to handle and use the acquired knowledge to a limited extent in the context of the medical pedagogy study program; E (67-60 points, sufficient - the results meet the minimum criteria, the student uses the acquired knowledge critically only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b> The subject Professional Foreign Language 1 is an integral part of the systemic knowledge framework of the Therapeutic Pedagogy study program, in accordance with the mission and strategic intentions of PdF UK, as well as the graduate profile itself. By successfully completing the course, students of Mgr. of the medical pedagogy study program will deepen their knowledge and skills in the use of a foreign language in the context of the study	

program. They will be able to use them when working with professional literature (as part of their own research, or processing the topic of the final thesis, etc.) and later also as graduates in the course of continuous education and further professional growth and employment.

Transferable competencies: The acquired knowledge will also serve the students in their own development, improvement of interpersonal skills, acquisition of greater confidence and self-confidence in the use of a foreign language in practice.

**Class syllabus:**

1. Meaning and use of a foreign language in the context of study.
2. Employment.
3. International cooperation.
4. Therapeutic pedagogy in the European context.
5. Professional LP organizations abroad, cooperation.
6. Presentation of professional texts from the field of theory and practice of therapeutic pedagogy - selection from professional articles and studies from abroad
7. Presentations in a foreign language (AJ, NJ)
8. Work with professional terminology within selected topics (e.g. early intervention, problems associated with adolescence, care for seniors).
9. Creative therapies / music therapy, drama therapy, art therapy, music therapy, psychomotor therapy, occupational therapy, bibliotherapy, play therapy,
10. Syndrome of neurodevelopmental disorders.
11. Psychiatric illnesses and other medical illnesses, care of children, adults with leukemia.

**Recommended literature:**

Recommended literature:

BHP (2014) Gelassenheit als Basis für Entwicklung. Heilpädagogische Betrachtungen. Berlin: BHP Verlag, ISBN 978-3-942484-11-4.

BHP (2018) Zulassen und Widerstehen. Heilpädagogisch Handeln durch Dialog – Bindung – Beziehung. Tagungsbericht zur 52. Bundesfachtagung des BHP. Berlin: BHP Verlag, ISBN 978-3-942484-36-7.

HORNAKOVA, M. Integrale Heilpädagogik: Klinkhardt, 2005

VODIČKOVÁ, B. (2010). Heilpädagogische Intervention unter der Anwendung der Kunsttherapie beim Kind mit aggressivem Verhalten. In: Schweizerische Zeitschrift für Heilpädagogik. - Roč.16, č. 10, s. 24-28.

FÁBRY LUCKÁ, Z., LESSNER, I. (2016). Evaluation of programmes in psychomotor therapy. In: Review of Artistic Education. - ISSN 2501-238X. - Roč. 6, č. 11-12 (2016), s. 158-166.

VODIČKOVÁ, B. (2020). Identification of supporting phenomena and barriers of inclusion in the pedagogical practice of teachers in a kindergarten in Bratislava. In: Journal of Exceptional People. - Roč. 2, č. 17, s. 63-73. ISSN (online) 1805-4986 ISSN (print) 1805-4978 Dostupné na: <http://jep.upol.cz/2020/Journal-of-Exceptional-People-Volume1-Number17.pdf>

JANOŠKO, P., JANUŠKOVÁ, E. (2022). The father's role in upbringing – resources and obstacles of contemporary fatherhood. In Abstracts & Proceedings of INTCESS 2022- 9th International Conference on Education and Education of Social Sciences, 17-18 January 2022. ISBN 978-605-06286-4-7, S. 385-391.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde051/22	<b>Course title:</b> Professional Foreign Language 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, i.e. 22 hours/semester, full-time Student workload: 11 x 2 hours of teaching = (22 hours), preparation for the class (10 hours), translation of a professional statement (20 hours), essay in a foreign language - presentation (8 hours.) 22+10+20+8= 60 hours. (1 credit = 30 hours) Education methods: Reading and translating professional texts, formulating your own professional text, processing the topic in the form of a one-page essay.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment The interim assessment includes active participation in classes (25 points), preparation of a translation of a professional article in a foreign language in the context of the study program (any of the world's languages is counted) (50 points), writing an essay on the topic (25 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses the acquired knowledge both critically and creatively; B (93-86 points, very good - above average standard; the student adequately understands and actively uses the acquired knowledge both critically and creatively; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles the acquired knowledge; D (75-68 points, satisfactory - acceptable results; the student is able to handle and use the acquired knowledge to a limited extent in the context of the medical pedagogy study program; E (67-60 points, sufficient - the results meet the minimum criteria, the student uses the acquired knowledge critically only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b> The subject Professional Foreign Language 1 is an integral part of the systemic knowledge framework of the Curative Pedagogy study program, in accordance with the mission and strategic intentions of PdF UK, as well as the graduate profile itself. By successfully completing the course, students of Mgr. of the medical pedagogy study program will deepen their knowledge and skills in the use of a foreign language in the context of the study program. They will be able to use them	

when working with professional literature (as part of their own research, or processing the topic of the final thesis, etc.) and later also as graduates in the course of continuous education and further professional growth and employment. Transferable competencies: The acquired knowledge will also serve the students in their own development, improvement of interpersonal skills, acquisition of greater confidence and self-confidence in the use of a foreign language in practice.

**Class syllabus:**

1. Meaning and use of a foreign language in the context of study.
2. Employment.
3. International cooperation.
4. Therapeutic pedagogy in the European context.
5. Professional LP organizations abroad, cooperation.
6. Presentation of professional texts from the field of theory and practice of therapeutic pedagogy - selection from professional articles and studies from abroad
7. Presentations in a foreign language (AJ, NJ)
8. Work with professional terminology within selected topics (e.g. early intervention, problems associated with adolescence, care for seniors).
9. Creative therapies / music therapy, drama therapy, art therapy, music therapy, psychomotor therapy, occupational therapy, bibliotherapy, play therapy,
10. Syndrome of neurodevelopmental disorders.
11. Psychiatric illnesses and other medical illnesses, care of children, adults with leukemia.

**Recommended literature:**

Recommended literature:

BHP (2014) Gelassenheit als Basis für Entwicklung. Heilpädagogische Betrachtungen. Berlin: BHP Verlag, ISBN 978-3-942484-11-4.

BHP (2018) Zulassen und Widerstehen. Heilpädagogisch Handeln durch Dialog – Bindung – Beziehung. Tagungsbericht zur 52. Bundesfachtagung des BHP. Berlin: BHP Verlag, ISBN 978-3-942484-36-7.

HORNAKOVA, M. Integrale Heilpädagogik: Klinkhardt, 2005

VODIČKOVÁ, B. (2010). Heilpädagogische Intervention unter der Anwendung der Kunsttherapie beim Kind mit aggressivem Verhalten. In: Schweizerische Zeitschrift für Heilpädagogik. - Roč.16, č. 10, s. 24-28.

FÁBRY LUCKÁ, Z., LESSNER, I. (2016). Evaluation of programmes in psychomotor therapy. In: Review of Artistic Education. - ISSN 2501-238X. - Roč. 6, č. 11-12 (2016), s. 158-166.

VODIČKOVÁ, B. (2020). Identification of supporting phenomena and barriers of inclusion in the pedagogical practice of teachers in a kindergarten in Bratislava. In: Journal of Exceptional People. - Roč. 2, č. 17, s. 63-73. ISSN (online) 1805-4986 ISSN (print) 1805-4978 Dostupné na: <http://jep.upol.cz/2020/Journal-of-Exceptional-People-Volume1-Number17.pdf>

JANOŠKO, P., JANUŠKOVÁ, E. (2022). The father's role in upbringing – resources and obstacles of contemporary fatherhood. In Abstracts & Proceedings of INTCESS 2022- 9th International Conference on Education and Education of Social Sciences, 17-18 January 2022. ISBN 978-605-06286-4-7, S. 385-391

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde041/22	<b>Course title:</b> Programs for children with autism spectrum disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours of seminars per week, a total of 22 hours per semester in hybrid form. Workload: face-to-face teaching (22 hours), self-study (18 hours), preparation for continuous assessment (10 hours). Total 22+ 18 + 10= 50 hours of student work, Education methods: lecture, practical examples, discussion, work in groups, problem solving, connecting theory with practice through an invited expert from practice.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An interim assessment during the semester will be awarded for: - two tests on the topics covered (25+25=50 points) - presentation of a processed assignment on the issue of autism spectrum disorders (50 points) In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good – above average standard), C (80-73 points, good - ordinary reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work required)	
<b>Learning outcomes:</b> Goals: The goal is to deepen knowledge about autism spectrum disorders in the context of education and therapy. Results: The student will know about the etiology of neurodevelopmental disorders, their impact on development and education, know theories, therapeutic models, also for working with the family. He will be able to plan an intervention program, propose a measure in early intervention. He will be able to apply the eco-system approach to children with ASD, as well as counseling in school and clinical practice. It will also deepen and consolidate the ability to think analytically, to be creative and to connect the connections between theory and practice.	
<b>Class syllabus:</b> 1. PAS, manifestations and nuclear difficulties. 2. Diagnostics. Etiology. 3. Classification.	

