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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSM/21	<b>Course name:</b> Advanced Statistical Methods
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students evaluation is based on class activity during the semester (10 points) and on the test in the middle of the semester (30 points). The test consists of three practical questions solved on computers with SPSS software. Students with at least 21 points during the semester are allowed to take an exam. Final exam (60 points) consists of theoretical as well as of practical questions and more than 30 points is needed to pass the exam. Final evaluation (sum of all points): A (90-100p) B (80-89 p.) C (70-79p.) D (60-69 p.) E (51-59 p.) FX (0-50 p.)	
<b>Learning outcomes:</b> The purpose of this course is to provide information about advanced statistical methods when familiarity with the basic methods is expected. Basis fields include various kinds of analysis of variance (independent samples, repeated measures, mixed ANOVA MANOVA), factor analysis, multiple linear and logistic regression, cluster analysis and structural equation modelling. These statistical methods are introduced firstly on lectures with the theoretical background and the process of computing together with assumptions is presented. Next, these methods are practised on exercises with SPSS software.	
<b>Brief outline of the course:</b> 1. Review of basic statistical methods 1 (descriptive statistics – measures of central tendency, variability, position, hypothesis testing – parametric statistics). 2. Review of basic statistical methods 2 (hypothesis testing – nonparametric statistics, correlation, regression). 3. One-way analysis of variance. Purpose, assumptions, procedure, results interpretation, post hoc tests. 4. Two-way ANOVA, repeated measures ANOVA. Purpose, assumptions, procedure, results interpretation, post hoc tests.	

5. Nonparametric alternatives of ANOVA (Kruskal-Wallis, Friedman, Cochran Q). Suitable scientific questions and data, purpose of methods, assumptions, procedure, results interpretation, post hoc tests.
6. MANOVA. Purpose, assumptions, differences in comparison with ANOVA, logic of test, procedure in SPSS, results interpretation, post hoc tests (ANOVA).
7. Polynominal regression analysis, logistic regression. Differences from simple regression, purpose, methods of regression, assessing regression model and predictors. Appropriateness of logistic regression in psychological research.
8. Factor analysis (exploratory), principal components analysis. Purpose of factor analysis, methods of factor analysis, rotation, factor loadings, decisions about number of factors, interpretation of results.
9. Cluster analysis. Purpose and logic of cluster analysis. Methods, reading cluster analysis results.
10. Multidimensional scaling. Purpose and logic of multidimensional scaling, its methods and possible applications.
11. Structural equations modelling. Differences from "classical" statistical methods (confirmation technique), examples of use (confirmatory factor analysis, mediation), assessing model, changing model.

**Recommended literature:**

Ho, R. (2013). Handbook of Univariate and Multivariate Data Analysis with IBM SPSS, CRC Press.

Field, A. (2009). Discovering Statistics sing SPSS. SAGE.

Landau, S., Everitt, B.S. (2004). A handbook of statistical analyses using SPSS. Chapman & Hall/CRC, Boca Raton.

StatSoft, Inc.: Electronic Statistics Textbook. Tulsa, OK: StatSoft. WEB: <http://www.statsoft.com/textbook/stathome.html>, 1999.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 623

A	B	C	D	E	FX
21.35	22.63	22.47	16.21	13.32	4.01

**Provides:** doc. Ing. Mgr. Jozef Bavoľár, PhD.

**Date of last modification:** 04.02.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ASP/15	<b>Course name:</b> Applied Social Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students evaluation is based on activities during the semester (40 points) and final exam (60 points). Evaluated activities are seminar work of selected topic and activity on seminars (e.g. active participation on discussion). Minimum number of points needed to enter an exam: 20. Final exam: written test Final evaluation (sum of all points): For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 51 points, for FX = 50 and less.	
<b>Learning outcomes:</b> The content of the course builds on the knowledge from the course Social Psychology I and II and focuses on individuals and social institutions and individual in the social world. The result of education is an overview of selected areas of applied social psychology in the field of macro and meso social phenomena. The aim of the exercise is to gain a deeper orientation in the topics, but especially through presentations of students on the selected topic (papers), to train the ability to to think independently about acquired knowledge, systematically connect with other knowledge, critically discuss them and, last but not least, adequately present.	
<b>Brief outline of the course:</b> Application of knowledge from social psychology: Man and culture Social norms, Justice and injustice Political psychology Social psychology of mass communication Psychology of religion Man and nature Man and sport Psychology of health and disease Loneliness and social support Psychology of unemployment Helplessness and hopelessness Social and psychological aspects of dependence.	

**Recommended literature:**

Steg, L., Buunk, A.P., Rothengatter, T. Applied Social Psychology: Understanding and Managing Social Problems. Cambridge University Press, 2012. ISBN 9780521690058

Schnieder, F.W., Gruman, J.A., Coutts, L.M. Applied Social Psychology: Understanding and Addressing Social and Practical Problems. Second Ed. Sage, 2012. ISBN 9781412976381

**Course language:**

Slovak language

**Notes:**

Lectures and seminars will take place in person or online (depending on the current situation). Study materials will be accessible to students through OneDrive.

**Course assessment**

Total number of assessed students: 572

A	B	C	D	E	FX
36.01	30.77	21.33	9.44	1.22	1.22

**Provides:** PhDr. Bibiána Kováčová Holevová, PhD.

**Date of last modification:** 04.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KPP/20	<b>Course name:</b> Career counseling for psychologists
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> - participation and written reflection from a workplace visit (20%) - completion of the online course My career (20%) - activity during the semester (10%) - final evaluation: final exam (50%) Final evaluation of the course (the final grade represents the sum of points for work during the semester and the final exam): Sum of all points: A: 90 – 100 B: 80 – 89 C: 70 – 79 D: 60 – 69 E: 51 – 59 FX: 50 and less	
<b>Learning outcomes:</b> The aim of the course is to provide students with current information about the role of career counselling and about its system in Slovakia and abroad. At the same time, the students will get to know career development theories, methods, tools and assessments and try them out in practice. By completing the course, students will gain an overview of the work of a psychologist as a career counsellor and his competencies. Also they will have the opportunity to meet with career counsellors and visit their workplaces.	
<b>Brief outline of the course:</b> 1. Career counselling in the 21st century - multidisciplinary basis of career counselling; theories and approaches of career counselling; role of the career counselling; system and concepts of career counselling in Slovakia and abroad; current trends in career counselling and changes in the labor market. 2. Methods of career counselling - tools and techniques used in career counselling. 3. Competencies of a career counsellor - conducting an interview and obtaining information about the world of work. Identification of the client's needs, identification of his competencies, interests	

and talents and their connection with the labor market, development of skills for managing the client's own career, evaluation of the client's progress. Ethics in career counselling.

4. Career counsellor in the practice of lifelong counselling - counsellor in regional and higher education (Center for educational and psychological counselling and prevention (CPPPpP), school psychologist, educational counsellor, career counsellor at universities), career counsellor at Offices of Labour, Social Affairs and Family, career counsellor in HR, career counsellor in private practices.

**Recommended literature:**

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 9

A	B	C	D	E	FX
44.44	22.22	22.22	11.11	0.0	0.0

**Provides:** Mgr. Veronika Zibrinyiová, PhD., Mgr. Zuzana Kožárová, PhD.

**Date of last modification:** 01.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KAZS/11	<b>Course name:</b> Casuistic Seminar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> active participation on seminars, work out psychological conclusion	
<b>Learning outcomes:</b> Goal of the seminary is the presentation of main activities in diagnostic and consecutive counselling process in CPPPaP which provides complex psychological care in the age from 3 years until finishing the preparation for occupation. The intent is to prepare students for the work at counselling institution particularly by showing and practical solution of principal and most frequent problems in each of educational degrees.	
<b>Brief outline of the course:</b> Preschool age, anamnesis, work with data diagnostic, School capability- child capable and incapable for school, Younger school age; the most common and most important difficulties from the developmental aspect, Older school age; the most common and most important difficulties from the developmental aspect, Diagnostics of family, work with the family, Possibilities of development of resilience at school	
<b>Recommended literature:</b> C. Eugene Walker – Ed., Michael C. Roberts – Ed. (2001). Handbook of Clinical Child Psychology. Edition: 3rd. New York: John Wiley & Sons. William P. Erchul, Brian K. Martens (2012) School Consultation: Conceptual and Empirical Bases of Practice (Issues in Clinical Child Psychology) 3rd ed. Springer;	
<b>Course language:</b> Slovak	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 145	
abs	n
100.0	0.0
<b>Provides:</b> PhDr. Anna Jenčová, PhD.	

**Date of last modification:** 23.11.2015

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KAZKL/12	<b>Course name:</b> Casuistic Seminar in Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students are expected to attend class each seminar. Because of the actual pandemic situation, class will be online per MS Teams every second week. First online meeting is: 16.2.2021 at 10:00 a.m. The goal of each class is to discuss elaborated "problem" sets. There will be 5 "problem" sets in form of case-studies with additional questions. They will be sent to students every second week. The students should elaborate answers to questions and send them per email to the teacher. The students should get a maximum of 20 points for each problem set. All students are expected to participate in class prepared and to play an active role in class.	
<b>Learning outcomes:</b> This course introduces a broad overview of the field of clinical psychology with a focus on practice. The course introduces: To train 'thinking psychologists' The close integration of theory and practice Emphasis on appraisal skills and critical reflection The course will include discussion, case-studies, exercises, student-designed and lead activities (peer teaching).	
<b>Brief outline of the course:</b> Clinical psychological case-studies in a/ anxiety disorders, b/affective disorders, c/ psychotic disorders, d/ addictions, e/ eating disorders, f/ organic mental disorders, g/ personality disorders.	
<b>Recommended literature:</b> Alan Carr, Ed., Muireann McNulty, Ed. (2006) The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach 1st Edition. Routledge. David H. Barlow (2014). Clinical Handbook of Psychological Disorders, Fifth Edition: A Step-by-Step Treatment Manual (Barlow: Clinical Handbook of Psychological Disorders) Fifth Edition Edition The Guilford Press.	
<b>Course language:</b> Slovak, English	
<b>Notes:</b>	

<b>Course assessment</b>	
Total number of assessed students: 210	
abs	n
99.52	0.48
<b>Provides:</b> Mgr. Miriam Slavkovská, PhD., PhDr. Milana Kovaničová, CSc.	
<b>Date of last modification:</b> 05.02.2021	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KLP/08	<b>Course name:</b> Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for seminar completion: The aim of seminars is to provide insight into psychopathological manifestations of different types of mental health problems. Seminars will be realized at the Psychiatric department, therefore the student may have the practical contact will hospitalized patients. He/she may practice interview, to discuss the choice of psychodiagnostic methods for specific types of clinical situations, as well as possible psychotherapeutic interventions. During the seminars the student has to prepare a seminar work on the assigned topic. Maximum points 40. Final exam (60 points) Requirments: Theoretical knowledge (basic literature, lectures) - test Case study analysis – oral discussion Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less	
<b>Learning outcomes:</b> The general goal of this course is aplication of theoretical knowledge into the practice of clinical psychology, understanding of basic features of specific groups of mental health changes. Course brings orientation in psychodiagnostic and psychotherapeutic methods. Main aim is ability to analyse the individual case. Together with the subject Psychiatry and psychopathology for psychologists, Clinical psychology forms the main knowledge base of the necessary knowledge and practical skills for the subject Psychotherapy. The aim of the education is for students to gain the ability to comprehensively analyze an individual case and work independently with the patient. They also expanded their knowledge about the possibility of specific recommended psychological interventions and treatments. In addition, they will acquire: <ul style="list-style-type: none"> <li>- insight into the application of theoretical knowledge of clinical psychology in practice,</li> <li>- deepen the basic characteristics of individual groups of mental health changes,</li> <li>- get acquainted with psychodiagnostic procedures for individual mental disorders,</li> </ul>	

- insight into the basic recommended psychotherapeutic procedures for individual groups of mental health disorders.

Students will expand their practical experience and acquire skills

- conduct psychological interviews with patients with psychiatric diagnoses under supervision,
- work with specific clinical and test psychodiagnostic methods in the field of clinical psychology,
- in selected basic psychotherapeutic procedures,
- create a clinical-psychological affiliation
- formulate an adequate clinical-psychological conclusion.

Experts from practice will also be invited to selected lectures. The lectures will also include preparation in the form of studying podcasts, articles or videos.

### **Brief outline of the course:**

Clinical psychology

1. Basic psychological concepts of mental health changes: psychoanalytic and psychodynamic approach, behavioristic perspectives, cognitive approach, humanistic view. Factors influencing mental health.

2. Systems of classification: DSM V, ICD – 10, similarities and differences, description of basic categories of mental disorders

3. Specific issues in clinical psychology: anxiety disorders, schizophrenia, mood disorders, sexual disorders, personality disorders, eating disorders, developmental disorders, neurological disorders, addictions.

4. Psychological examination: general aspects of psychological report writing, diagnostic methods in clinical psychology (clinical and testing methods). Assessment interview (general and specific considerations, procedure in clinical interview). Clinical evaluation of intellectual function, personality assessment (inventories and projective methods in clinical practice), neuropsychological assessment.