4. Biological essence of ASD, ASD as a neurodevelopmental disorder.
5. Case report of a child with Asperger's syndrome in the context of early intervention in kindergarten, complex therapy and the eco-systemic approach of the therapeutic educator.
6. ABA, EBI.
7. Problem behavior.
8. Proven programs (VOKS, TEACH, ESDM, ESBA)
9. Video modeling and social stories.
10. Son-rise and others.
11. Example of creating a therapeutic program based on the EBI concept and a case study of a child with ASD.

**Recommended literature:**

Recommended literature:

SILBERMAN, S. 2021. NeuroKmene. Žilina: Absynt. ISBN 978-80-8203-252-2.

ŠPORCLOVÁ, V. Autismus od A po Z. Praha : Pasparta, 2018.

HRDLIČKA, M., KOMÁREK V. Dětský autizmus. Přehled současných poznatku. Praha: Portál, 2014

RAJECOVÁ, O., ŠIMURKOVÁ, M., POSPÍŠILOVÁ, V. Využívání edukačno-behaviorální intervencí v práci s dětmi s PAS. Bratislava : Andreas, 2017.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
84,62	0,0	10,26	3,85	0,0	1,28	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde010/22	<b>Course title:</b> Psychodiagnostics
<b>Educational activities:</b> <b>Type of activities:</b> practicals / lecture <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture and exercise: 1 + 1 hour per week, i.e. j. 22 hours / semester Student workload: 22 hours of continuous teaching; 11 hours of ongoing independent study of lecture topics and exercises (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: lecture with discussion and 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 action of therapeutic pedagogues in practice and their close cooperation with psychologists; guided independent study using manuals of psychodiagnostic methods, (including videos, standards and other documents of professional associations, etc.)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weight of continuous assessment: 100% During the semester, in addition to studying the individual thematic components of psychodiagnostics, relevant for therapeutic and pedagogical practice and the successful cooperation of graduates in an interdisciplinary team (especially with psychologists), students will also actively work with the presented psychodiagnostic methods and procedures (possibly analyze the presented case reports or their parts), they will also administer the relevant methods themselves and after their evaluation, they will prepare a psychological micro-assessment and self-reflection, focused on personal development. During the semester, students complete 2 written examinations in the form of open and closed questions (40 points in total, the minimum number of points from each is 60%) and prepare a psychological micro-assessment (50 points), evaluation of active participation and quality of preparation for exercises (10 points). The rating is given on a scale: A (100-95 points, excellent - excellent results). B (94-85 points, 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 inter-disciplinary (transdisciplinary) links; they integrate knowledge very well with other studied disciplines - disciplines, especially with regard to	

therapeutic pedagogy; 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 one's own personal development and well-being.

C (84-75 points, good - ordinary 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 therapeutic pedagogy; they are well prepared to work in an interdisciplinary team, especially together with psychologists (they differentiate their professional competences well, the potential of their further professional growth); they basically reflect the acquired knowledge and skills in relation to their own personal development and well-being ).

D (74-65 points, satisfactory - acceptable results; students reflect on acquired knowledge (they gradually understand the limits and complexity of procedures at the initiative of a group discussion or the teacher), acceptably integrate knowledge with other fields, especially with therapeutic pedagogy; they are generally ready for work in an interdisciplinary team, especially together with psychologists (they differentiate their professional competences and the potential of their further professional growth); partly also knowledge and skills in relation to their own personal development and well-being.

E (64-60 points, sufficient - study results and student activities (exercise activity, written work) are of lower quality compared to the above-mentioned criteria and characteristics, but their acquired knowledge and skills from psychodiagnostics sufficiently prepare them for work in an interdisciplinary team, with psychologists; they have the potential for their further professional growth; they reflect the acquired knowledge and skills in relation to their own personal development and well-being.

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

### **Learning outcomes:**

The aim of the psychodiagnostics subject is for students of therapeutic pedagogy to know the development and currently available standard procedures of psychological diagnostics, especially those that are relevant for the practice of therapeutic pedagogy and the clinical, ontogenetic-psychological and other psychosocial specifics of the application of psychodiagnostics in patients or clients. Students will also improve in reflecting on the ethical principles of (clinical) practice; in understanding and using the principles and procedures of psychological measurement / psychometrics, relevant also for therapeutic pedagogy; at the same time, some administered procedures (with themselves) will contribute to their further personal self-knowledge and development.

They will be able to use the acquired knowledge when studying other psychological, therapeutic-pedagogical, or other subjects of their study program; in empirically oriented research in his final thesis; in therapeutic and pedagogical practice in the comprehensive, systematic assessment of the mental state and its prognosis in patients and clients and in the systematic planning of their intervention.

In addition to the transferable areas of competences (digital, general methodological, social and communication, etc.), their study leads to correct, more objective self-reflection and self-knowledge, important for emerging professionals of helping professions.

### **Class syllabus:**

1. Introduction to methods of psychological diagnosis and ethical principles of psychodiagnosis and testing, components of psychodiagnosis,

2. Clinical methods - interview, observation, anamnesis, performance tests, personality questionnaires and inventories, projective and instrumental methods (dynamic testing, digitization, etc.);
3. Code of ethics in psychodiagnostics, procedures based on scientific evidence, standard procedures and their development - personalized diagnostics.
4. Integrating approach vz. eclecticism, the problem of unproven practices; related institutions.
5. Psychodiagnostics at an early age: methods for assessing psychological development, developmental screening, methods and indications for a more detailed examination, examples of tests and procedures.
6. Performance tests with regard to the ontogenetic and clinical point of view (age, health and psychological state, etc.)
7. Tests of general mental abilities (intelligence).
8. Tests of special abilities (verbal, spatial imagination, numerical ability, perceptual readiness, memory abilities, psychomotor abilities, artistic abilities, etc.)
9. 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.
10. Evaluation of interpersonal relationships, family structures and their dynamics
11. Interactive and non-interactive approaches.

**Recommended literature:**

Recommended literature:

- SVOBODA, M. (ed.), HUMPOLÍČEK, P., ŠNOREK, V. 2013. Psychodagnostika dospělých. Praha: Portál, 2013.
- TESTOVÉ PRÍRUČKY (Psychodagnostika, s.r.o., Testcentrum Praha a iné)
- 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
- periodiká: Studia psychologica, Psychológia a patopsychológia dieťaťa, Československá psychologie, Journal of Clinical Psychology, Psychological Assessment a iné.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
56,25	0,0	30,21	10,42	3,13	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde035/22	<b>Course title:</b> Psychology of Health
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture and seminar: (1 + 1) 2 hours/week, i.e. j. 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); 22 hours of presentation preparation (using interactive methods, video, quiz, etc.) and its written completion (thematic focus on health promotion and prevention, stress management, etc.) with regard to stimuli and discussion in the study group (in the evaluation week) ; 11 hours of preparation for the mid-term test, 11 hours of written reflection on coping with stress and well-being at home. A total of 77 hours. Teaching methods: a lecture (with references to current scientific works and presentations) with prompts and questions (open and closed, problem tasks and tasks for self-reflection) to deepen or supplement the lectured topic; heuristic methods, discussion in a group or in pairs of students (also online), brainstorming; analysis of procedures aimed at managing the workload, analysis of cases (casuistics) - with regard to the action of therapeutic pedagogues in practice; guided independent study using professional, application-oriented texts (including videos and other documents of professional associations, etc.)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weight of ongoing: approximately 100% During the semester, there will be one written examination in the form of open and closed questions (30 points, min. number of points 60%); presentation at the seminar and its written completion (50 points), written self-reflection (20 points). The rating is given on a scale: A (100-95 points, excellent - excellent results), B (94-85 points, very good - above average standard), C (84-75 points, good - ordinary reliable work), D (74-65 points, satisfactory - acceptable results), E (64-60 points, sufficient - results meet the minimum criteria), Fx (59-0 points, insufficient - more additional work is required) A (100-95 points, 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 further development of health psychology; excellently integrate knowledge with other studied disciplines, especially with regard for therapeutic pedagogy; 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 points, 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 health psychology; they integrate knowledge very well with other studied disciplines, especially with regard to therapeutic pedagogy giku; 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 . C (84-75 points, good - ordinary reliable work; students at an average level critically reflect on acquired knowledge (they understand the limits and complexity of procedures) as well as the framework for the further development of health psychology; they integrate knowledge well with other studied disciplines, especially with regard to treatment pedagogy; 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 points, satisfactory - acceptable results; students reflect on acquired knowledge, in principle they also understand the framework of further development of health psychology; they acceptably integrate knowledge with other studied disciplines, especially with regard to treatment pedagogy; 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); in part, they also reflect the acquired knowledge and skills in relation to their own personal development and well-being. E (64-60 points, sufficient - study results and students' activities (activity at seminars, written works) are of lower quality compared to the above-mentioned criteria and characteristics, but their acquired knowledge and skills in health psychology sufficiently prepare them for work in 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 points, insufficient - more work, extra study required)

**Learning outcomes:**

Goals and outcomes of education: The goal of the subject of health psychology for students of therapeutic pedagogy is to deepen their current knowledge, but also some skills from the field of health psychology (in parallel with knowledge from the discipline of clinical psychology, within which this discipline was constituted). It is also about further orientation in application areas and interdisciplinary ties (psychological sciences, health sciences and biomedical sciences, medical pedagogy, etc.), especially with regard to knowledge about current complex system models of health and the (empirically verified) practical procedures derived from them support. Special emphasis is therefore placed on the current theory and methods of stress management; current developments in positive psychology, developmental psychopathology, behavioral medicine, more recently also in neuroscience and other related applied scientific disciplines and areas (healthcare, social systems, education; converging (bio)technologies, issues of curative, reparative, palliative medicine and health care and .). Graduates can use the acquired knowledge and skills when studying other subjects of their study program; while researching your final thesis; later directly in therapeutic and pedagogical practice (focused on all levels of prevention), as well as in cooperation with other health care professionals, in health promotion in other areas of practice, including cooperation

with families, social and other related institutions and organizations. Completion of the subject contributes to the strengthening of psychological literacy, especially the personal self-knowledge and self-development of medical pedagogy graduates (abilities necessary for success in this helping profession).

**Class syllabus:**

1. Basic concepts of contemporary health psychology as an integrative (both clinical and critical psychological) discipline.
2. Illness, disease and their understanding.
3. Health education, psychohygiene and prevention; current epidemiological and ecological issues.
4. Health policies, national programs, WHO / UNESCO programs and recommendations, etc.
5. Ethical questions and problems in current approaches to health, treatment and prevention.
6. Stressful situations (stress) - knowledge and methods of coping with stress supported by current empirical research.
7. Application of health psychology in selected diseases and health problems
8. Examples of research studies and procedures based on scientific evidence; case studies.
9. Health psychology and education for a healthy lifestyle
10. Examples of application areas and procedures based on empirical research.
11. Specific methods and techniques for load management (e.g. based on CBT, etc.).

**Recommended literature:**

Recommended literature:

- KŘIVOHLAVÝ, J. 2003. Psychologie zdraví. Praha: Portál.
- VANCU, E., GLASOVÁ, M. 2016. Integratívna metodika na zlepšenie interpersonálnych komunikačných kompetencií, rozvoj emočnej inteligencie a reziliencie dospelievajúcich žiakov a adolescentov. CD ROM. Bratislava: Univerzita Komenského - Pedagogická fakulta.
- 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.
- GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. 2021: Multimodalita vývinu emocionálnej regulácie u -adolescentov. Bratislava: Univerzita Komenského.
- HERETIK sr., A., HERETIK jr., A. (eds.). 2016. Klinická psychológia. Nové Zámky: Psychoprof. (vybrané časti).

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
41,67	0,0	44,44	0,0	0,0	0,0	13,89

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

**Last change:** 19.10.2025

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde033/22	<b>Course title:</b> Psychomotor Therapy in Clinical Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture per week, 2 hours of seminar per week, a total of 33 hours per semester. The method by which the educational activity is carried out: combined). Student workload: direct teaching (33 hours), self-study (22 hours), interim assessment (10 hours), final assessment (10 hours), creation of a proposal for therapeutic and pedagogical intervention (15 hours). Total 33 + 22 + 10 + 10 + 15 = 90 hours (1 credit = 30 hours) Educational methods: discussion; work in small groups; problem solving of tasks, interactive education (role playing).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be implemented: - continuous test (25 points) - final test (25 points) - proposal for therapeutic and pedagogical intervention (50 points). The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Objectives: The objective is to deepen knowledge about current research and work models in clinical practice. Results: The student will have knowledge about the application and possibilities of psychomotor therapy in the clinical practice of a therapeutic pedagogue, from the point of view of the developmental periods of a person's life, taking into account a holistic and complex view of a person and his current life situation.	
<b>Class syllabus:</b> 1. Psychomotor therapy in clinical practice for children at an early age. 2. Psychomotor therapy in clinical practice for preschool children. 3. Psychomotor therapy in clinical practice for children of younger school age. 4. Psychomotor therapy in clinical practice for children of older school age. 5. Psychomotor therapy with the family. 6. Psychomotor therapy in clinical practice for adolescents.	

7. Psychomotor therapy in clinical practice during young adulthood.
8. Psychomotor therapy in clinical practice during middle adulthood.
9. Psychomotor therapy in clinical practice during a person's older adulthood.
10. Psychomotor therapy in clinical practice during the senior year.
11. Evaluation, assessment and research.

**Recommended literature:**

Recommended literature:

SZABOVÁ, M. 1998. Náčrt psychomotorickej terapie. Bratislava, Pdf UK 1998;  
 SZABOVÁ, M. 2003. Pohybom proti astme. Bratislava : LIEČREH, 2003;  
 SZABOVÁ, M. 2010. Vývinovo orientovaná psychomotorická terapia vo včasnej intervencii.  
 In: HORŇÁKOVÁ, M. (Ed.). 2010. Včasná intervencia orientovaná na rodinu. Bratislava:  
 Univerzita Komenského. 2010;  
 Relevant researches  
 Scientific Journals

**Languages necessary to complete the course:**

Slovak, Czech, English, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
97,83	0,0	2,17	0,0	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde026/22	<b>Course title:</b> Psychomotor Therapy in Institutional Care
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 1 hour of lecture per week, 2 hours of seminar per week, a total of 33 hours per semester. Student workload: direct teaching (33 hours), self-study in preparation for interim assessment (13 hours), preparation for final assessment (14 hours), creation of psychomotor exercises (15 hours). Total 33 + 13 + 14 + 15 = 75 (1 credit = 25 hours) Educational methods: discussion, work in small groups; problem solving of tasks, experiential learning through movement activities.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject: During the semester, the following will be implemented: - continuous test (25 points) - final test (25 points). - creating a psychomotor program (50 points) The rating is given on a scale: A 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> The goal is to deepen knowledge about the possibilities of psychomotor therapy in specific institutional conditions, to bring knowledge about current research and experiences. Results: The student will know the conditions, goals, possibilities and risks of psychomotor therapy in the context of institutional care for children, youth, adults and seniors. He will get translations for better alignment of his own measures with the goals of the institution, use of opportunities and potential of psychomotor therapy and cooperation in a team.	
<b>Class syllabus:</b> 1. Specifics of the application of psychomotor therapy in an institutional environment for children. 2. Specifics of the application of psychomotor therapy in an institutional environment for adults. 3. Specifics of the application of psychomotor therapy in an institutional environment for seniors. 4. Psychomotor therapy in different stages of stay, problem situations, 5. Support of inclusion and participation. 6. A person as a recipient of an intervention implemented through psychomotor therapy.	

7. Man as a partner in planning intervention goals and strategies.  
 8. Methods and techniques of psychomotor therapy beneficial in an institutional environment. 9. Practical demonstrations of the use of psychomotor therapy and its methods in an institutional environment of different focus.  
 10. Research possibilities, documenting the helping process.  
 11. Evaluation and assessment.