5. Basics in psychotherapy – review of basic approaches, their principles and psychotherapeutic modalities. Psychodynamic perspective, cognitive-behavioral approach. Individual, group and family psychotherapy, therapeutic community. Principles of crisis intervention. Supportive psychotherapy.

### **Recommended literature:**

Basic literature:

Bennet P.: Abnormal and clinical psychology, 3rd.ed., Open University Press, 2011, ISBN-13: 978-0-33-523746-3

Kring AM., Johnson, S.L. (2018). Abnormal Psychology: The Science and Treatment of Psychological Disorders, 14th Edition.

Additional reading:

Weiner, I.B., Greene, R.L.: Handbook of personality assessment, Wiley, 2007, ISBN: 0-471-69232-8

Malocco, D.: Psychotherapy: Approaches and theories ISBN-13: 978-1505421750

Meyer, R.G.: The clinician's handbook. The psychopathology of adulthood and adolescence, Allyn and Bacon, 1989, ISBN: 0-205-11922-0

ICD -10, WHO, Geneva, ISBN 978 92 4 154834 2 1

Kohut, H.: The Analysis of the Self: A Systematic Approach to the Psychoanalytic Treatment of Narcissistic Personality Disorders (1971). International University Press, New York, ISBN 0-8236-8002-9.

Gunderson, J.: Borderline personality disorder, APA Publishing, ISBN 978-0880480208

Alexander F.: Psychosomatic Medicine: Its Principles and Applications. 2nd. ed., New York; London: Norton, 1987 ISBN 0-393-70036-4

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 612					
A	B	C	D	E	FX
60.95	23.04	11.27	3.76	0.98	0.0
<b>Provides:</b> doc. Mgr. Monika Hricová, PhD., PhDr. Martina Chylová, PhD.					
<b>Date of last modification:</b> 28.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SKLIN/15	<b>Course name:</b> Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.	
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.	
<b>Brief outline of the course:</b> 1. Clinical psychology – history, approaches in clinical psychology, professional requirements, different fields in clinical psychology, prevention 2. Issues of diagnosis: classification systems and their alternatives, basic categories of mental health disorders 3. Psychopathology of cognitive functions 4. Psychopathology of motivational structures, psychopathology of emotions, and will. 5. Models of the etiology of mental health problems: genetic, biological, psychological, sociocultural and systemic or familial 6. Developmental aspects in clinical psychology and developmental disorders 7. Psychosomatic medicine and health psychology 8. Anxiety disorders (classification, psychodiagnostic process and psychotherapy) 9. Affective disorders (classification, psychodiagnostic process and psychotherapy) 10. Psychotic disorders (classification, psychodiagnostic process and psychotherapy) 11. Personality disorders (classification, psychodiagnostic process and psychotherapy) 12. Addictions (classification, psychodiagnostic process and psychotherapy) 13. Eating disorders (classification, psychodiagnostic process and psychotherapy) 14. Neuropsychology – clinical psychology in the diagnostic process and rehabilitation of basic neurological disorders 15. Psychotherapy - overview of approaches, professional requirements, forms and goals of psychotherapy 16. Psychodynamic psychotherapy – basic psychodynamic conceptions, psychoanalysis and beyond, process of psychodynamic therapy, indications 17. Cognitive – behavioral therapy ( theoretical assumptions, basic methods, indications) 18. Research method in clinical psychology Basic literature	

Kring, A.M.. Johnson, S.L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorders, 14th Edition.					
<b>Recommended literature:</b>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 82					
A	B	C	D	E	FX
60.98	13.41	9.76	10.98	2.44	2.44
<b>Provides:</b>					
<b>Date of last modification:</b> 12.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KBT1/19	<b>Course name:</b> Cognitive Behavioral Therapy 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester (40p), 60% exam (60p) Assessment during semester: short tests, presentation Min. the number of points obtained per semester required for admission to the examination is 21p. A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> The subject will provide students with an idea of the possibilities of CBT therapy from the first contact with the client, assessment of problems to the use of CBT techniques. They will acquire skills that enable the identification of distorted thinking, the ability to modify our beliefs, acting in different ways, and skills that modify behavior up to its change. The student is able to preformulate the case and in cooperation with the client define problems and goals, establish a relationship with the patient, arouse a sense of hope, enable the client to understand the theoretical model of the disorder and verify the patient's cooperation with the therapist in practice.	
<b>Brief outline of the course:</b> 1. Introduction. History CBT. Origin and evolution of behavioral therapy, basic features of behavioral therapy. 2. Basic features of cognitive therapy, integration of behavioral and cognitive approaches. Cognitive behavioral approach. 3. The position of CBT system among the other psychotherapeutic approaches. 4. Basics of cognitive - behavioral approach work, mapping of problems in Assessment, Practical training of the approach towards problems and survival in terms of cognitive- behavioral therapy. 5. Theory of CBT , basic concepts, models and maintenance of psychiatric disorders . 6. Structure of cognitive behavioral therapy, assessment. Behavioral analysis. Cognitive analysis. Functional analysis.	

7. Definition, formulation, the goal of the therapy, treatment plan, the end therapy.
8. Cognitive behavioral techniques, The structure of the CBT session. The therapeutic relationship within the CBT.
9. Methods of cognitive - behavioral therapy - behavioral techniques. Engagement of the patient into the therapy. The relaxation, controlled breathing. Exposition. Tracking and planning of activities.
10. The methods of cognitive - behavioral therapy - Cognitive techniques. Education. Techniques aimed at diverting of the attention. Cognitive rescheduling. Work with automatic thoughts. Imagination work.

Page: 2

11. Complex cognitive - behavioral programs. Group CBT. Practical training of the social capabilities. Practice of problem solving attitudes. Coping with emotions Training, Selection of patients for the group. Construction of the CBT Group.
12. Practical application of the CBT in the treatment of selected mental disorders – Affective disorders - anxiety disorder, panic anxiety disorders - Anxiety Comorbidity disorders, diagnosis of vicious circle, planning of the activities.
13. Practical application of CBT in the treatment of selected mental disorders - social phobia, depression - a vicious circle, cognitive processing, goals of the treatment.

**Recommended literature:**

Recommended literature:

J.S. Beck : Cognitive Behavior Therapy Second Edition - Basics and Beyond , 2011

D.A. Clark, J.S. Beck: Cognitive Therapy and Anxiety Disorder Science and Practice, 2011

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 66

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

**Provides:** PhDr. Monika Piliarová

**Date of last modification:** 20.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KBT2/19	<b>Course name:</b> Cognitive Behavioral Therapy 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KBT1/19	
<b>Conditions for course completion:</b> Course completion conditions: 60% assessment during semester (60p), 40% exam (40p) Assessment during semester: 4 requirements (75% attendance, active participation in seminars, work on homework and writing case studies (max. 10 points) and submission of written work (max. 50 points). The written work is focused on a specific disorder, which is the content of the semester curriculum and treatment options used in CBT. The work must contain at least 6 pages of text from at least 8 sources, primarily articles from journals published in the last 5 years, conference proceedings of KBT and professional literature. Min. the number of points obtained per semester required for admission to the examination is 31p. Exam: written, in the form of a test A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> The aim of this subject is to gain knowledge about CBT and expand student's ability to apply the CBT model in practice in a therapeutic relationship with their own clients. At the end of the semester, students present the issues of their clients within CBT and present the use of appropriate procedures and methods. They can follow three basic functions: 1. Describe clearly the specific problem behavior. 2. Determine what causes this problem behavior. 3. Determine what consequences sustain the problem behavior. Within the clinical experience, students conduct therapeutic sessions with the client, under supervision. They can examine problem behavior, measure its frequency, the intensity of selected manifestations, their duration.	
<b>Brief outline of the course:</b> 1. Basic principles of cognitive therapy, the basic assumptions of cognitive therapy, method of troubleshooting. 2. Depressive disorders – diagnostic criteria and cognitive behavioral therapy, types of depressive	

disorders, cognitive distortions in depressions, ways to increase patient activity.

3. Diagnostic criteria and cognitive behavioral therapy of posttraumatic stress disorder flashbacks, work with exposure in PTSD.

4. Use of social skills in the prevention of depression, training of social skills by Lieberman.

5. The prevention of depression by practicing awareness – mindfulness.

6. Diagnostic criteria and cognitive behavioral therapy of obsessive compulsive disorder, evaluation and measurement in OCD, exposure of barrier rituals.

Page: 2

7. Diagnostic criteria and cognitive behavioral therapy of eating disorders – anorexia nervosa and bulimia, working with the recording of consumption, work with ideas, change attitudes towards themselves, their physique and body weight.

8. Cognitive behavioral therapy of obesity, group programs, work with records – eating and exercise habits. Techniques of self – control and self-strengthening.

9. Cognitive behavioral approaches in management of marital and family problems.

10. Diagnostic criteria for mental and behavioral disorders caused by effects of psychoactive substances, cognitive behavioral therapy of addictions, 12 steps approach, community reinforcement approach.

11. Learning disabilities and behavioral disorders in children, cognitive behavioral therapy in children – school phobia, enuresis, encopresis.

12. The diagnostic criteria for personality disorders, cognitive behavioral therapy of personality disorders, identifying of cognitive distortions, therapeutic letters to emotional processing of core beliefs, role playing.

**Recommended literature:**

J.S. Beck : Cognitive Behavior Therapy Second Edition - Basics and Beyond , 2011

D.A. Clark, J.S. Beck: Cognitive Therapy and Anxiety Disorder Science and Practice, 2011

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 45

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

**Provides:** PhDr. Monika Piliarová

**Date of last modification:** 20.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPS2/09	<b>Course name:</b> Counselling Psychology for Adults and Seniors
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: 2 assignments Exam: written, in the form of a test A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> Students will gain an overview of current information about the approaches and course and counseling process and methods of psychological counseling for older adults and seniors. At the same time, they will gain orientation in the possibilities of diagnostics with regard to the aging processes and in the methods of intervention with regard to age specifics. Students will acquire competencies for leading a counseling process with an older adult and a senior, and in the framework of seminars they will gain practical experience and skills related to conducting an interview with a senior.	
<b>Brief outline of the course:</b> . Introduction - counseling psychology for older adults as a discipline, ethics in counseling. 2. Aging - current theories based on consulting practice, psychological processes in older adults. 3. Psychological helping - Counseling as a relationship, as a set of interventions, such as process - Helping advisory competencies and capabilities - A framework for understanding the client (story, problem management, operation ...) 4. Counselling process (phases) 5. counseling interview and its specifics for older adults 6. Selected methods of counseling older adults - Work with memories	

- Individual and group counseling
- Self-help groups
- 7. Specifics counseling for older adults and seniors
- Adapting to retirement
- Relationship problems
- Adaptation to place in institutionalized care
- Loneliness, mood swings, the incidence of depression, risk of suicide and alcohol abuse
- Coping with the loss of loved ones (Grief counseling)
- Mental health in older adults (supporting factors of selected interventions)

**Recommended literature:**

Kampfe, Ch.M. (2015). Counseling older people - opportunities and challenges. Wiley.  
 John Blando (2011) Counseling older adults 1 edition. New York: Routledge.  
 Worden W. (2013). Smútkové poradenstvo a smútková terapia. Vydavateľstvo F

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 188

A	B	C	D	E	FX
65.43	19.15	9.57	4.26	1.06	0.53

**Provides:** doc. PhDr. Beáta Ráczová, PhD.

**Date of last modification:** 28.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDM/15	<b>Course name:</b> Counselling Psychology for Children and Adolescents
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Completion of 80% of instruction (lectures, seminars). 2. Written test - Continuous evaluation (10 points, min. 6). 3. study - own consulting case.30 points, 16 min). Preparation and submitting the report from counseling process with the client and his legal representative. 4. A written test (20 points) and essay (30 points) - final assessment. 50 points, minimum 26 points. Final evaluation sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less	
<b>Learning outcomes:</b> A student who completes the subject, should have knowledge of theoretical character on the evaluation level in relation to their application; he/she should be able to apply different theoretical frameworks in choosing the counseling approach. The aim is to provide the basic skills of conseling work with child and adolescent clients, the ability to assess the level and efficiency of conseling work.	
<b>Brief outline of the course:</b> Theoretical approaches and models of children's and youth's psychological counseling. Psychological approach in counseling young people and adolescents. General principles of child and youth psychological counseling and psychological examinations of children and youth. Competence and specific skills for working with children and youth. Specifics of child psychological counseling. The integrative model of child and youth psychotherapy and counseling. Counseling on learning disabilities, mental retardation, brain dysfunction, sensory defects, disorders of behavior and emotions arising in childhood and youth. Psychological counseling in school failure: in children with sensory disorders, anxiety children. Psychological counseling in behavioral problems. Counseling work with maltreated children and perpetrators of bullying. Social and socio-cultural disadvantaged children, neglected children as clients of counseling psychology. Counseling work with young people in learning, personality, relationship problems.	

Career counseling: career choice and study as a vital developmental role, objectives and actions career counseling, career guidance relevant factors. Career guidance specific groups. Counseling programs and group counseling. Evaluation of the effectiveness of the counseling process. Ethics in counseling process.

**Recommended literature:**

Duane Brown (2002). Career Choice and Development. Edition: 4th. San Francisco: Jossey-Bass.  
 Kathryn Geldard (Author), David Geldard (Author), Rebecca Yin Foo (2013) Counselling Children: A Practical Introduction Fourth Edition Edition. SAGE Publications Ltd;  
 Kathryn Geldard, David Geldard (2009) Counselling Adolescents: The Proactive Approach for Young People Third Edition Edition. SAGE Publications Ltd;  
 William P. Erchul, Brian K. Martens (2012) School Consultation: Conceptual and Empirical Bases of Practice (Issues in Clinical Child Psychology) 3rd ed. Springer;  
 Dawn P. Flanagan, Vincent C. Alfonso (2011). Essentials of Specific Learning Disability Identification. Hoboken, NJ: Wiley  
 Caroline Jones – Ed., Carol Shillito-Clarke - Ed., Gabrielle Syme - Ed., Derek Hill - Ed., Roger Casemore - Ed., Lesley Murdin - Ed., (2000). Questions of Ethics in Counselling and Therapy. Philadelphia: Open University Press.  
 PATISSON, S., ROBSON, M., & BEYNON, A.(2015). The Handbook of Counselling Children and Young People. Los Angeles, London, etc.:SAGE.  
 Christiane Sanderson (2013) Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse (Essential Skills for Counselling). Jessica Kingsley  
 Rosemary A. Thompson (2003). Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment. Edition: 2nd. New York: Brunner-Routledge Publishers  
 C. Eugene Walker – Ed., Michael C. Roberts – Ed. (2001). Handbook of Clinical Child Psychology. Edition: 3rd. New York: John Wiley & Sons.

**Course language:**

Slovak language, English language

**Notes:**

**Course assessment**

Total number of assessed students: 44

A	B	C	D	E	FX
47.73	40.91	4.55	6.82	0.0	0.0

**Provides:** prof. PhDr. Margita Mesárošová, CSc.

**Date of last modification:** 12.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SPOR/15	<b>Course name:</b> Counselling and School Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.	
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.	
<b>Brief outline of the course:</b> <b>COUNSELING AND SCHOOL PSYCHOLOGY</b> Areas for state final exams (content corresponds to the subjects Educational Psychology, School Psychology, Counseling Psychology for Children and Youth, Counseling Psychology for Adults and Seniors, Family Psychology). 1. Significance, characteristics of taxonomies of educational goals and their application in the context of education. 2. The contribution of meaningful learning and discovery learning in increasing the effectiveness of school learning and the course of acquiring fluency and comprehension of reading. Overview and characteristics of skills important for mastering the basics of mathematics. 3. Characteristics and confrontation of traditional and alternative methods of diagnostics of abilities as prerequisites for school performance. Description of goals, essence and models of dynamic evaluation of learning potential. 4. Overview of procedures for assessment and management of learning disabilities based on the curriculum. The essence and steps of pedagogical-psychological consultation in school in order to improve the teaching process. 5. Characteristics of individualized educational program and the role of the psychologist in its elaboration. Intervention educational programs and their effectiveness. 6. School culture, social climate of school and class, atmosphere of school and class as a background of school performance and behavior of students. Model of quality of life in the school environment. 7. Challenging situations in the school environment from the position of a student and a teacher. The effect of factors that maintain, strengthen and support the health of teachers and students. 8. Characteristics of educational problem behavior and the possibility of correction of disruptive and non-disruptive educational problem behavior. Possibilities of using mediation as an alternative way of resolving conflict situations in the work of a school psychologist.	

9. Characteristics and comparison of professional and non-professional forms of control and assistance in the work of a school psychologist. Defining the areas and possibilities of crisis intervention in the work of a school psychologist.
10. Career development as a lifelong process, choice of profession as a life development task. Tasks of vocational education, career counseling and possibilities of consultation in the work of a school psychologist.
11. Strategies and effectiveness of preventive work in the work of a school psychologist. Primary, secondary and tertiary prevention of drug use.
12. Specifics of the counseling process and interview in older adults and seniors.
13. Counseling competencies and helping skills in counseling work with older adults and seniors. Structure of psychological help in the case of older adults and seniors.
14. Methods of counseling for older adults and seniors - group counseling for seniors, work with memories in seniors, self-help groups.
15. Specific areas of counseling for older adults and seniors - institutionalization of seniors, retirement.
16. Introduction to mourning counseling - definition of mourning, its function and meaning, comparison of complicated and uncomplicated mourning, phases of the loss processing process, goals of mourning counseling and its principles.
17. Define the subject of family psychology, its goals, tasks, perspectives and application areas. Describe the basic characteristics and functions of the family.
18. Systemic and systemic approach to the family - comparison, use, application restrictions. Define the terms system, family system and selected terms - adaptability, cohesion, normality, interaction, identity.
19. Characterize communication in the family - levels of communication, communication in a relationship, specify communication problems. Define special forms of communication: family rituals, family myths.
20. Characterize and compare theories of family stress and its management. Define the concept of family resilience and its sources. Family crisis from the point of view of family psychology.
21. Psychological divorce - stages, divorce potential. Reconstructed family and its problems. Alternative parental care - rules, benefits and restrictions.
22. Models and principles of psychological counseling for children, its specific features.
23. Psychological counseling for children and adolescents with bad habits and tics, enuresis, anorexia nervosa, sexual development disorders, depression, self-harming and suicidal behavior.

<b>Recommended literature:</b>					
<b>Course language:</b> Slovak, English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 18					
A	B	C	D	E	FX
55.56	22.22	16.67	5.56	0.0	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 12.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ DS1/09	<b>Course name:</b> Diploma Thesis Seminar 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for obtaining credits for the course: - participation in joint consultations - min. 15 pages of text to include an overview of the knowledge of the chosen topic and a research project proposal - min. 5 consultations with the tutor of work	
<b>Learning outcomes:</b> Processing a literary review of the solved topic. Preparation of the theoretical background of the diploma thesis and sketch of the research project.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: <a href="http://www.sciplore.org/2010/how-to-write-a-phd-thesis/">http://www.sciplore.org/2010/how-to-write-a-phd-thesis/</a> Ferad Zyulkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: <a href="http://www.feradz.com/How_to_Write_Thesis.html">http://www.feradz.com/How_to_Write_Thesis.html</a> Elmes, D.G., Kantowitz, B.H., & Roediger, H. L. (1985): Research Methods in Psychology. 2nd ed. St. Paul/New York. Shaugnessz, J. J., Zechmeister, E.B. (1990) Research Methods in Psychology. 2nd ed. New York: McGrae hILL	
<b>Course language:</b> English	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 523	
abs	n
99.62	0.38
<b>Provides:</b> Mgr. René Šebeňa, PhD., Mgr. Pavol Kačmár, PhD.	
<b>Date of last modification:</b> 24.04.2017	

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ DIS2/08	<b>Course name:</b> Diploma Thesis Seminar 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining credits is based on: - completing joint consultations - min. 5 consultation with the tutor - realization of empirical research according to the prepared project	
<b>Learning outcomes:</b> The aim of the course is to ensure and guide the preparation of the thesis. Key aspects that student should pay attention during the preparation of the thesis are covered and critically discussed with emphasis on the interconnection of previously acquired knowledge from the methodology, statistics and other crucial fields of expertise.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: <a href="http://www.sciplore.org/2010/how-to-write-a-phd-thesis/">http://www.sciplore.org/2010/how-to-write-a-phd-thesis/</a> Ferad Zylkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: <a href="http://www.feradz.com/How_to_Write_Thesis.html">http://www.feradz.com/How_to_Write_Thesis.html</a> Elmes, D.G., Kantowitz, B.H., & Roediger, H. L. (1985): Research Methods in Psychology. 2nd ed. St. Paul/New York. Shaugnessz, J. J., Zechmeister, E.B. (1990) Research Methods in Psychology. 2nd ed. New York: McGrae hILL	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 560	
abs	n
98.75	1.25
<b>Provides:</b> Mgr. René Šebeňa, PhD., Mgr. Pavol Kačmár, PhD.	
<b>Date of last modification:</b> 19.03.2021	

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KSP/ DiPor/15	<b>Course name:</b> Distance Counselling
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The point gain is max 100 points per semester in the distribution: 60b semester, 40b exam. Semester: 15 points - preparation of a blog article on the Children's Trust Line (LDD) 15 points - study and analysis of 10 counseling e-mails 15 points - consulting answer to 3 e-mails 10 points - conducting 3 counseling communications at the cottage under the supervision of an LDD expert A minimum of 45 points must be obtained per semester. Subsequently, the student can take the exam. Students who get at least 50 points during the semester have the opportunity to pass the exam in advance. Written exam with a maximum gain of 40 points, the required minimum is 21 points. Rating: A 100-93b; B 92-86b; C 85-78b; D 77-71; E 70-66; FX 65-0	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b> Introduction – role of social work in the system of distance counselling. Counselling. Social-legal counselling. Forms and types of counselling. Attendance counselling. Distance counselling. Advantages and disadvantages of distance counselling. Code of ethics. Telephone counselling 1. Telephone counselling 2. E-mail counselling. Other forms of distance counselling. Clients of distance counselling.	
<b>Recommended literature:</b>	

BALOGOVIÁ, B.-E. ŽIAKOVIÁ (eds.), 2017. Vademecum sociálnej práce. Košice: UPJŠ, FF. ISBN 978-80-8152-483-7.  
Horská, B. , Lásková, A. , Ptáček, L. Internet jako cesta pomoci. Praha: Slon, 2010. ISBN 978-80-7419-034-6. S. 37-41.  
Špatenková, N. a kol. Krizová intervence pro praxi. Praha : Grada Publishing, 2004. 200 s. ISBN 80-247-0586-9.

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 159

A	B	C	D	E	FX
54.09	26.42	11.95	1.89	5.66	0.0

**Provides:** doc. Mgr. Soňa Lovašová, PhD., PhDr. Radka Čopková, PhD.

**Date of last modification:** 02.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDP/08	<b>Course name:</b> Educational Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> I. Activity at seminars - preparation and reporting from lectured topics, from topics in compulsory literature, from the study of current relevant journal sources from domestic and foreign literature - 10 points. Ongoing tasks II. Two continuous written examinations, in the form of essay questions - a total of 20 points. III. Pedagogical-psychological evaluation of the student - dynamic testing of learning potential. Practical work with the pupil, student with the application of the principles and methods of dynamic evaluation, elaboration of a report from pedagogical-psychological evaluation - 20 points. IV. Examination in the form of a written examination and an essay: A) Final semester examination - questions requiring analysis, synthesis, application, evaluation of acquired knowledge - 15 points. B) Final test in the form of an essay on an individually assigned topic, range 12-15 s. The essay should be in the form of an overview of relevant latest findings from scientific monographs, research studies taking into account domestic and foreign studies (minimum 10 studies), using own applications, analyzes, synthesizing perspectives, evaluation - 35 points. Deadline: 7 days before the exam. For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less	
<b>Learning outcomes:</b> The aim of the course is to give students a systematic interpretation of advanced knowledge of educational psychology with an emphasis on understanding how to develop personality in the process of education and using the latest research findings. Emphasis is also placed on the application of knowledge by students. In the study process, the student should acquire a set of relevant knowledge at the level of understanding pedagogical-psychological phenomena. The intention is to simultaneously develop the ability to analyze and synthesize the acquired knowledge for the needs of their application in the implementation of practical activities in the field of educational psychology. At the same time, emphasis is placed on independent, internally motivated activity in the study of pedagogical-psychological phenomena from currently published scientific sources, as well as on building a critical evaluation approach to the use of acquired knowledge.	
<b>Brief outline of the course:</b>	

- 1 Educational Psychology - concepts and principles. Current and classical approaches to the topics of educational psychology.
- 2 Taxonomy of educational objectives and its application to the development of personality in the process of education. Psychological conceptions of the learning process.
3. Learning, current approaches, theories and applications.
- 4 Meaningful learning vs mechanical learning. Basic concepts. Internal processes and structures of learning. Variables of meaningful learning. Discovery learning and meaningful learning, their nature and contribution to the effectiveness of school learning.
- 5 Learning motivation, personality and environmental factors of motivation.
- 6 Motivational techniques in teaching. Training programs of motivation.
- 7 Creativity and talents - learning, developing creativity and talents.
- 8 Psychological aspects of optimization and implementation of the educational process.
- 9 Individualized and group instruction from a psychological point of view.
- 10 Educational activity - methods of educating. Learner-centered approach.
- 11 Pedagogical-psychological approaches to the acquisition of reading, writing, mathematics, science. Acquisition of reading fluency and reading comprehension.
- 12 Understanding and management of learning disorders from the viewpoint of curriculum based assessment.
- 13 Alternative methods of ability assessment (format response to intervention - RTI, functional diagnostics, curriculum based assessment) in relation to school performance. Dynamic assessment of the capabilities and performance of students in relation to their classrooms potential.
14. Individual education program and its pedagogical and psychological content and characteristics.
15. Educational intervention programs and their effectiveness.