**Recommended literature:**

Recommended literature:

BANIEL, A. 2020. Deti za hranicami možností. Bratislava: APPA.

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

SZABOVÁ, M. 1998. Náčrt psychomotorickej terapie. Bratislava : Pdf UK 1998;

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

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde015/22	<b>Course title:</b> Psychosocial Rehabilitation
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, 22 hours/semester, face-to-face Student workload: 11 x 2 teaching hours = 22 hours; 8 hours of processing two ongoing assignments, 12 hours of preparing the presentation of the seminar work (program) and its written processing; 18 hours of preparation for the final test. A total of 60 hours. Education methods: lecture, discussion, analysis of the standard procedure of psychosocial rehabilitation in therapeutic pedagogy, research findings; analysis and reflection of methods used in psychosocial rehabilitation; presentation of the assignment in the study group.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> the processing of two assignments (20 points). The final assessment includes the presentation of the seminar work (program) and written completion (40 points) and the final text (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively critically and creatively handles knowledge from the field of psychosocial rehabilitation in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively critically and creatively handles knowledge from the field of psychosocial rehabilitation in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and critically and creatively handles knowledge from the field of psychosocial rehabilitation in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines;	

D (75-68 points, satisfactory - acceptable results; the student can, to a limited extent, handle and use knowledge from the field of psychosocial rehabilitation in the context of the medical pedagogy study program, including their integration with knowledge of related disciplines;

E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles knowledge from the field of psychosocial rehabilitation in the context of the field of therapeutic pedagogy only to a limited extent;

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

### **Learning outcomes:**

Objectives: The objective is to convey current theoretical and empirical knowledge, to deepen competences for psychosocial rehabilitation in adults. Learning outcomes: The student will have knowledge of the requirements for work in psychosocial rehabilitation, will know the possibilities and risks of therapeutic-pedagogical intervention, will be able to work in a team (or directly in the client's environment).

Transferable competencies: The student will be able to use the knowledge in his own psychohygiene and solving difficult situations.

### **Class syllabus:**

1. Definition of terms and goals of psychosocial rehabilitation.
2. Target groups of psychosocial rehabilitation in adults.
3. Models of psychosocial rehabilitation - historical context.
4. Community rehabilitation.
5. New trends in psychosocial rehabilitation.
6. Psychosocial rehabilitation programs.
7. Use of the ICF classification in the context of psychosocial rehabilitation.
8. Psychosocial rehabilitation in therapeutic pedagogy - principles of therapeutic-pedagogical intervention in psychosocial rehabilitation.
9. Competences of the therapeutic teacher.
10. Forms of psychosocial rehabilitation - social skills training, occupational therapy, cognitive training, art therapy, case management.
11. Sheltered and supported housing, sociotherapeutic clubs, therapeutic community, family care, etc.

### **Recommended literature:**

Recommended literature:

BARNHILL, J. W. (ed.) 2015. Psychické poruchy – kazuistiky. Diagnostika podľa DSM-5. Trenčín: Vydavateľstvo F, 266 s. ISBN 978-80-88952-83-1.

LECZOVÁ, D. 2008. Program „Manažment choroby a zotavenia“ pre pacientov s ťažkou duševnou poruchou. In Psychiatria pre prax; 2008; 9 (6): 308 – 310. ISSN 1339-4258.

KRAJČOVIČOVÁ, D. Komunitná liečba v psychiatrii – jej ciele a význam. In Psychiatria - psychoterapia-psychosomatika, 6, 2009, č. 1, s. 31-36. ISBN 1338-7030.

Štandardný diagnostický a terapeutický postup (MZ SR, Štandardy v liečebnej pedagogike), téma: Psychosociálna rehabilitácia u ľudí so závažnou duševnou poruchou. Dostupný na: <https://www.standardnepostupy.sk/standardy-liecebna-pedagogika/>

COOK, J. A.; MUESER, K. T. Psychiatric Rehabilitation Journal. 2013. ISSN 1095-158X.

DSM-5. Diagnostický a štatistický manuál duševných porúch.

STANLEY, I., GREENSPAN, M.D. 2007. Klinické interview s dieťaťom. Trenčín: Vydavateľstvo F, 259 s., ISBN 80-88952-27-1.

KEBZA, V. 2005. Psychosociální determinanty zdraví. Praha: Academia, ISBN 80-200-1307-5.

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

Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <a href="https://prolp.sk/lp-revue/">https://prolp.sk/lp-revue/</a>						
<b>Languages necessary to complete the course:</b> Slovak, Czech, English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 97						
A	ABS	B	C	D	E	FX
83,51	0,0	8,25	5,15	2,06	0,0	1,03
<b>Lecturers:</b> Mgr. Pavol Janoško, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde016/22	<b>Course title:</b> Psychotherapy and Child Psychotherapy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, 22 hours/semester, face-to-face Student workload: 11 x 2 teaching hours = 22 hours; 8 hours processing of ongoing assignments, 12 hours preparation of the presentation of the seminar work and its written processing; 33 hours of preparation for the oral exam. A total of 75 Education methods: lecture, discussion, analysis of research findings in the field of psychotherapy; analysis and reflection of selected methods used in various psychotherapeutic directions; analysis of case studies; work with video recordings, presentation of the output (seminar work) in the study group.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% of the interim assessment + 80% of the final assessment The interim assessment includes the processing of two assignments (20 points). The final assessment includes the presentation of the seminar work and written completion (40 points) and an oral exam (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses knowledge from the field of psychotherapy and child psychotherapy in the context of the therapeutic pedagogy study program, including their meaningful integration with the knowledge of related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively critically and creatively handles knowledge from the field of psychotherapy and child psychotherapy in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and more or less critically and creatively handles knowledge from the field of psychotherapy and child psychotherapy in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines;	

D (75-68 points, satisfactory - acceptable results; the student can, to a limited extent, handle and use knowledge from the field of psychotherapy and child psychotherapy in the context of the medical pedagogy study program, including their integration with the knowledge of related disciplines;  
E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles knowledge from the field of psychotherapy and child psychotherapy in the context of the field of therapeutic pedagogy only to a limited extent;  
Fx (59-0 points, insufficient - more work, extra study required).

**Learning outcomes:**

Objectives: The objective is to deepen and supplement current theoretical and empirical knowledge in the field of psychotherapy and child psychotherapy and to prepare for the state exam.

Results: The student will be capable of deeper orientation in the difficult situation of a person in the context of his experience and interaction. It will be oriented more deeply in the areas of application of psychotherapeutic theories (principles, methodological equipment, view of the process of change, etc.).

Transferable competencies: The student will use the knowledge in his own development.

**Class syllabus:**

1. The most important personalities of psychotherapy and their potential contribution to therapeutic pedagogy.
2. Current psychotherapy trends (accredited by the Ministry of Health of the Slovak Republic) and their methodological equipment.
3. Slovak Society of Psychotherapy and Slovak Institute for Psychotherapy Education.
4. Intersections of therapeutic pedagogy and psychotherapy – principles, beliefs, tools of help.
5. The contribution of selected psychotherapeutic directions for treatment pedagogy (humanistic, existential, systemic).
6. Specifics of psychotherapy for children - support of parental competences.
7. Validation in education.
8. Specifics of psychotherapy in adults - effective factors, psychotherapeutic process versus process of change.
9. Use of emotion-focused psychotherapy in children and adults.
10. Psychotherapy in the context of creative therapies, case management, therapeutic community.
11. Application of psychotherapy in school, social and medical institutions.

**Recommended literature:**

GELDARD, K., GELDARD, D. 2008. Dětská psychoterapie a poradenství. Praha: Portál, 336 s., 2008, ISBN 978-80-73674-76-2.

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

Work materials from the teacher (from clinical practice)

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

STANLEY, I., GREENSPAN, M.D. 2007. Klinické interview s dieťaťom. Trenčín: Vydavateľstvo F, 259 s., ISBN 80-88952-27-1.

BARNHILL, J. W. (ed.) 2015. Psychické poruchy – kazuistiky. Diagnostika podľa DSM-5. Trenčín: Vydavateľstvo F, 266 s., ISBN 978-80-88952-83-1.