### **Recommended literature:**

Obligatory sources:

Lectures

ČÁP, J., MAREŠ, J.: Psychologie pro učitele. Praha: Portál, 2007

ĎURIČ, L., BRATSKÁ, M. a kol.: Pedagogická psychológia- terminologický a výkladový slovník. Bratislava: SPN, 1997

FONTANA, D.: Psychologie ve školní praxi. Praha: Portál, 2003

MAREŠ, J.: Pedagogická psychologie. Praha, Portál, 2013. ISBN978-80-262-0174-8

Recommended reading:

BELLAND, B. R., KIM, C., & HANNAFIN, M. J. (2013). A Framework for Designing Scaffolds that Improve Motivation and Cognition. *Educational Psychologist*, 48(4), 243-270.

BOWMAN, R. (2011). Rethinking What Motivates and Inspires Students. *Clearing House*, 84(6), 264. doi:10.1080/00098655.2011.592164

CONSTAS, M. A., STERNBERG, R. J. (eds): *Translating Theory and Research into Educational Practice: Developments in Content Domains, Large Scale Reform, and Intellectual Capacity* (The Educational Psychology Series). Mahwah, New Jersey: Lawrence Erlbaum Associates, 2006.

DOČKAL, V.: *Zaměřeno na talenty aneb Nadání má každý*. Praha: Nakladatelství Lidové noviny, 2005.

ĎURIČ, L. a kol. *Pedagogická psychológia*. Bratislava: SPN 1988, Jaspis 1991

HUNT, EARL *Teaching intelligence: Why, why it is hard and perhaps how to do it*. *Intelligence*. Jan2014, Vol. 42, p156-165. 10p.

HVOZDÍK, J. *Základy školskej psychológie*. Bratislava: SPN, 1986

KAPRÁLEK, K., BĚLECKÝ, Z.: *Jak napsat a používat individuální vzdělávací program*. Praha: Portál, 2004.

KOŠÍKOVÁ, V.: *Psychologie ve vzdělávání a její psychodidaktické aspekty*. Praha: Grada, 1. vyd., 2011.

KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J.: Školní hodnocení žáku a studentu. Praha: Portál, 2008.

MESÁROŠOVÁ, M.: Intervenčné programy a ich aplikácia v skupine žiakov zo sociálne znevýhodňujúceho prostredia. In: I. Kovalčíková (Ed.): Kognitívna stimulácia individuálnych edukačných potrieb žiaka zo sociálne znevýhodňujúceho prostredia. Prešov, Vydavateľstvo Prešovskej univerzity, 2010, s.7-20.

MESÁROŠOVÁ, M.: Nadané deti,. Poznávanie a rozvíjanie ich osobnosti. Prešov: Manacon, 1998.

NORMAN, K. (2013). Understanding and supporting the flourishing of the exceptional ability: A positive psychology approach to educational psychology practice. *Educational & Child Psychology*, 30(2), 29-43.

RYAN, RICHARD M. "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25.1 (2000): 54-67.

SLAVIN, R. E.: *Educational Psychology: Theory and Practice*. 8. vyd. 2005, Pearson Educ Lim. 10. vyd. 2014

STERNBERG, R. (2008). Applying psychological theories to educational practice. *American Educational Research Journal*, 45(1), 150-165.

WOOLFOLK, A. (2014) *Educational Psychology. Active Learning Edition*. 12th Ed. Boston etc Pearson.

ZELINKOVÁ, O.: *Pedagogická diagnostika a individuální vzdělávací program*. Praha: Portál, 2007.

**Course language:**

Slovak, English

**Notes:**

Guidelines for online learning:

Joining MS Teams according to the schedule in the channel for lectures and seminars. Guidelines for submitting works:

Students using the UPJŠ e-mail account join to submit works to MS Teams.

Semester and final assignments - insert into MS Teams, according to instructions and specified deadlines.

**Course assessment**

Total number of assessed students: 574

A	B	C	D	E	FX
30.49	18.64	27.18	14.46	6.97	2.26

**Provides:** prof. PhDr. Margita Mesárošová, CSc., Mgr. Miroslava Köverová, PhD.

**Date of last modification:** 05.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ EPS/16	<b>Course name:</b> Ethics for psychological practice
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COURSE REQUIREMENTS 1. THE ETHICS AUTOBIOGRAPHY —To explore how to be ethical and professional, you need to know where you’re coming from. To help accomplish this goal, the short paper (2-3 pages), will be an “ethics autobiography” in which you will explore the aspects of your background that might make it easier or harder to be ethical. Ethics autobiography is followed with your presentation some main ethic dilemas. 2. ACTIVE DISCUSSING AND PARTICIPATING - I invite you to be active, to come along and explore with me how we make the transition from nice, caring, bright people to effective, ethical, caring professionals. 3. COMPARISON OF APA ETHIC CODE OF CONDUCT AND CODE OF CONDUCT IN YOUR LANGUAGE - You will find out ethic code of conduct in your language and bring it to seminar lesson. 4. CLASS PRESENTATION - The presentation’s purpose is to be acquainted with a variety of topics in the fields of ethics and law. Each student is required to prepare and present materials. As part of the background material and the presentation one can use articles, clips from professional and folk books and films, information from the internet etc. The presentation would be minimum 25-30 minutes, thus leaving time for a short debate in class. FINAL GRADE is sum of activities during semester 1. THE ETHICS AUTOBIOGRAPHY 30% 2. ACTIVE DISCUSSING AND PARTICIPATING during semester 10% 3. COMPARISON OF ETHIC CODES OF CONDUCT (Slovak to APA, Izraeli to APA) 20% 4. CLASS PRESENTATION 40% = 100%	
<b>Learning outcomes:</b> The general goal of this course is to introduce core ethical principles and answer some of the ethical questions/ dilemmas that psychologists encounter in their everyday practice. The theme of the course is that learning to be ethical. Because of the active and enduring nature of ethical acculturation, this is not a lecture course! My role is not to tell you what was important or what is the best. Rather, we will help each other explore the ethical standards together. In this way, you will learn the skills necessary to understand what is ethic and what is unethical.	

**Brief outline of the course:**

1. Place ethics in psychology
2. Historical roots
3. Overview of national and international ethics codes and principles
4. Resolving ethical issues and competence
5. Human relations
6. Privacy and Confidentiality
7. Ethics in psychotherapy

**Recommended literature:**

Current revision of the APA Code of Ethics.

Bersoff, D.N. (1999). Ethical Conflicts in Psychology, Washington, APA.

Ethical Principles of Psychologists and Code of Conduct APA 2002.

Bricklin, P. (2001). Being ethical: More than obeying the law and avoiding harm. Journal of Personality Assessment, 77, 2, 195-202. 2001.

Koocher, G., P., Keith-Spiegel, P. (2008). Ethics in Psychology: Profesional Standards and Cases. Oxford Texbooks in Clinical Psychology.

Sternberg, R., J., Rodiger, H., C., Halpern, D., F. (2007). Critical Thinking in Psychology. Cambridge Univerzity Press.

**Course language:**

English

**Notes:****Course assessment**

Total number of assessed students: 51

A	B	C	D	E	FX
92.16	5.88	1.96	0.0	0.0	0.0

**Provides:** doc. Mgr. Monika Hricová, PhD.

**Date of last modification:** 28.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ GEST/09	<b>Course name:</b> Gestalt Therapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Active participating on course, essay about application gestalt therapy techniques. Participation in lectures and seminars, with the emphasis on active participation in group process within self-experience seminars throughout the semester. Written examination in the form of essay writing with emphasis on the learned theory and analysis of his own experiences with the application of methods of Gestalt psychotherapy.	
<b>Learning outcomes:</b> Gestalt Therapy is an indepth examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches to examine the model. Emphasis is placed on developing personal and unique understanding of interventions within the framework of Gestalt Therapy.	
<b>Brief outline of the course:</b> Introduction and overview of Gestalt therapy. Historical perspectives of Gestalt. Theory of Gestalt. History and origin of Gestalt psychotherapy. Techniques and appropriate uses of each. Figure and ground. Organismic self-regulation. Field theory. Contact and contact boundary. Existential dialogue. Trial and awareness. Phenomenology. Change in Gestalt psychotherapy. Disturbances of contact. Support and self-support.	
<b>Recommended literature:</b> Phil Joyce and Charlotte Sills (2001). Skills in Gestalt Counseling and Psychotherapy - 1 edition Frederick S. Perls (1992). Gestalt Therapy Verbatim - 3rd edition. Gestalt Journal Press Frederick S. Perls, Ralph Hefferline, Paul Goodman. (1977) Gestalt Therapy: Excitement and Growth in the Human Personality. New edition Edition The Gestalt Journal Press; Gordon Wheeler and Lena Axelsson (2014). Gestalt Therapy (Theories of Psychotherapy) 1st Edition. American Psychological Association (APA). Philip Brownell (2010). Gestalt Therapy: A Guide to Contemporary Practice 1st Edition. Springer Publishing	
<b>Course language:</b> Slovak, English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 231					
A	B	C	D	E	FX
73.59	26.41	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Gabriela Linhardtová					
<b>Date of last modification:</b> 11.11.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPS/ HAND/18		<b>Course name:</b> Hand Test			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> II.					
<b>Prerequisites:</b> KPS/PDE/08,KPS/PDO/08					
<b>Conditions for course completion:</b> Active participation, administration of 5 protocols, quantitative and qualitative processing and interpretation of 3 test protocols					
<b>Learning outcomes:</b> Quantitative and qualitative knowledge that is required for the practical application of the test method					
<b>Brief outline of the course:</b> Introduction: Theoretical background of the test, historical context. Administration and scoring. Possibilities of quantitative and qualitative interpretation. Application for different age groups.					
<b>Recommended literature:</b> Groth-Marnat, G.2009. Handbook of psychological assessment. Hoboken, N.J: John Wiley & Sons, Inc,					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 27					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Miriam Slavkovská, PhD.					
<b>Date of last modification:</b> 02.02.2018					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SEX/12	<b>Course name:</b> Human Sexuality
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: active participation in classes (including lectures), fulfillment of ongoing tasks 40% Exam: written work, where the student will use the newly acquired knowledge of the course 60% Final evaluation (sum of all points): A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> The course Human Sexuality extends the knowledge obtained in the subjects Clinical Psychology, Psychiatry, Psychopathology and Psychotherapy considering the human sexuality. The aim of the subject is for students to obtain the overview and understanding about the most important fields of sexuology, to be able to think about it globally, in connection to the consulting practice, psychotherapeutical practice and medical practice. The course is mainly focused on the connection of scientific knowledge and practical experience so that students also acquire specific tools and competencies suitable for a possible meeting with a sexological client in the performance of their work.	
<b>Brief outline of the course:</b> Human sexuality – historical context Czech and Slovak sexuological setting (in the past as well as in the present) Standard and Normalization in sexuology Biological frame of human sexuality Psychosexual development and deviations in development Sexual education (communication about the topics of human reproduction and intimacy, contraception, sexually transmitted diseases and sexually risk behaviour considering the particularities of children and juveniles)	

Sexual dysfunctions – diagnostics and therapy  
Sexual deviations in object and activity - diagnostics and therapy

**Recommended literature:**

Janet Hyde and John DeLamater (2013) Understanding Human Sexuality. McGraw-Hill Education; 12 edition

Wendy Stainton Rogers, Rex Stainton Rogers (2001). The Psychology of Gender and Sexuality: An Introduction. Philadelphia. Open University Press

Kathleen McKinney, Ed., Susan Sprecher Ed. (1991) Sexuality in Close Relationships. Hillsdale, NJ. Lawrence Erlbaum Associates.

Jane M. Ussher (1997) Body Talk: The Material and Discursive Regulation of Sexuality, Madness, and Reproduction. Routledge. London.

John Bancroft (1989). Human Sexuality and Its Problems. Edition: 2nd. Edinburgh. Churchill

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 248

A	B	C	D	E	FX
99.19	0.0	0.4	0.4	0.0	0.0

**Provides:** PhDr. Iveta Jonášová, PhD.

**Date of last modification:** 20.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ IDYNT/19	<b>Course name:</b> Introduction to Psychodynamic Psychotherapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: short test and class presentation of selected topic. Min. the number of points obtained per semester required for admission to the examination is 21p A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> Course simultaneously combines theoretical lectures with practical exercises. The theoretical part is introducing basic psychodynamic principles as mentioned in brief outline. The exercises deals with the natural application of this method in practice. Main aim of this course is to show how psychodynamic theoretical concepts are applied in everyday practice. Course is introducing apart of theoretical knowledge ability to learn and listen from multiple perspectives.	
<b>Brief outline of the course:</b> Theoretical outline: Introducing key concepts of psychodynamic psychotherapy. The Unconscious <ul style="list-style-type: none"> <li>• Early childhood experiences.</li> <li>• Psychosexual development</li> <li>• The Oedipus complex</li> <li>• Repression</li> <li>• Dreams are wish-fulfilments.</li> <li>• Transference - countertransference</li> <li>• Free association</li> <li>• The Ego, the Id and the Super-Ego</li> </ul> Psychic determinism	

Neuropsychanalytic perspective of psychodynamics Practical outline: Psychodynamic listening Theory of reflection - focus on implicit (pre-conscious) feelings Becoming a flexible listener					
<b>Recommended literature:</b> Gabbard, G., O. (2010). Long-term psychodynamic psychotherapy: A Basic Text. London: American Psychiatric Publishing, Inc. ISBN: 1585621447 Symington, N. (1999). The Analytic Experience: Lectures from the Tavistock. St Martin's Press. ISBN: 9780946960293 Mitchell, S.A., & Black M. J. (1995). Freud and Beyond. New York: Basic Books. ISBN: 8072540297 Shapiro, P.J., Friedberg, R.D., & Bardenstein, K.K. (2006). Child and Adolescent Therapy: Science and Art. New York: J.Wiley. ISBN-13: 9780471386377 Fredericson, J. (1999). Psychodynamic Psychotherapy. New York: Taylor & Francis. ISBN: 978-0-87630-962-9 Solms, M. (2004). Brain and the Inner World: Introduction to the Neuroscience of the Subjective Experience. ITC Bookman. ISBN: 10:15905101178					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 29					
A	B	C	D	E	FX
96.55	3.45	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Martin Babík					
<b>Date of last modification:</b> 20.03.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ IST/21	<b>Course name:</b> Introduction to Systemic Therapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance - completion of 80% of instruction (lectures, seminars). Students evaluation is also based on (1) activities during the semester (40 points) and (2) final exam (60 points) by demonstrating theoretical and practical knowledge and skills in systemic therapy. (1) Activities evaluated during the semester: short test (max 20 points) and class presentation of selected topic (max 20 points). Minimum number of points needed to enter an exam: 21. (2) The final exam (max 60 points) includes test (max 30 points) a presentation of a counselling session video in which the student demonstrates their ability to use systemic procedures and techniques. Lectures and seminars will be held in person according to schedule following standard procedures. In case of distance learning, lectures and seminars will be held remotely via the Microsoft Teams application according to schedule. Students are required to connect and actively participate in Microsoft Teams meetings. Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less.	
<b>Learning outcomes:</b> The purpose of the course is equipping students with comprehensive understanding of how to approach people in a respectful and professional manner, especially in the professions of psychotherapy, psychological counselling and coaching. The aim of the course is to ensure that students: (1) understand "systemic approach" (mainly the basics of constructivist philosophy, communication theory, cybernetics, and the theory of autopoietic systems), (2) adopt the basics of systemic thinking (3) master the basic techniques of systemic work with an individual (the ability to set frameworks for cooperation, establish a respectful relationship, manage supportive and competing communication, and support the transfer of results to client situations) and above all (4) are able to apply all principles and procedures to themselves. The course is highly interactive with alternating lectures and seminars. In the seminars, students discuss the theories and methodologies they learned. With the help of stimulus sheets, they adopt the basic frameworks for understanding the concepts and models of systemic approaches. It allows them to choose from a wide range of systemic theories and methodologies based on their personal	

preferences and learning styles. This helps them apply the knowledge and skills learned in the course in practice more effectively.

**Brief outline of the course:**

**Recommended literature:**

Arist von Schlippe, Jochen Schweitzer (2014). Systemic Interventions, Vandenhoeck & Ruprecht.  
Luc Isebaert (2017). Solution-focused cognitive and systemic therapy, Routledge,  
Steve de Shazer ,(1985). Keys to solution in brief therapy, W. W. Norton & Company.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Provides:** Mgr. Ondrej Kalina, PhD.

**Date of last modification:** 29.01.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTR/08	<b>Course name:</b> Market and Advertisement Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PPR/08	
<b>Conditions for course completion:</b> 1. Steps of sales - an interview with recordings (audio, video). 8 week - 20 points. 2. A research study - research into the effectiveness of advertising. Week 12 - 20 points. 3. An essay on a topic according to the One drive list. 10 points. 4. Completion of 80% (lectures and seminars).Applies to both full-time and part-time. 5. Final exam: written test - 50 points, minimum 26 points 50% continuous assessment (minimum 26 points), 50% of the final assessment (minimum 26 points) Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less	
<b>Learning outcomes:</b> The goal is to bring students to interpret the foundations of psychological knowledge of market and advertising psychology with an emphasis on understanding how psychology is applied to market conditions and advertising using the latest research findings. Learn the competence to conduct an interview with the customer in various sales situations. Acquire specific skills needed in market research.	
<b>Brief outline of the course:</b> 1 Topics and methods of market psychology and psychology of advertising. 2 Psychological and social determinants of consumer behavior. 3 Communication and empathy. 4 Phases and steps of the sales process. 5 Motivation and sales force management. 6 Personal and social competencies of marketing personnel and vendor. 7 Marketing communications from a psychological point of view. 8 Psychological characteristics of ads. 9 Psychological determinants of effective advertising. 10 Research in market and advertising psychology. Types of market research: research of new product, image, name, package. Segmentation research and typology of consumers. Panel research. 11 Globalization and cultural differences in consumer behavior.	
<b>Recommended literature:</b> HRADISKÁ, E., LETOVANCOVÁ, E.: Psychológia v marketingovej komunikácii.. Bratislava : Univerzita Komenského, 2005. KOMÁRKOVÁ, R., RYMEŠ, M., VYSEKALOVÁ, J.: Psychologie trhu. Praha: Grada, 1998	

MESÁROŠOVÁ, M.: Člověk a spotřebitelské chování In: Sociální psychologie : teorie, metody, aplikace. - Praha : Grada Publishing, 2019

MESÁROŠOVÁ, M.: Psychológia spotrebiteľského správania. In: Kollárik et al.: Psychológia práce a organizácie. Bratislava: UK, 2011

MESÁROŠOVÁ, M.: Psychológia predaja. Bratislava: Ekonóm, 2000

MESÁROŠOVÁ, M.- MESÁROŠ, P. – MESÁROŠ, F.: Teória a prax marketingového výskumu. Košice: VUSI, 2008.

MESÁROŠOVÁ, M.- MESÁROŠ, P.: Účinnosť marketingovej komunikácie. Bratislava: Ekonóm, 2003.

VYSEKALOVÁ, J., KOMÁRKOVÁ, R.: Psychologie reklamy. 2.vyd. Praha: Grada, 2002

Richard P. Bagozzi, Zeynep Gürhan-Canli, Joseph R. Priester (2002) The Social Psychology of Consumer Behaviour. Philadelphia: Open University Press.

Max Sutherland (2008) Advertising and the Mind of the Consumer: What Works, What Doesn't, and Why. Edition: 3rd Revised.: Crows Nest, N.S.W.. Allen & Unwin.

Bob M. Fennis, Wolfgang Stroebe (2015) Psychology of Advertising. Psychology Press

Heinrich Struck (2013) Consumer behaviour and the psychology of marketing. Kindle ed.

Michael R. Solomon, Gary Bamossy, Prof Søren Askegaard, & Margaret K. Hogg (2013). Consumer Behaviour: A European Perspective 5th edition. Harlow, England, etc. Pearson

Alan Wilson. Marketing Research (2011) 3 edition. Financial Times/ Prentice Hall;

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 281

A	B	C	D	E	FX
37.72	28.83	24.2	8.19	1.07	0.0

**Provides:** prof. PhDr. Margita Mesárošová, CSc.

**Date of last modification:** 22.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPS/ DPO/15		<b>Course name:</b> Master's Thesis Defense			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 14					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Acquiring the required amount of credits in the prescribed composition by the study plan					
<b>Learning outcomes:</b> Verification of acquired competencies of the student according to the graduate profile					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 164					
A	B	C	D	E	FX
27.44	33.54	25.0	12.2	1.83	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 24.04.2017					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ MTR/18	<b>Course name:</b> Motivation Training in Behavioral Changes
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08,KPS/PTER/08	
<b>Conditions for course completion:</b> Active participation in seminars: Practising motivational interviewing with a client. Writing a paper during the semester.	
<b>Learning outcomes:</b> Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention. Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques. Social competences: responsibility for participation in motivating of clients/patients, showing empathy.	
<b>Brief outline of the course:</b> Topics: Personal motivation to participate in training in behavioural change motivation Introduction to theory - motivation and behavioural changes Motivation: phases of motivation - creating groups Motivation: behaviour and motivation Identification of behavioural change phase and intervention Resistance and ambivalence Change planning and implementation Role play in model clinical cases	
<b>Recommended literature:</b> Boletho R. 2004. Motivational Practice. Promotion Healthy Habits and Self-Care of Chronic Diseases. MHH Publication, USA Wilczek-Ruzyczka, E., Czabanowska, A. (Eds.), 2010. Jak motywować do zmiany zachowania? Treniong motywacyjny dla studentów i profesjonalistów. Krakow: WUJ.	
<b>Course language:</b> Slovak, English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> prof. PhDr. Margita Mesárošová, CSc., doc. Ewa Wilczek-Ruzyczka, PhD.					
<b>Date of last modification:</b> 22.03.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PZC/09	<b>Course name:</b> Person-Centered Approach in Counselling and Psychotherapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> (KPS/PTER/08)	
<b>Conditions for course completion:</b> Course completion conditions: 50% continuous assessment, 50% exam; Ongoing evaluation: self-reflection - 10b - the student critically assesses; transcript of a recording of work with a client - 20b, evaluation of the work of two colleagues - 20b - the student applies the acquired knowledge and demonstrates skills and necessary competencies; full participation in seminars mandatory; Exam: written, in the form of an essay (max 50b) - the student applies the acquired knowledge in practice; The final evaluation is the sum of the continuous evaluation and the exam: A = 90 - 100 points B = 80 - 89 points C = 70 - 79 points D = 60 - 69 points E = 51 - 59 points FX = 0 - 50 points	
<b>Learning outcomes:</b> The aim of the subject education is to acquire the skills needed for basic work with the client in a human-centered approach. The output of the education is: 1. Acquired skills in conducting a psychotherapeutic conversation with the client, empathic and active listening, reflecting on the understanding of the client's experience. 2. Another output is knowledge of the process of psychotherapy in a human-centered approach. 3. Acquisition of knowledge about the main possibilities of application of a human-centered approach in work with children and adult clients.	
<b>Brief outline of the course:</b> Person centered therapy in a psychotherapy system. Evolution, current state, and perspectives of person-centered psychotherapy/approach. Philosophical and psychological basis of person-centered psychotherapy. Self-actualization tendency. The theory of personality and etiopathogenesis of disorders in a human-centered approach. Fully functioning personality and its characteristics. Theory of psychotherapy and therapeutic change.	

Necessary and essential conditions of the psychotherapeutic process. Congruence, acceptance, empathy, therapist-client relationship.  
 Characteristics and stages of the psychotherapeutic process. Factors of effectiveness of person-centered psychotherapy.  
 Group work in a person-centered approach.  
 Ethical principles of psychotherapy.  
 Areas of application of person-centered therapy.

**Recommended literature:**  
 Cooper, M., O'Hara, M., Schmid, P. F. , Bohart, A.C (2013) The Handbook of Person-Centred Psychotherapy and Counselling. 2nd ed. New York, Palgrave MacMillan.  
 Mearns, D. , Thorne, B. (2000) Person-Centred Therapy Today: New Frontiers in Theory and Practice. London, Sage.  
 Moon, K.A. (2007) A Client-Centered review of Rogers with Gloria. Journal of Counseling and Development, vol. 85, no. 3, 2007, p. 277+.  
 Rogers, C. R. (1942) Counseling and Psychotherapy: Newer Concepts in Practice. Boston: Houghton Mifflin 1942.  
 Rogers, C. R. (1957) The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology. 1957, 21, 2, 95-103.  
 Rogers, C. R.(1959) A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-centered Framework. In: Koch, S.: Psychology: A Study of a Science. Study I. Conceptual and Systematic. Vol 3. Formulations of the Person and Social Context. New York etc., McGraw-Hill 1959, s.184-256.  
 Smyth, David. (2013) Person-centered therapy with children and young people. London, Sage Publications.  
 Tolan, J. Cameron, R. (2017) Skills in Person-Centred Counselling & Psychotherapy (Skills in Counselling & Psychotherapy Series) London, Sage.