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

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
42,71	0,0	12,5	16,67	11,46	16,67	0,0

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde052/22	<b>Course title:</b> Research Methodology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: lecture, 2 hours/week, total 22 hours/semester, method: combined Student workload: (1 credit 30 hours) direct teaching 22 hours, active participation - preparation of seven assignments (7x 4 - 28 hours), final test - preparation 10 hours. Total: 22+28+10= 60) Teaching Methods: Setting the research question. Searching for a suitable method. Validation of data collection tools. Defining the research sample. Compilation of the questionnaire. Data processing. Data interpretation. Comparison of the possibilities of quantitative and qualitative research. Discussion, formulation of conclusions.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student receives 10 points (70) for each completed task and 30 points for the final test. The condition for successful completion of the subject is obtaining at least 60% of the maximum possible assessment. The classification will be carried out according to the scale: A: 100 – 91 points, B: 90 – 81 points, C: 80 – 73 points, D: 72 – 66 points, E: 65 – 60 points, FX: 59 – 0 points.	
<b>Learning outcomes:</b> The goal is to provide the student with research experience and to understand the principles of scientific research. The student will know the meaning of scientific research, know how to formulate questions, know methods of research, data collection, requirements for their evaluation, interpretation and use. He will have a better ability to navigate scientific research methods, choose an appropriate method in the field of therapeutic pedagogy, and acquire skills in data processing. It will improve your ability to think logically, formulate questions and understand research.	
<b>Class syllabus:</b> 1. Science and knowledge. 2. Research method and research tool. 3. Quantitative research and its methods. 4. Data collection - participant observation. 5. Questionnaire, survey.	

6. Focus group.
7. Qualitative research and its methods.
8. Action research in pedagogical practice.
9. Processing and interpretation of research results.
10. Discussion on research.
11. Presentation of research results.

**Recommended literature:**

Recommended literature:

GAVORA, P. a kol. Elektronická učebnica pedagogického výskumu. ISBN 978-80-223-2951-4.

<http://www.e.metodologia.fedu.uniba.sk>

GAVORA, P. 1997. Výskumné metódy v pedagogike. Bratislava: Univerzita Komenského v Bratislave. ISBN 80-223-1173-1.

KOMÁRIK, E. 2002. Metódy vedeckého poznávania človeka. Bratislava: Univerzita Komenského v Bratislave, ISBN 80-223-1717-9.

ŠVEC, Š. a kol. 1998. Metodológia vied o výchove. Bratislava: IRIS. ISBN 80-88778-73-5.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 109

A	ABS	B	C	D	E	FX
54,13	0,0	27,52	11,01	2,75	2,75	1,83

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde049/22	<b>Course title:</b> Research Project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Seminar, 2 hours/week, i.e. 22 hours/semester, full-time. Student workload: 11 x 2 hours of teaching = 22 hours, self-study (10 hours), processing of two ongoing assignments (10 hours), preparation of the presentation of the seminar work and its written processing (18 hours). Total 60 hours (1 credit = 30 hours) Education methods: discussion of the methodological status of researches; creating and reflecting on a research project; presentation of the output (project) in the study group.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim assessment includes the processing of two assignments (2x 15 points) and the presentation of a seminar work (project) (20 points), written processing of the results (50 points) In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses knowledge critically and creatively; B (93-86 points, very good - above average standard; the student adequately understands and actively uses knowledge both critically and creatively; C (85-76 points, good - ordinary reliable work; student understands and more or less critically and creatively handles knowledge; D (75-68 points, satisfactory - acceptable results; the student can handle and use knowledge to a limited extent; E (67-60 points, sufficient - the results meet the minimum criteria, the student uses knowledge critically only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b> Goal: The goal is to prepare students for research and research monitoring of therapeutic-pedagogical intervention. Results: The student will know what are the current theoretical and empirical starting points for creating a research project. He will be able to design a research project (purpose, goals, tasks) independently and in a group in the context of current knowledge of therapeutic pedagogy. He will be able to participate in the research activities of the department. Transferable competencies: Students will gain interest in scientific work and learn to work correctly with information.	

**Class syllabus:**

1. Project/research creation process.
2. Presentation of current research topics in the context of the research activity of the department's staff.
3. Ethics and research project.
4. Finding a research problem.
5. Preparation of a research project.
6. Initial definition of the research project.
7. Formulation of the theoretical framework of the research project.
8. Structure of the research project.
9. Limits of the research project.
10. Creation of research projects in groups.
11. Presentation and defense of the research project.

**Recommended literature:**

Recommended literature:

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

Odporúčaná literatúra:

CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava: Oliva, 2013. ISBN 978-80-89332-15.

PUNCH, K. F. 2015. Úspěšný návrh výzkumu. Praha: Portál, 2015. ISBN 978-80-262-0980-5.

ŠVARŤÍČEK, R. – ŠEĎOVÁ, K. a kol. 2007. Kvalitativní výzkum v pedagogických vědách.

Praha: Portál, 2007. ISBN 978-80-7367-313-0.

Reports from projects solved at the workplace

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
53,85	0,0	30,77	15,38	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde049/22	<b>Course title:</b> Research Project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Seminar, 2 hours/week, i.e. 22 hours/semester, full-time. Student workload: 11 x 2 hours of teaching = 22 hours, self-study (10 hours), processing of two ongoing assignments (10 hours), preparation of the presentation of the seminar work and its written processing (18 hours). Total 60 hours (1 credit = 30 hours) Education methods: discussion of the methodological status of researches; creating and reflecting on a research project; presentation of the output (project) in the study group.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim assessment includes the processing of two assignments (2x 15 points) and the presentation of a seminar work (project) (20 points), written processing of the results (50 points) In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively uses knowledge critically and creatively; B (93-86 points, very good - above average standard; the student adequately understands and actively uses knowledge both critically and creatively; C (85-76 points, good - ordinary reliable work; student understands and more or less critically and creatively handles knowledge; D (75-68 points, satisfactory - acceptable results; the student can handle and use knowledge to a limited extent; E (67-60 points, sufficient - the results meet the minimum criteria, the student uses knowledge critically only to a limited extent; Fx (59-0 points, insufficient - more work, extra study required).	
<b>Learning outcomes:</b> Goal: The goal is to prepare students for research and research monitoring of therapeutic-pedagogical intervention. Results: The student will know what are the current theoretical and empirical starting points for creating a research project. He will be able to design a research project (purpose, goals, tasks) independently and in a group in the context of current knowledge of therapeutic pedagogy. He will be able to participate in the research activities of the department. Transferable competencies: Students will gain interest in scientific work and learn to work correctly with information.	

**Class syllabus:**

1. Project/research creation process.
2. Presentation of current research topics in the context of the research activity of the department's staff.
3. Ethics and research project.
4. Finding a research problem.
5. Preparation of a research project.
6. Initial definition of the research project.
7. Formulation of the theoretical framework of the research project.
8. Structure of the research project.
9. Limits of the research project.
10. Creation of research projects in groups.
11. Presentation and defense of the research project.

**Recommended literature:**

Recommended literature:

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

Odporúčaná literatúra:

CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava: Oliva, 2013. ISBN 978-80-89332-15.

PUNCH, K. F. 2015. Úspěšný návrh výzkumu. Praha: Portál, 2015. ISBN 978-80-262-0980-5.

ŠVARŤÍČEK, R. – ŠEĎOVÁ, K. a kol. 2007. Kvalitativní výzkum v pedagogických vědách.

Praha: Portál, 2007. ISBN 978-80-7367-313-0.

Reports from projects solved at the workplace

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
53,85	0,0	30,77	15,38	0,0	0,0	0,0

**Lecturers:**

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde007/22	<b>Course title:</b> Social and Work Integration
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> lecture, semester 22 hours, combined (mainly face-to-face), 11x 2 hours of direct teaching = 22 hours; 8 hours of seminar work preparation; 12 hours of preparation for the interim assessment; 8 hours of exam preparation. A total of 50 hours of student work. Methods of educational activities: focus on activating methods of education, dialogic (discussion) methods, methods of group teaching, project methods - projecting, methods developing critical thinking.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim assessment + 50% of the final assessment The interim assessment includes a seminar paper (30 points) and a midterm test (20 points) The final assessment includes a final test (50 points). The seminar work consists of processing a selection topic from the field of social and work integration/inclusion using min. 3 literary sources with links to the practice of therapeutic pedagogy. The final test consists of 20 open and closed questions reflecting the knowledge acquired by studying the subject. The rating is given on a scale: A (100-94 points, excellent - excellent results), B (93-86 points, very good – above average standard), C (85-76 points, good - ordinary reliable work), D (75-68 points, satisfactory - acceptable results), E (67-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work 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 medical pedagogy study program, at an excellent level he understands the process of creating an inclusive society, he knows the forms and methods work with specific groups in the context of social and work integration/inclusion), B (very good - above average standard, the student has mastered the knowledge of the subject at an above average level, at an above average level he can connect the acquired knowledge with profiling	

subjects of the medical pedagogy study program, at a highly solid level understands the importance of integration and inclusion for the development of an inclusive society, masters the forms and methods of working with specific groups in the context of social and work integration/inclusion), C (good – ordinary reliable work, the student has mastered the knowledge of the subject at an average level, at an average level Doc able to connect the acquired knowledge with the profiling subjects of the therapeutic pedagogy study program, understands the meaning and process of integrating marginalized groups into society, at an average level controls the forms and methods of working with specific groups in the context of social and work integration/inclusion), D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he is able to connect the acquired knowledge with the profiling subjects of the medical pedagogy study program, he knows the forms and methods of working with specific groups in the context of social and work integration/inclusion), E (sufficient - the results meet the minimum criteria, a student at a low level can integrate knowledge from the subject into the knowledge gained by studying profile subjects) and Fx (insufficiently, the student has not gained sufficient insight into the issues of work and social integration, is unable to connect the knowledge gained with the knowledge of therapeutic pedagogy).

**Learning outcomes:**

The goal is to enable an overview of the issue of social and work integration/inclusion, to navigate current topics and forms of work and social integration, and to acquire the ability to use acquired skills in the practice of therapeutic pedagogy. Learning outcomes: The student acquires basic knowledge of social and work integration and inclusion. Understanding the concept, the meaning of social and work integration in the context of therapeutic pedagogy, getting to know the basic problem areas of social and work integration and inclusion in the conditions of the general population, the disabled and specific (marginalized) groups, acquiring basic competences that can be perceptively applied in the professions of treatment a teacher in the Ministry of Education, the Ministry of Health and the Ministry of Labour, Social Affairs and Family, can propose solutions to the work and social problems of marginalized groups, can contribute to the integration of marginalized groups into the work and social environment through therapeutic and pedagogical intervention, contribute to the process of de-institutionalization.

**Class syllabus:**

1. Definition, concept and principles of social and work integration and social and work inclusion.
2. Integration, inclusion in the developmental periods of a person.
3. Social integration and inclusion of a child with special educational needs.
4. Transition periods and social and work integration/inclusion.
5. Social integration/inclusion of adolescents and adults from marginalized groups into society.
6. Social rehabilitation and counseling.
7. Forms and methods of working with specific groups in the context of social and work integration/inclusion.
8. Employment support, work and career counseling and social inclusion.
9. Integration of persons excluded from the labor market.
10. Programs for the support of work competences.
11. Competences in social and work counseling and rehabilitation.

**Recommended literature:**

Recommended literature:

DANIEL GERBERY, D., PORUBÄNOVÁ, S., REPKOVÁ, K. (2005). Koncepcia sociálnej inklúzie-vybrané otázky. Stredisko pre štúdium rodiny a práce.

SEDLÁKOVÁ, M., ŠLOSÁR, D. (2010). Budovanie spoločnej cesty v sociálnej inklúzii. Regionálne združenie partnerstiev sociálnej inklúzie n.o. Košice: Katedra sociálnej práce Filozofickej fakulty UPJŠ Košice.  
Odporúčaná literatúra:  
SABO, R., PAVLÍKOVÁ, O. (2011). Integrácia - podmienky, východiská, základné procesy. Metodicko-pedagogické centrum v Bratislave.

**Languages necessary to complete the course:**

Slovak, Czech, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
82,73	0,0	11,82	4,55	0,0	0,91	0,0

**Lecturers:**

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde007/22	<b>Course title:</b> Social and Work Integration
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> lecture, semester 22 hours, combined (mainly face-to-face), 11x 2 hours of direct teaching = 22 hours; 8 hours of seminar work preparation; 12 hours of preparation for the interim assessment; 8 hours of exam preparation. A total of 50 hours of student work. Methods of educational activities: focus on activating methods of education, dialogic (discussion) methods, methods of group teaching, project methods - projecting, methods developing critical thinking.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim assessment + 50% of the final assessment The interim assessment includes a seminar paper (30 points) and a midterm test (20 points) The final assessment includes a final test (50 points). The seminar work consists of processing a selection topic from the field of social and work integration/inclusion using min. 3 literary sources with links to the practice of therapeutic pedagogy. The final test consists of 20 open and closed questions reflecting the knowledge acquired by studying the subject. The rating is given on a scale: A (100-94 points, excellent - excellent results), B (93-86 points, very good – above average standard), C (85-76 points, good - ordinary reliable work), D (75-68 points, satisfactory - acceptable results), E (67-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, insufficient - more additional work 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 medical pedagogy study program, at an excellent level he understands the process of creating an inclusive society, he knows the forms and methods work with specific groups in the context of social and work integration/inclusion), B (very good - above average standard, the student has mastered the knowledge of the subject at an above average level, at an above average level he can connect the acquired knowledge with profiling	

subjects of the medical pedagogy study program, at a highly solid level understands the importance of integration and inclusion for the development of an inclusive society, masters the forms and methods of working with specific groups in the context of social and work integration/inclusion), C (good – ordinary reliable work, the student has mastered the knowledge of the subject at an average level, at an average level Doc able to connect the acquired knowledge with the profiling subjects of the therapeutic pedagogy study program, understands the meaning and process of integrating marginalized groups into society, at an average level controls the forms and methods of working with specific groups in the context of social and work integration/inclusion), D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he is able to connect the acquired knowledge with the profiling subjects of the medical pedagogy study program, he knows the forms and methods of working with specific groups in the context of social and work integration/inclusion), E (sufficient - the results meet the minimum criteria, a student at a low level can integrate knowledge from the subject into the knowledge gained by studying profile subjects) and Fx (insufficiently, the student has not gained sufficient insight into the issues of work and social integration, is unable to connect the knowledge gained with the knowledge of therapeutic pedagogy).

**Learning outcomes:**

The goal is to enable an overview of the issue of social and work integration/inclusion, to navigate current topics and forms of work and social integration, and to acquire the ability to use acquired skills in the practice of therapeutic pedagogy. Learning outcomes: The student acquires basic knowledge of social and work integration and inclusion. Understanding the concept, the meaning of social and work integration in the context of therapeutic pedagogy, getting to know the basic problem areas of social and work integration and inclusion in the conditions of the general population, the disabled and specific (marginalized) groups, acquiring basic competences that can be perceptively applied in the professions of treatment a teacher in the Ministry of Education, the Ministry of Health and the Ministry of Labour, Social Affairs and Family, can propose solutions to the work and social problems of marginalized groups, can contribute to the integration of marginalized groups into the work and social environment through therapeutic and pedagogical intervention, contribute to the process of de-institutionalization.

**Class syllabus:**

1. Definition, concept and principles of social and work integration and social and work inclusion.
2. Integration, inclusion in the developmental periods of a person.
3. Social integration and inclusion of a child with special educational needs.
4. Transition periods and social and work integration/inclusion.
5. Social integration/inclusion of adolescents and adults from marginalized groups into society.
6. Social rehabilitation and counseling.
7. Forms and methods of working with specific groups in the context of social and work integration/inclusion.
8. Employment support, work and career counseling and social inclusion.
9. Integration of persons excluded from the labor market.
10. Programs for the support of work competences.
11. Competences in social and work counseling and rehabilitation.

**Recommended literature:**

Recommended literature:

DANIEL GERBERY, D., PORUBÄNOVÁ, S., REPKOVÁ, K. (2005). Koncepcia sociálnej inklúzie-vybrané otázky. Stredisko pre štúdium rodiny a práce.

SEDLÁKOVÁ, M., ŠLOSÁR, D. (2010). Budovanie spoločnej cesty v sociálnej inklúzii. Regionálne združenie partnerstiev sociálnej inklúzie n.o. Košice: Katedra sociálnej práce Filozofickej fakulty UPJŠ Košice.  
Odporúčaná literatúra:  
SABO, R., PAVLÍKOVÁ, O. (2011). Integrácia - podmienky, východiská, základné procesy. Metodicko-pedagogické centrum v Bratislave.