**Course language:**  
 English language

**Notes:**

**Course assessment**  
 Total number of assessed students: 295

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

**Provides:** doc. PhDr. Beata Gajdošová, PhD.

**Date of last modification:** 23.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PAVP/08	<b>Course name:</b> Police and Prison Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> active participation 25 %, test 25 % 50% exam	
<b>Learning outcomes:</b> Inform students with the application of psychology in police and prison practice	
<b>Brief outline of the course:</b> 1. Penology- purpose of punishment, place of imprisonment, the basic principles, historical outline - history of penitentiary and prison regimes. The place and role of the Corps specialized in civil service 2. Penitentiary Psychology- Its place in the system of forensic disciplines. Topics of penitentiary psychology, its basic terminology. 3. Application of penitentiary psychology in the prison system. The position of psychologist in an institution. The work of a psychologist in the conditions of imprisonment and VV- diagnostic, therapeutic and crisis-interventional procedures with respect to the specifics of working with convicted clients (Roma clients- Cross-cultural aspects of intellectually subnormal clientele), the concept of the treatment of convicted/accused persons. Psychological selection of jobseekers and assessment their suitability. Ethical issues of work. Basic Documents. Organizations dealing with implementation VTOS / VV 4. The personality of the convict in the context of crime and imprisonment VTOS. The definition of normality and delinquent behaviour. Theory of delinquency. Disturbances and forensically important mental processes, specifics of their treatment in terms of VTOS. Ontogenetic aspects. The issue of drug addiction in terms of VTOS. 5. The mental health of the prisoner and member of the Corps. The concept of mental health. Occupational risk factors of penitentiary worker, training for the job, and ongoing evaluation of service. The role of the psychologist in the prevention of mental health problems and addressing broader socio-psychological context. 6. Probation support and other options of action. Social custody. Possibilities and vision while minimizing the risk of recurrence. Note: VTOS - imprisonment VV - detention	
<b>Recommended literature:</b>	

<p>David J. Thomas (2011) Police Psychology: A New Specialty and New Challenges for Men and Women in Blue. Santa Barbara, CA: Praeger  Practitioner 2nd Edition. Charles C Thomas Pub Ltd;  by Curtis R. Bartol (Editor), Anne M. Bartol (Editor) (2011). Current Perspectives in Forensic Psychology and Criminal Behavior Third Edition Edition. SAGE Publications, Inc; Third Edition edition  Vincent E. Henry (2004). Death Work: Police, Trauma, and the Psychology of Survival. New York: Oxford University Press  James Horley (2003) Personal Construct Perspectives on Forensic Psychology. Contributors: Hove, England.: Brunner-Routledge.  Neil Brewer, Ed. (1995) Psychology And Policing. Hillsdale, New Jersey Hove, UK Lawrence Erlbaum Associates, Publishers  Graham J. Towl, David A. Crighton. (1996)The Handbook of Psychology for Forensic Practitioners. New York: Routledge</p>					
<p><b>Course language:</b>  Slovak, English</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b>  Total number of assessed students: 447</p>					
A	B	C	D	E	FX
50.11	31.77	12.75	3.13	2.24	0.0
<p><b>Provides:</b> Mgr. Jana Mrazková, PhD., PhDr. Karolína Barinková, PhD.</p>					
<p><b>Date of last modification:</b> 23.11.2015</p>					
<p><b>Approved:</b></p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> 1. PK/ PPP-Ps/11	<b>Course name:</b> Psychiatry and Psychopathology for Psychologists
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Compulsory attendance on at least 90 % of all of lectures held during semester and participate in all seminars. 2. Evaluation: active participation in practicals; permanent study check (control questions). 3. Final exam	
<b>Learning outcomes:</b> The aim is to learn ethiology and pathophysiology of mental disorders, psychopathology, principles of classification in psychiatry, syndromes of mental disorders, diagnosis and treatment of mental disorders and communication with mentally ill patients.	
<b>Brief outline of the course:</b> Psychiatry - history of psychiatry and its content - etiology and pathophysiology - psychopathology, signs and symptoms of mental disorders /disturbances of perception, mood, thinking, memory, motor activity and behavior, intelligence, consciousness and attention, personality/ - diagnosis in psychiatry, syndromes of mental disorders - principles of classification in psychiatry - treatment of mental disorders – biological treatment and psychopharmacology - psychotherapy, psychoeducation and rehabilitation in psychiatry - communication with mentally ill patients and communication with another specialists and psychiatrists - schizophrenia and schizophrenia - like disorders - mood disorders – focus on depression - organic and symptomatic mental disorders, cognitive disorders - reactive (stress-related) mental disorders, anxiety, OCD, somatoform and dissociative disorders,... - alcoholism and other substance use disorders - mental disorders of childhood and adolescence - geriatric psychiatry - personality disorders, behavioral syndromes - legal and ethical aspects referring to psychiatric patients, social psychiatry	
<b>Recommended literature:</b>	

1. Hosak L., Hrdlicka M. Psychiatry and Pedopsychiatry, Karolinum, 2017. ISBN 9788024633787
2. Pridmore S. Download of Psychiatry, Front matter. Last modified: October, 2015. <http://eprints.utas.edu.au/287/>

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 457

A	B	C	D	E	FX
53.61	21.66	17.94	5.25	1.09	0.44

**Provides:** Mgr. MUDr. Jozef Dragašek, PhD., MHA, MUDr. Zuzana Vančová, PhD., MUDr. Dominika Jarčušková, PhD.

**Date of last modification:** 16.11.2017

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSDG/15	<b>Course name:</b> Psychodiagnostics
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Psychological Testing and Assessment - definition of key terms</li> <li>2. Classification of assessment methods. Brief overview of history of development and use of methods. The characteristics of psychological tests..</li> <li>3. User qualifications and professional competencies. Factors influencing the situation of psychological assessment</li> <li>4. General issues of psychological assessment of children and youth (Situation of psychological assessment and its specifics in childhood.</li> <li>5. Psychological Report</li> <li>6. Non-testing methods - observation, interview, case history. n-testing methods.</li> <li>7. Intelligence tests - definition of intelligence, A brief overview of models of intelligence</li> <li>8. Wechsler Intelligence Scale</li> <li>9. Tests of mental functions, special abilities</li> <li>10. Projective methods.</li> <li>11. Personality measurement - questionnaires, inventories, rating scales</li> <li>12. Assessment methods of early development.</li> <li>13. Assessment of school achievement</li> <li>14. Partial learning disabilities.</li> <li>15. Children's drawings</li> <li>16. Problems of middle childhood - Assessment of external and internal troubles</li> </ol>	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 164					
A	B	C	D	E	FX
35.98	21.95	16.46	10.37	14.63	0.61
<b>Provides:</b>					
<b>Date of last modification:</b> 12.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDO/08	<b>Course name:</b> Psychodiagnostics of Adults
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students are evaluated based on class participation, class presentation (20p) (the topic of presentation should relate to the field of psychological assessment. Example: multicultural issues in assessment, controversies in assessment, or the use of a specific instrument (provide a brief overview of its intended use as well as its technical features) Write a report (20p.) of 4 assessment instruments, each report will include the following: the possibility of using a diagnostic tool, advantages and disadvantages user qualification level Next, please answer the following questions: How did results confirm or disconfirm your knowledge of yourself? What are the implications of your findings as far as your understanding of yourself as a therapist ? Any surprises? Please elaborate. The reports should be at least two pages and no longer than four pages and a final exam. Activities during semester are evaluated max. 40 p, final exam max 60 p. (written form with open-end questions) Final evaluation (sum of all points): For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less	
<b>Learning outcomes:</b> The aim of the course is to present a systematic overview of psychological assessment methods and introduce the principles of adult psychodiagnostics. The focus of the course is on practical training of abilities and skills needed in psychological assessment. The absolvent of the course will master the theoretical and practical principles of diagnostics and evaluation with a focus on the adult client.	
<b>Brief outline of the course:</b> Principles and specifics of adult psychological diagnosis. Clinical and test methods. Assessment of intelligence, partial and special abilities. Evaluating individual mental functions. Personality assessment: Questionnaire methods - single and multi-dimensional. Rating scale. Projective methods. Topics	

1. Psychological Testing and Assessment - definition of key terms - psychological testing, psychological tests, psychological assessment, psychological measurement, and surveys. The characteristics of psychological tests. Similarities and differences between tests. Assumptions of psychological testing. Classification of assessment methods. Brief overview of history of development and use of methods. User qualifications and professional competencies – responsibilities of test users in specific contexts. Cultural, ethical and legal context of psychological assessment. 2. Non-testing methods - observation, interview, case history. Definition. Types of Clinical Interviews (intake, diagnostic, mental status exam, case history - structure). The interviewer general and specific skills. Components of the interview (rapport, technique). Type of observation. Note-taking – cultural, ethical and technical issues. Advantages and disadvantages of non-testing methods. 3. Intelligence tests - definition of intelligence, A brief overview of models of intelligence (Spearman, Cattell, Thurstone, Vernon, Sternberg, Piaget, Gardner). Assessment of intelligence. Intelligence Quotient. Simple (partial) tests of Intelligence - Raven's Progressive Matrices (SPM, APM), Kohs Block Design Test. Complex tests of Intelligence: group-administered - Intelligence Structure Analysis (ISA), Intelligence Structure Test (IST), individually administered - Wechsler Adult Intelligence Scale, Stanford–Binet Intelligence Scale. 4. Tests of mental functions, special abilities – attention, memory, creativity, reaction time (Bourdon Test, Trail Making Test, Rey Complex Figure Test, Stroop Test, Wechsler Memory Scale, WCST, Torrance Tests of Creative thinking) - application possibilities, advantages and disadvantages. 5. Tests of organicity - neuropsychological assessment, Neurological damage and the Concept and definition of a cognitive deficit. Neuropsychological testing vs. standard psychological testing. Conditions and objectives of neuropsychological assessment. Test selection, Test administration, and preparation of the patient. (Verbal Learning Test, Bender-Gestalt, Benton Visual Retention Test, Delis-Kaplan Executive Function System.....) 6. Personality measurement – Projective methods. Characteristic and theoretical foundations of projective methods. Advantages and limits of use (reliability, validity). The difference between the methods, techniques and tests. Classification (verbal, drawing and handling projective tests – association, construction, completion, expressive choice ordering). Word Association Experiment, Hand test, The Thematic Apperception Test (History and Development, Theoretical Perspectives, Reliability and Validity, Advantages and Limitations, Administration, Typical Themes Elicited, Scoring Procedures, Interpretation) Baum test ("Tree test"), The Luscher Color Test. 7. Personality measurement - questionnaires, inventories, rating scales - the principle, overview, classification, advantages and limits of use. Unidimensional questionnaires (Manifest Anxiety Scale, The State-Trait Anxiety Inventory, Beck Depression Inventory, Beck Depression Inventory, Hamilton Rating Scale for Depression, Hamilton Anxiety Scale, Zung Self-Rating Depression Scale, Multidimensional questionnaires (Eysenck Personality Inventory, Eysenck Personality Questionnaire, Sixteen Personality Factor Questionnaire, Big Five Inventory, Minnesota Multiphasic Personality Inventory) 8. Psychological Report - Findings of assessment and proper formulations. General guidelines (length, style, terminology, topics, presenting test interpretations, use of raw data, feedback). Format for a psychological report (referral question, evaluation procedures, behavioral observations, relevant history, test results, impressions and interpretations, summary and recommendations).

**Recommended literature:**

Groth-Marnat, G. Handbook of Psychological Assessment, 5th Edition, ISBN: 978-0-470-08358-1, 768 pages, May 2009

Gregory, R. 2014: Psychological Testing: History, Principles, and Applications, 7th Edition, 592 pages, ISBN13: 9781292058801, ISBN10: 1292058803

Kaplan, R.M., Saccuzzo, P.D. 2011: Specifications of Psychological Testing and Assessment 1st Edition, Publisher: Wadsworth, , ISBN-139788131512395, ISBN-108131512398 Chapter 2 –p-39-51.

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 637					
A	B	C	D	E	FX
28.41	24.02	17.74	13.19	9.26	7.38
<b>Provides:</b> Mgr. Miriam Slavkovská, PhD., Mgr. Jana Schrötter, PhD.					
<b>Date of last modification:</b> 19.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDE/08	<b>Course name:</b> Psychodiagnostics of Children and Young Adults
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDO/08	
<b>Conditions for course completion:</b> Students are evaluated based on class participation, class presentation (the topic of presentation should relate to the field of psychological assessment of children), writing report and final exam. psychological report. Activities during semester are evaluated max 40 p. Final exam max. 60 p. (written form with open-end questions) Final evaluation (sum of all points): For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less	
<b>Learning outcomes:</b> The aim of the course is the introduction of principles and approaches to psychological assessment of children and adolescents. The focus is on the process of administration and evaluation in diagnostic situation. The aim of the course is to acquaint students with the basic methods used in the psychodiagnostics of children and youth with emphasis on the training of abilities and skills needed in the psychological evaluation of children and youth. The graduate of the course has mastered the theoretical and practical principles of diagnostics and evaluation in basic specializations (clinical psychology, educational psychology, school psychology, counseling psychology) with a focus on the child client.	
<b>Brief outline of the course:</b> 1. General issues of psychological assessment of children and youth (theoretical models). Situation of psychological assessment and its specifics in childhood. Qualitative and quantitative analysis of psychodiagnostic findings, idiographic and nomothetic approach. 2. Diagnosis, systems of diagnostic classification (problem formulation, assessment questions, diagnostic hypothesis, method choice, diagnosis construction, differential diagnosis, developmental diagnosis, characteristics of children assessment, sources of diagnosis, DSM V, ICD 10). 3. Normal development and influences on problem development (biological predisposing factors, Personal maintaining factors, Contextual pre-disposing factors, Contextual maintaining factors) 4. Assessment methods of early development - neonatal and developmental scales (NBAS, NAPI, Gesell developmental scales, Beyeley developmental scales)	

5. Assessment of early and preschool development. Evaluation of intellectual abilities Evaluation of speech and language. Autism and pervasive developmental disorders (WISC III, IV, S-B 4,5, WJ IE, Kaufman ABC, SON-R, CARS)
6. Assessment of school achievement. School maturity vs. school readiness. Partial learning disabilities. Tests of special abilities and individual mental functions. (Reading and spelling, Mathematics, Visual, visuospatial and visuoconstructive skills, Motor skills, Memory functions). Paintings - a developmental approach. Draw-a-Person test (DAP) - analysis of samples.
7. Problems of middle childhood - Assessment of external and internal troubles (ADHD/ADD, behaviour disorders, emocional troubles, neurotic problems)
8. Evaluation of personality, interpersonal relationships - the questionnaire techniques, projective techniques. Drawing tests - evaluation of drawing expressions of the child.