**Languages necessary to complete the course:**

Slovak, Czech, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
82,73	0,0	11,82	4,55	0,0	0,91	0,0

**Lecturers:** Martina Ondrejková

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde037/22	<b>Course title:</b> Specific Addictions
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form 2 hours a week seminar, a total of 22 hours per semester, face-to-face; Student workload: 11x 2 hours of direct teaching = 22 hours; 10 hours of preparation of ongoing work; 28 hours of preparation for the final test. A total of 60 hours of student work. Teaching methods: monologic methods - interpretation, dialogic methods - discussion, situational methods - case studies, problem methods - brainstorming, guided self-study - text work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is finished with an assessment, the ratio of interim and final assessment is 100/0. The task of male and female students is to prepare an intermediate work for 40 points and pass an intermediate test for 60 points, a total of 100 points. The condition for successful completion of the subject is obtaining at least 60% of the maximum possible evaluation of the subject. The rating is given on a scale: A (100-91 points, excellent – excellent results with only minimal errors), B (90-81 points, very good - above average results with minor errors), C (80-73 points, good – regular reliable work, average results), D (72-66 points, satisfactory - acceptable results, but there are significant errors), E (65-60 points, sufficient – the results meet the minimum criteria), Fx (59-0 pts, not enough - more extra work required).	
<b>Learning outcomes:</b> The goal of the course is to provide basic knowledge about the issue of drug consumption, their effects, and the etiology of drug addiction. The course pays special attention to issues of therapy and resocialization, as well as the most important problems of the drug scene, the creation of anti-drug policy and criminal sanctions, respectively. drug crime. Students will deepen their knowledge and competences when working with people with addiction, they will learn to apply preventive and treatment procedures using examples in various fields of practice. They will be able to identify internal and external causes of addictions, summarize the manifestations of individual types of addictions, state and propose specific forms of addiction prevention. Students will have communication skills using professional terminology from the field of substance and non-substance	

addictions. They will improve their skills in working with professional literature and creating professional texts. Students will be able to use their knowledge creatively in difficult assignments.

**Class syllabus:**

1. Specifics and classification of addictions in children.
2. Specifics and classification of addictions in adults.
3. Specifics and classification of addictions in seniors.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Possibilities of help in the field of addictions (basic psychotherapeutic approaches in the treatment of addictions, pharmacotherapeutic help, accompanying the family).
7. Possibilities of therapeutic-pedagogical assistance in the field of addiction issues at all levels of assistance (prevention, treatment, follow-up treatment).
8. Non-substance addictions (classification, characteristics).
9. Prevention of addiction and its forms.
10. National program to combat drugs.
11. Tasks of the Ministry of Education, Culture, Health, Justice, Interior and Labour, Social Affairs and Family.

**Recommended literature:**

Recommended literature:

- HUPKOVÁ, I., LIBERČANOVÁ, K. 2012. Drogové závislosti a ich prevencia. Trnava : Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na [pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf](http://pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf)
- FERKOVÁ, Š. 2014. Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevenca. roč. 13. č. 4. s. 37 – 44.
- FISCHER, S., ŠKODA, J. 2009. Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813
- KALINA, K. 2008. Základy klinickej adiktológie. Praha : Grada, 387 s. ISBN978-80-247-1411-0. K
- KALINA, K. et al. 2003. Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha : ÚV ČR, ISBN80-86734-05-6.
- KUKLOVÁ, M. 2016. Kognitivně-behaviorální terapie v léčbě závislostí. Praha : Portál. 152 s. ISBN978-80-262-1101-3
- NEŠPOR, K. 2003. Návykové chování a závislost. Současné poznatky a perspektivy léčby. Praha : Portál. 152 s. ISBN80-7178-831-7.
- NOCIAR, A. 2009. Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. ISBN 978-80-892-7168-9

**Languages necessary to complete the course:**

:Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 109

A	ABS	B	C	D	E	FX
73,39	0,0	13,76	8,26	0,92	0,0	3,67

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

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

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPšt004/22	<b>Course title:</b> State Exam in Optional Therapeutic Discipline 1
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 28.07.2022	
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.	

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPšt005/22	<b>Course title:</b> State Exam in Optional Therapeutic Discipline 2
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 28.07.2022	
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.	

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPšt003/22	<b>Course title:</b> State Exam in The Theories of Psychotherapy and Family Therapy
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 02.09.2022	
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.	

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPšt002/22	<b>Course title:</b> State Exam in Therapeutical Education
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 02.09.2022	
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde014/22	<b>Course title:</b> Systemic Family Therapy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Lecture, 2 hours/week, 22 hours/semester, face-to-face Student workload: 11 x 2 teaching hours = 22 hours; 8 hours of processing two ongoing assignments, 12 hours of preparing the presentation of the seminar work and its written processing; 18 hours of preparation for the oral exam. A total of 60 hours. Education methods: lecture, discussion; analysis of research findings in the field of family therapy and counseling; analysis and critical reflection; case studies, examples of video recordings from practice; presentation of the output (seminar work) in the study group.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% of the interim assessment + 80% of the final assessment The interim assessment includes the processing of two assignments (20 points). The final assessment includes the presentation of the seminar work and written completion (40 points) and an oral exam (40 points). In order to successfully complete the subject, it is necessary to obtain at least 60% of the total point evaluation. The rating is given on a scale: A (100-94 points, excellent - excellent results; the student correctly understands and actively critically and creatively handles knowledge from the field of (systemic) family therapy in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; B (93-86 points, very good - above average standard; the student adequately understands and actively critically and creatively handles knowledge from the field of (systemic) family therapy in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines; C (85-76 points, good - ordinary reliable work; the student understands and more or less critically and creatively handles knowledge from the field of (systemic) family therapy in the context of the medical pedagogy study program, including their meaningful integration with the knowledge of related disciplines;	

D (75-68 points, satisfactory - acceptable results; the student can, to a limited extent, handle and use knowledge from the field of (systemic) family therapy in the context of the medical pedagogy study program, including their integration with the knowledge of related disciplines;

E (67-60 points, sufficient - the results meet the minimum criteria, the student critically handles knowledge from the field of (systemic) family therapy in the context of the field of therapeutic pedagogy only to a limited extent;

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

### **Learning outcomes:**

Objectives: To convey information about systemic family therapy in the context of therapeutic pedagogy. Results: Students will be familiar with current theories and research in the field of (systemic) family therapy, they will be capable of deeper orientation in the difficult situation of a person in the context of his family system. They will be able to use the knowledge in prevention, diagnosis, education, counseling, therapeutic-educational intervention and accompaniment.

Transferable competencies: Students will better understand the possibilities of solving their own personal or partnership crises, supporting communication and relationships in their own family or relationships in their surroundings.

### **Class syllabus:**

1. Systemic psychotherapeutic theories/schools and their application to work with the family system.
2. The benefit of Transformational Systemic Therapy according to Virginia Satirová (Growth Model) in the field of family therapy.
3. Therapeutic beliefs and their application in therapeutic and pedagogical practice.
4. Indications and contraindications, effective factors, goals, methods and tools of family therapy.
5. Introductory therapeutic interview (skills training).
6. Characteristics and phases of the family therapy process – phases of intrapsychic change, work with a family case.
7. Basic methodological tools of family therapy according to Satirova ("iceberg", family map, validations, sculpting, thermometer, birth of self-esteem, family reconstruction).
8. Interactive system - ingredients of communication (benefit, risks, resources).
9. Analysis of specific cases (problem areas) of family therapy: boundaries in a family with addictions, modern forms of eating disorders.
10. Problems and challenges of contemporary families, a family with an oncologically ill member, a family with a member with a psychiatric illness.
11. Presentations of student works.

### **Recommended literature:**

Recommended literature:

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

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

JANOŠKO, P. 2018. Podpora reziliencie rodiny v kontexte spolupráce so školou. In FÁBRY LUCKÁ, Z. a kol. 2018. Rodina v procese zmien [elektronický dokument]. - : 1. vyd. ISBN 978-80-223-4645-0. - Bratislava: Univerzita Komenského v Bratislave, 2018. - S. 71-86 [CD-ROM]

MINUCHIN, S. Rodina a rodinná terapie. Praha: Portál, 2013, ISBN 978-80-262-0371-1.

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

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

BANMEN, J. (ed.). Transformační systemická terapie. Ostrava: IVS ČR, 2009, 335 s. ISBN 978-80-254-4976-9.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
63,54	0,0	21,88	11,46	2,08	1,04	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde002/22	<b>Course title:</b> Theories of Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is completed by an exam, the ratio of interim/final evaluation is 30/70. The ongoing assessment includes the following: <ul style="list-style-type: none"> <li>• ongoing work: preparation of a seminar work - 30 points. The final assessment includes the following:</li> <li>• assessment of knowledge and selected skills in the form of a written test - 70 points.</li> </ul> The rating is given on a scale: <ul style="list-style-type: none"> <li>A (100-94 points, excellent – excellent results with only minimal errors),</li> <li>B (93-86 points, very good - above average results with minor errors),</li> <li>C (85-76 points, good – regular reliable work, average results),</li> <li>D (75-68 points, satisfactory - acceptable results, but there are significant errors),</li> <li>E (67-60 points, sufficient – the results meet the minimum criteria),</li> <li>Fx (59-0 pts, not enough - more extra work required). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.</li> </ul>	
<b>Learning outcomes:</b> Students will gain knowledge and understand the educational and self-educational process in a social context with an emphasis on applying the principles of creative-humanistic education and presenting new approaches and perspectives in the development of modern educational theory. At the theoretical-empirical level, students are able to implement a variety of educational activities and activities that they can apply within the profession of therapeutic pedagogue and have the ability to solve basic problem situations in educational practice in cooperation with other experts. The subject develops students' analytical, critical, evaluative and creative thinking, reasoning in contexts and supports the development of their interpersonal skills, self-development and personal and professional growth.	
<b>Class syllabus:</b> 1. Introduction to the discipline of educational theory. Theoretical starting points and determinants of education. Creative and humanistic education. Opinions on education. Education in individual historical periods.	

2. School documents and legislation with a focus on education. Educational goals and their determination.
3. Concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
4. Methods of educational action and new trends. Characteristics and classification of educational principles.
5. Concretization of the content of educational action: moral education, prosocial education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
6. Organizational forms and means of education.
7. The personality of the therapeutic teacher in the educational process. Educational styles and requirements for the personality of the therapeutic pedagogue. Code of ethics for the medical pedagogue profession.
8. The child's personality in the educational process. Categorization of personality formation factors, bio-psycho-social determination of personality development and education.
9. Educational environment and its importance for a person.
10. Family and family education. Parenting styles in the family. Negative tendencies in family education.
11. Educational conditions of the school environment. Negative phenomena in the school environment and their prevention. Extracurricular education and its specifics.

**Recommended literature:**

Recommended literature:

Gogová, A., Kročková, Š., Pintes, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. ISBN 80-8050-675-2

Hlásna, S., Horváthová, K., Mucha, M., Tóthová, R. 2006. Úvod do pedagogiky. Nitra: Enigma. ISBN 80-89132-29-4

Kratochvílová, E. et al. 2007. Úvod do pedagogiky. Trnava: PF TU. ISBN: 978-80-8082-145-6

Potočárová, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. ISBN 978-80-223-2458-8

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Derková, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris. ISBN 978-80-8200-034-7

Ferková, Š., Prevendárová, J., Koldeová, L. et al 2017. Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. ISBN 978-80-223-4432-6

Koldeová, L. 2018. Odmeny a tresty v rodinnej výchove. Bratislava: UK. ISBN 978-80-223-4649-8

Kosová, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. ISBN 978-80-557-1021-1

Pelikán, J. 1995. Výchova jako teoretický problém. Ostrava: Amosium Servis. ISBN 80-85498-27-8

Skarupská, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7

Strouhal, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0

Trabalíková, J., Macháček, D., Zemančíková, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7

**Languages necessary to complete the course:**

Slovak, Czech

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 118						
A	ABS	B	C	D	E	FX
47,46	0,0	28,81	11,02	5,08	1,69	5,93
<b>Lecturers:</b> prof. PaedDr. Ján Danek, CSc.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PhDr. Marta Horňáková, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde020/22	<b>Course title:</b> Therapeutic Education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: seminar, 2 hours/week, method: face-to-face Workload: (1 credit 25 hours) direct teaching 22 hours, active participation (sharing experience from work with the client, connecting theory with practice, current knowledge, problem experience) with preparation in the context of the final thesis (28 hours) Education methods: discussion, group supervision, Bálint group.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will prepare for the seminar on an ongoing basis, submit the preparation (seminar work - 50 points), present the connection of theory and practice in the final work (50 points). The classification will be carried out according to the scale: A: 100 – 91 points, B: 90 – 81 points, C: 80 – 73 points, D: 72 – 66 points, E: 65 – 60 points, FX: 59 – 0 points.	
<b>Learning outcomes:</b> Goals: deeper orientation in the theories and practice of therapeutic pedagogy, finding connections also in the context of the thesis, familiarization with the latest knowledge in the field. Results: The student will know the requirements for the performance of the profession, will acquire the ability to critically evaluate and anchor the used practical concepts in the theories of therapeutic pedagogy, connect theoretical knowledge with practical challenges, and propose adequate help to a person with a health problem.	
<b>Class syllabus:</b> 1. Therapeutic-pedagogical process (process and factors of change). 2. Frameworks of professional action. 3. Holistic approach, contexts with neuroscience knowledge. 4. Current research. 5. Professional studies at home. 6. Professional studies abroad. 7. New topics in therapeutic pedagogy. 8. Students' own practice in the context of the required expertise. Presentation of experience. 9. Students' own practice in the context of the required expertise. Presentation of experience. 10.	

Students' own practice in the context of the required expertise. Presentation of experience. 11.  
Students' own practice in the context of the required expertise. Presentation of experience.

**Recommended literature:**

Recommended literature:

Hornáková, M. 2015. Príbeh liečebnej pedagogiky. 45 rokov LP na Slovensku. Ružomberok, Verbum. ISBN 978-80- 561-0253-4.

Revue liečebnej pedagogiky,

Proceedings from therapeutic and pedagogical days from 2006.

Foreign professional press.

**Languages necessary to complete the course:**

Slovak, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
71,88	0,0	20,83	7,29	0,0	0,0	0,0

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

**Last change:** 09.11.2022

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KLP/M-LCPde040/22	<b>Course title:</b> Therapeutic-educational Gerontology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours/week (lecture) for a total of 22 hours using the combined method. Student's workload: direct teaching (22 hours), self-study (20 hours), seminar work (10 hours), preparation of an assignment for direct work with the client/creation of aids, exercises, tasks (8 hours). Total 22+18+20 = 60 (1 credit = 30 hours). Education methods: lecture, practical assignments, experiential method (own work in class, individual/group), discussion	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is completed by the evaluation of partial tasks during the semester, which consists of the development of an assigned task for direct work with a senior/ongoing (60 points) and the development of an assigned seminar work/ongoing (40 points). The rating is given on a scale: And 100-91 points = excellent - excellent results B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = sufficient – the results meet the minimum criteria Fx less than 60 points = insufficient - further additional work required	
<b>Learning outcomes:</b> Objectives: The objective is to prepare students to work with seniors, to know the specifics, possibilities and risks of therapeutic-pedagogical intervention. Results: Students will know the physiological, psychological and social specifics of senior age and the possibilities of therapeutic-pedagogical support, development and psychosocial rehabilitation. They will become familiar with the definition of terms related to senior age as well as risks. They will have the skills to work with the client in senior age.	
<b>Class syllabus:</b> 1. Introduction to the subject - definition of gerontology, geriatrics 2. Definition of the concept of old age (biological and calendar age), old age as a social phenomenon 3. Myths and beliefs about old age - Ageism, negative effects of stereotypes 4. Diseases typical of senior age	

5. Sociological peculiarities of older age, seniors from the point of view of social pathology
6. Care for the elderly - home care, institutional care
7. Adaptation syndrome - adaptation, maladaptation
8. LP approaches to care, help and support of the elderly - LP therapy, validation and reminiscence therapy...
9. Education of seniors, memory training,
10. Theme of loss, dying and death in senior age
11. Taboo and hope settlement in the senior population

**Recommended literature:**

Recommended literature:

Gruss, P. ed. (2009). Perspektivy stárnutí z pohledu psychologie celoživotního vývoje. Praha: Portál, 2009. ISBN 978-80-7367-605-6

Kováč, D. (2013). Umne starnúť. Bratislava : VEDA, ISBN: 978-80-2241-280-3.

Sak, P.; Kolesárová, K. (2012). Sociologie stáří a seniorů. Praha: Grada, 2012. ISBN 978-80-247-3850-5

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
73,81	0,0	8,33	11,9	2,38	3,57	0,0

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

**Last change:** 09.11.2022

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