**Recommended literature:**

Saklofske, Donald H. (EDT)/ Reynolds, Cecil R. (EDT)/ Schwean, Vicki L. (EDT), The Oxford Handbook of Child Psychological Assessment, Published by Oxford Univ Pr, 2013, ISBN 10: 0199796300 / ISBN 13: 9780199796304

Chethik, M (1989). The process of assessment and its role in the treatment process. From Chethik, M. Techniques of Child Therapy. Guilford Press.

Sattler, J. M. & Dumont, R. (2004). Assessment of children : WISC-IV and WPPSI-III Supplement. San Diego: Jerome M. Sattler, Publisher, Incorporated

Decker, S. L. Allen, R. & Choca, J. P. (2006). Construct validity of the Bender-Gestalt II: Comparison with Wechsler Intelligence Scale fot Children-III. Perceptual and Motor Skills, 102, 133-141.

Koppitz, E. M. (1975). The Bender Gestalt Test for young children. Vol 2: Research and applications, 1963-1973. New York: Grune & Stratton.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 586

A	B	C	D	E	FX
28.84	22.53	23.55	9.04	9.22	6.83

**Provides:** Mgr. Miriam Slavkovská, PhD., Mgr. Jana Schrötter, PhD.

**Date of last modification:** 10.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ DYNT/16	<b>Course name:</b> Psychodynamic Therapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: short test and class presentation of selected topic. Min. the number of points obtained per semester required for admission to the examination is 21p A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> Historical and background of current psychodynamic thinking. Core concepts in classic psychoanalysis, basic concepts of psychoanalysis after S. Freud and toward psychodynamically informed psychological science. Explanation and treatment models in adult, child and adolescent psychodynamic approach. Individual and group approach, specific aspects of the practice. Counseling and psychotherapy – common and different issues. Mental health, well –being and psychosomatic connections in psychodynamic approach.	
<b>Brief outline of the course:</b> Theoretical outline: Historical - Classical and contemporary Freudians, C. G. Jung, Abraham, Ferenczi Budapest school, S. Ferenczi Ego-Psychology, A. Freud Classical and contemporary Kleinians, M. Klein The Bionian branch of the Kleinian School, W. Bion Winnicott's branch of the Object-Relations Theory D. Winnicott, Self-Psychology - H. Kohut Relational Psychoanalysis. S. Mitchell French School -J. Lacan Practical outline:	

Core of psychodynamic method and Setting Clinical situation					
<b>Recommended literature:</b> Etchegoyen, R. H. (1991). The fundamentals of psychoanalytic technique. (P. Pitchon, Trans.). H. Karnac (Books) Ltd. ISBN-10: 185575455 Fonagy, P., & Target, M. (2003). Psychoanalytic theories: Perspectives from developmental psychopathology. Whurr publishers. ISBN: 9780415934886 Gabbard, G. O., Litowitz, B. E., & Williams, P. (Eds.). (2012). Textbook of psychoanalysis, 2nd Ed. American Psychiatric Pub. ISBN: 9781585624102					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 42					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Martin Babík					
<b>Date of last modification:</b> 20.03.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PRAXP/19	<b>Course name:</b> Psychological Practice
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 10d <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDO/08	
<b>Conditions for course completion:</b> Practice consists of two parts. The first part consists of a continuous 5-day practice in the workplace and the second part does not have to be a continuous practice, but can be short excursions at several workplaces (1 day, 2 days). The student has to submit two reports in order to acknowledge completion of the work experience. In the first part (continuous practice) the student submits a report which should contain an overview of completed activities during the practice at the given workplace. This report must be certified by the specialist's signature of the facility. In the second part of the practice (discontinuous practice), the student must submit a summary report, which should contain information about the workplace they have visited and an overview of the activities they have completed or observed. At the same time, the student submits a confirmed form to the workplace (stamp and signature).	
<b>Learning outcomes:</b> The aim of the practice is to know the practical work of psychologist. Students will acquire a psychological examination process, the process of psychological counseling, intervention and prevention. To be familiar with psychological documentation and implement basic psychological activities with the client as anamnestic interview, administration and evaluation of psychological methods and preparation of psychological reports	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b>	
Total number of assessed students: 511	
abs	n
99.02	0.98
<b>Provides:</b> doc. PhDr. Beáta Ráczová, PhD.	
<b>Date of last modification:</b> 19.03.2021	

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPER/10	<b>Course name:</b> Psychologist as a HR Specialist
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PPR/08	
<b>Conditions for course completion:</b> Requirements for semester: - Case study (25 points, minimum 13 points), for detailed information please see electronic noticeboard - Seminar paper (25 points, minimum 13 points), for detailed information please see electronic noticeboard - required minimum is 26 points Requirements for exam: - oral form, maximum 50 points (minimum 26 points) Final evaluation (sum of all points): - minimum 52 points for exams and semesterr	
<b>Learning outcomes:</b> Subject Psychologist as HR specialist deepens the knowledge gained in the course Work Psychology and Organizational Psychology (master's degree). The aim of education is that students will be able to independently prepare and lead complex selection procedures, implement employee performance management systems and development programs. During course students will acquire (from knowledge perspective): - insight how to apply obtained knowledge from Organizational psychology to praxis - deeper knowledge from following areas: recruitment and selection of employees, employee's performance evaluation, their development and coaching. - orientation in psychodiagnostics methods and procedures used in the field Besides, students can enlarge their skills in: - lead job interview without supervision - lead complex selection process – assessment center and development center under supervision - prepare personal profile of candidates - prepare evaluation material from selection process for client (company) - provide feedback to candidates and clients from complex selection process - implementation of performance management program and provide employees feedback about their performance (meaning 360 degree feedback system)	
<b>Brief outline of the course:</b>	

This subject combine practical examples with practicing concrete skills needed for psychologist who works with human resources. It is closely focused on skills related to employee assessing, selection (by Assessment or Development Centre, interview), evaluation (for example by 360°Feedback) and their further development (by coaching, etc.).

1. Human Resources department in the context of company, 2. Professional context: Psychologist as HR specialist, 3. Leading of selection interview, 4. Psychodiagnostics in the area of Human Resources, 5. Assembling of tests batteries, 6. Interactive Diagnostics: Assessment/Development Centre, 7. Output processing of Personal analysis, AC, DC and their presentation, 8. Providing feedback to clients, 9. Performance evaluation of employees, 10. Outplacement, 11. Coaching, 12. Development and education of employees.

**Recommended literature:**

Church, A. H. (Ed.). (2019). The handbook of strategic 360 feedback. Oxford University Press.  
 Cox, E., Bachkirova, T., & Clutterbuck, D. (Eds.). (2018). The complete handbook of coaching (Third edition). Sage.  
 Dessler, G. (2017). Human resource management (Fifteenth Edition). Pearson Higher Education.  
 Fleenor, J. W., Taylor, S., & Chappelow, C. (2020). Leveraging the impact of 360-degree feedback (Second edition). Berrett-Koehler Publishers.  
 Mathis, R. L. (2019). Human resource management (16th edition). Cengage Learning.  
 Noe, R. A. (2020). Fundamentals of human resource management.

**Course language:**

Slovak, English

**Notes:**

Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.

**Course assessment**

Total number of assessed students: 299

A	B	C	D	E	FX
50.17	39.46	6.35	1.67	2.34	0.0

**Provides:** PhDr. Katarína Kušnírová, PhD.

**Date of last modification:** 29.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTVO/08	<b>Course name:</b> Psychology of Creativity
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Test, essay in middle of term, creativity developmental programme (50 points) Written final test (50 points) Final exam: written test Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less	
<b>Learning outcomes:</b> The goal is to bring students to interpret basic knowledge of psychology of creativity with an emphasis on identification, developing creative skills and development of creative personality.	
<b>Brief outline of the course:</b> 1 Subject matter and methods of psychology of creativity. 2 Concept of creativity. 3 Creative abilities and skills. 4 Creative personality. 5 Creativity and intelligence. 6 Creativity and talent. 7 Motivation of creativity. 8 Methods of exploring creativity. 9 Methods for developing creativity. 10 Creativity as a mechanism for personal development. 11 Specifics of developing creativity in selected groups: gifted, socially disadvantaged, minorities. 12 The effectiveness of program approaches to developing creativity.	
<b>Recommended literature:</b> Runco, M. Creativity: Theories and Themes: Research, Development, and Practice. Elsevier Science & Technology, 2007 Rože, Līga, and Emīls Kālis. "Is There A Link Between Creativity And School Grades? Research With 9th Grade Students." International Journal Of Psychology: A Biopsychosocial Approach / Tarptautinis Psihologijos Zurnalas: Biopsichosocialinis Poziuris no. 16 (June 2015): 7-22. Runco, Mark A. "Creativity." Annual Review of Psychology 55, no. 1 (February 2004): 657-687. Runco, M. A. (2003). Education for Creative Potential. Scandinavian Journal Of Educational Research, 47(3), 317. Terry Dartnall – Ed.. (2002) Creativity, Cognition, and Knowledge: An Interaction: Westport, CT. Praeger. Anna Craft (2000) Creativity across the Primary Curriculum:Framing and Developing Practice. London.Routledge.	

<p>Robert J. Sternberg (2003) <i>Wisdom, Intelligence, and Creativity Synthesized</i>. Contributors: Cambridge, England. Cambridge University Press.</p> <p>R. Keith Sawyer, Vera John-Steiner, Seana Moran, Robert J. Sternberg, David Henry Feldman, Jeanne Nakamura, Mihaly Csikszentmihalyi. (2003). <i>Creativity and Development</i>. New York: Oxford University Press.</p> <p>Patti Drapeau (2014) <i>Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving</i>. Alexandria, VA. ASCD.</p>					
<p><b>Course language:</b> Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b> Total number of assessed students: 16</p>					
A	B	C	D	E	FX
81.25	6.25	6.25	0.0	6.25	0.0
<p><b>Provides:</b> prof. PhDr. Margita Mesárošová, CSc.</p>					
<p><b>Date of last modification:</b> 22.03.2021</p>					
<p><b>Approved:</b></p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PROZ/09	<b>Course name:</b> Psychology of Decision-Making
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students are evaluated based on class activity during the semester (10 points) and on the project from the selected area of decision-making (30 points). Final exam (60 points) consists of theoretical as well as of practical questions and more than 30 points is needed to pass the exam. Practical questions ask about the application of studied decision-making processes in concrete situations. Points during semester 40. Minimum number of points needed to enter an exam: 21 Written exam – 60 points 31 points necessary Final evaluation A = 91-100, B = 81-90, C = 71-80, D = 61-70, E = 51-60, FX = 50 and less	
<b>Learning outcomes:</b> The purpose of this course is to provide information about basic themes of psychology of judgment and decision-making. While necessary theoretical background is presented in the beginning of the course, its remainder presents basic themes and experiments with their applications in psychological work.	
<b>Brief outline of the course:</b> 1. Subject of psychology of decision-making (DM). Basic terms. Approaches in psychology of DM 2. History of DM. Basic models of DM 3. DM process. Biological correlates of DM 4. Rationality of DM. Critique of rationality 5. Reasoning 6. Hypothesis testing 7. Judgment. Cognitive biases and heuristics. Specific questions of probability judgment 8. Risk perception 9. Group DM 10. Game theory 11. Morality and DM 12. Individual differences in DM	
<b>Recommended literature:</b>	

Hardman, D. (2009). Judgment and Decision Making: Psychological Perspectives. John Wiley and Sons.  
Hastie, R., Dawes, R. M. (2010). Rational Choice in an Uncertain World. The Psychology of Judgment and Decision Making. Second edition. Sage.

**Course language:**  
English

**Notes:**

**Course assessment**

Total number of assessed students: 263

A	B	C	D	E	FX
45.25	30.04	15.97	7.98	0.76	0.0

**Provides:** doc. Ing. Mgr. Jozef Bavoľár, PhD.

**Date of last modification:** 13.09.2019

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ROD/09	<b>Course name:</b> Psychology of Family
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: 2 assignments Exam: written, in the form of a test A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> Students will gain an overview of the basic concepts related to family psychology and an understanding of the multicously conditioned processes that take place within the family as a system of mutual relations. Knowledge complements the repertoire of knowledge from developmental psychology, as the family plays a key role in the development of the individual. At the same time, students gain orientation in current approaches to the family and within the seminars they will gain experience with specific possibilities and examples of working with the family. It also includes a lecture by an expert from practice.	
<b>Brief outline of the course:</b> 1. The subject of psychology families, objectives, perspectives and application areas. Terminology: adaptability, cohesion, normality, interaction, identity . 2. Main characteristics of the family. Family functions. 3. Family theories, standards, assessment family. 4. Models of family functioning, their importance of research and practice. 5. Systemic versus systems approach to the family. Definitions of system, family system, possibilities and limitations of applying the approaches. 6. Family over time (life stages of family life, family life cycle). Satisfaction in the family because of the family cycle stages. 7. Partnership, family formation and parenthood.	

8. Family communication - levels of communication, communication in relationships, communication problems. Special forms of communication: family rituals, family myths.
9. Theory of family stress and its management. Family Resiliency (resistance). Family crisis.
10. Principles of work with the family - the basic differences in counseling and therapy.
11. Upbringing, alternating upbringing (shared parenting).

**Seminars content**

Individual and group preparation specifically designed for successive exercise.

1. Introduction to discipline, discussion of the basic concepts.
2. Research on the family - methodological specifics. The adequacy of the methods, the problem of interpretation of family data. The significance of the research in practice.
3. Socio-psychological specifics and problems of modern family.  
Functional versus dysfunctional family.
4. Biological versus adoptive families.
5. Fostering and professional parents (psycho-social features)
6. Intergenerational family and its specific features (benefits and challenges)
7. Reconstructed family. Step-families - parenting in step-families, family identity formation in step-families.
8. Cohabitation versus marriage in the context of the family. Studies of different types of parenting and families:
9. Lack of parenting, involuntary childlessness.
10. Single-parent families: mother-lonely single mother, a divorced mother, a widow, lonely father - widowed, divorced father.
11. The exercise will be devoted to case studies from the field of family counseling led by expert of the consulting practice. The term will be specified during the semester (change in terms of exercise is possible).

**Recommended literature:**

Sobotková, I. (2007). Psychologie rodiny. Portal, Praha.  
 Prevendárová, J. (2001). Rodinné poradenstvo a terapia. Humanitas, Bratislava  
 Matoušek, O., Pazlarová, H. (2010). Hodnocení ohroženého dítěte a rodiny. Praha: Portál.  
 Hašto, J. (2005). Vzťahová väzba. Ku koreňom lásky a úzkosti. Trenčín, Vydavateľstvo F.  
 Gabura, (2012). Teória rodiny a proces práce s rodinou. Bratislava, Iris.  
 Journal of Family Psycholog

**Course language:**

Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 301

A	B	C	D	E	FX
62.13	30.9	4.98	1.0	0.33	0.66

**Provides:** doc. PhDr. Beáta Ráciová, PhD.

**Date of last modification:** 28.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ORG/15	<b>Course name:</b> Psychology of Organisations
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for semester: - written test (maximum 18p, min. 10p.) - Activity during seminars (max. 4p, min. 1p) - Seminar paper (maximum 9p), for detailed information please see electronic noticeboard - Presentation of seminar paper (maximum 9p), for detailed information please see electronic noticeboard - Together for semester student is obliged to receive minimum 21p. Overall evaluation: - 40 points for semester (min. 21p) and 60 points for exam (min 31p), together minimum 52p	
<b>Learning outcomes:</b> Subject Organizational psychology deepens the knowledge gained in the course Basics of Work Psychology (bachelor's degree). The aim of education is that students will acquire complex knowledge and they will be able to apply it using systemic approach during implementation of solution to various problems and requests coming from client (meaning organization or its members). During course students will acquire (from knowledge perspective): - insight how to apply obtained knowledge from Organizational psychology to praxis - knowledge from following areas: organizational culture and climate, changes and development of organizations, leadership, etc. Besides, students can enlarge their skills in: - dealing with need of organizational change, employee resistance to change implementation - creation of strategic solutions of client's problems connected to leadership, employee motivation, increasing job satisfaction, loyalty and engagement, dealing with negative situations (robbery, aggression) at workplace, etc.	
<b>Brief outline of the course:</b> Basic signs of organizations. Organization as an activity and as a social entity. Types of organizations. Organizations and management. Structure of organizations. Organizational culture. Changes in organizations and development. Organizational commitment and citizenship. Group processes, group influence. Working group and team. Leadership. Decision making	

in organizations. Organizational justice. Conflicts and its solution. Negative phenomena in organizations - aggression.

**Recommended literature:**

Balzac, S. R. (2014). Organizational Psychology for Managers. Springer New York. <https://doi.org/10.1007/978-1-4614-8505-6>  
Jex, S. M., & Britt, T. W. (2008). Organizational psychology: A scientist-practitioner approach (2nd ed). J. Wiley & Sons, Inc.  
Levy, P. E. (Paul E. (2017). Industrial/organizational psychology: Understanding the workplace. Worth Publishers, Macmillan Learning.  
Muchinsky, P. M. (2006). Psychology applied to work: An introduction to industrial and organizational psychology (8th ed). Thomson/Wadsworth.  
Ones, D. S. (2018). The SAGE handbook of industrial, work and organizational psychology. <http://sk.sagepub.com/reference/the-sage-handbook-of-industrial-work-and-org-psychology-vol1>  
Robbins, S. P., & Judge, T. (2014). Essentials of organizational behavior (12th ed). Pearson.  
Rothmann, S., Cooper, C. L., & Rothmann, S. (2015). Work and organizational psychology (Second Edition). Routledge, Taylor & Francis Group.  
Schmitt, N., & Weiner, I. B. (Eds.). (2013). Industrial and organizational psychology (2. ed). Wiley.

**Course language:**

English

**Notes:**

Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.

**Course assessment**

Total number of assessed students: 607

A	B	C	D	E	FX
48.43	31.8	12.85	6.26	0.49	0.16

**Provides:** PhDr. Katarína Kušnírová, PhD., Mgr. Pavol Kačmár, PhD., prof. PhDr. Ladislav Lovaš, CSc.

**Date of last modification:** 29.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPR/08	<b>Course name:</b> Psychology of Work
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for semester: - Case study (25 points, minimum 13 points), for detailed information please see electronic noticeboard - Seminar paper (25 points, minimum 13 points), for detailed information please see electronic noticeboard - required minimum is 26 points Requirements for exam: - written form, maximum 50 points (minimum 26 points) Final evaluation (sum of all points): - minimum 52 points for exams and semesterr	
<b>Learning outcomes:</b> Subject Work psychology enrich knowledge obtained through subjects Basics of Work psychology and Psychology of Organizations. Main aim of education is that students will acquire the ability to do comprehensive analysis of individual client's needs from work psychology perspective, they will be able to apply their knowledge in systematic solutions setting among different companies. Students will get (from knowledge perspective): - insight how to apply obtained knowledge from work psychology to praxis - knowledge in field of setting of employee performance management systems, development of employees and recruitment - orientation in used methods and approaches in different practical topics of work psychology Besides, students can broaden their experiences and skillsets in: - work and job analysis, job description and specification creation - preparation of selection process and lead job interview under supervision - work with specific test psychodiagnostics method from work psychology field - work with other often used methods in this field - preparation of employee performance management system - lead the coaching interview under supervision	
<b>Brief outline of the course:</b> 1. Work psychologist then and now, ethical principles	

2. Methods of work psychology, research in work psychology 3. Job analyses, HR planning, 4. Employees recruitment and selection, 5. Employees development 6. Employees performance management 7. Job insecurity and job loss, work counselling 8. Coaching and mentoring 9. Challenges in the future for work psychology					
<b>Recommended literature:</b> 1. Rothmann, S., Cooper, C. L., & Rothmann, S. (2015). Work and organizational psychology (Second Edition). Routledge, Taylor & Francis Group. 2. Levy, P. E. (Paul E. (2017). Industrial/organizational psychology: Understanding the workplace. Worth Publishers, Macmillan Learning. 3. Arnold, J., & Randall, R. (2016). Work psychology: Understanding human behaviour in the workplace (Sixth Edition). Pearson.					
<b>Course language:</b> Slovak, English					
<b>Notes:</b> Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.					
<b>Course assessment</b> Total number of assessed students: 571					
A	B	C	D	E	FX
44.31	29.42	16.29	4.9	4.38	0.7
<b>Provides:</b> PhDr. Denisa Fedáková, PhD., doc. Ing. Mgr. Jozef Bavoľár, PhD., PhDr. Katarína Kušnírová, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SPRAC/15	<b>Course name:</b> Psychology of Work and Organisations
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan	
<b>Learning outcomes:</b> Verification of acquired student competencies in accordance with the graduate profile	
<b>Brief outline of the course:</b> Areas for state final exams (the content corresponds to the subjects Psychology of Work, Applied Social Psychology I., Psychology of Market and Advertising, Psychologist as an HR Specialist). 1. Psychology of work and organization. Subject. Subdisciplines. Activities of a work psychologist, tasks, ethical principles, competencies, application. Psychology of work and organization as a psychological discipline. What is its subject and which subdisciplines it covers. Associations, magazines, conferences. Who is a work psychologist? What are its roles and what ethical principles are guided? Describe the activities that the occupational psychologist performs and where he finds employment. 2. Methods of work psychology, their division and use. Basic psychological methods and their application in the field of work. Uses and examples. Describe the assessment of work ability, methods of assessment of work competencies, assessment of mental stress. 3. Theory and research of work psychology, theories in the field of work psychology, research methods. What is a good theory? Describe theories in work psychology e.g. McGregor, Ouchi, Belbin, Holland. Methods and forms of research. 4. Analysis of work and work activity, methods. What is the analysis of work activity and what is the procedure for its implementation? Activity and employee focus. Requirements. Relevant methods. Profesiography. Where can job information be drawn from? 5. Selection of employees, procedure, methods, decision-making models, headhunting. 6. Recruitment - who to contact and how. Employee selection procedure, predictors, methods, decision models, other forms of selection (headhunting) 7. Development, training and education of employees, cycle, methods. What is development about and who is it about? Steps of the training cycle. Methods of training programs and their advantages (lectures, instructions, simulations ...), coaching, mentoring.	

8. Evaluation of employees, evaluation process, methods, psychological assessment. The role of occupational psychologists in the evaluation process, the evaluation process and its importance. What does the psychological assessment contain and when is it issued?
9. Personality of manager, leader, leader, characteristics. Leadership and employee management leadership styles, gender differences in managerial positions. Education of managers. Concepts of manager, leader, leader. Leadership approaches and leadership styles. Requirements for a manager, a pyramid of managerial skills. Men and women in managerial positions, glass ceiling. Talent pool.
10. Team, working group, typology, models, methods of working with groups. Group and team features, typology of working groups / teams, team roles, Tuckman's and Gershik's model of group development. Sociometry and T-groups.
11. Negative phenomena in the workplace, characteristics, impacts. Contraproductive work behavior (absences, late arrivals, fluctuations). Workaholism. Technophilia. Burnout - triggers, symptoms, MBI Questionnaire. Mobbing, mobber. Bossing.
12. Conducting an interview and its specifics in work psychology  
Individual context - skills in estimating people, resistance to mistakes and prejudices, professional context - acceptance, empathy, ethics, mastering the technique of conversation  
Interview structure, strategy, work with questions, types of interview, recording and processing of information
13. Interactive diagnostics: Assessment / Development Center. Characteristics, definition of goals, creation of the program, selection of techniques and model situations, evaluation criteria, observation schemes, selection and incorporation of evaluators, processing of outputs, presentation to the client and participants, pitfalls of providing FB on the part of psychologist, work with problematic client, ethical principles in reporting to superiors .
14. Psychodiagnostics in HR, processing of outputs from personnel analysis, AC, DC and their presentation. Procedure for creating a test battery, data collection, evaluation and processing of results, qualitative analysis, diagnostic hypotheses, synthesis of results, principles of writing conclusions, their content and structure, development topics, presentation of results to the client.
15. Principles and technique of 360 ° feedback. Basic characteristics, goal, design and application of the program, creation of methodology, principles of providing feedback to participants, outputs from 360 ° feedback, benefits and risks.
16. Basic characteristics of organizations. Organization as a department and as an activity. Signs of formal organizations. Organization and management. Organizational behavior.
17. Culture of the organization. Definitions of organizational culture. Manifestations of organizational culture. The power of organizational culture. Organizational culture and management.
18. Organization structure. Characteristics and function of the organization structure. Principles of creating the structure of the organization. Line of authority and division of labor as the basis for creating the structure of the organization. Types of organizational structures.
19. Work motivation. Theories of motivation and areas of work. Theories of content (needs) - theories of Maslow, Alderfer, Herzberg. Process theories - motivation and expectations, justice, attributions.
20. Psychological characteristics of the market. Definition of the concept of consumer behavior and its main determinants. Purchasing as a decision-making process.
21. Consumer perception and attention. Active and passive information retrieval. Use of knowledge about the differential and absolute threshold of perception. Subthreshold consumer perception.
22. Learning and memory in shopping behavior.
23. Personality and motivation as determinants of consumer behavior. The role of personality traits and self-concept in shopping. Motivation of consumer behavior.

24. Social determinants of consumer behavior. Culture as a determinant of consumer behavior. Social group and its influence on consumer behavior. Opinion leaders. The family and its importance for consumer behavior, family life cycle and consumer behavior.
25. Personality of the customer and the seller. Classification and characteristics of personality types of customers. Personality traits of successful sellers.
26. Advertising. Definition of advertising. Advertising model. Psychological processes and advertising Appeals of advertising. Elements of effectiveness in advertising.
27. The problem of advertising effectiveness. Measuring the effect of advertising. Testing print and TV ads. Techniques and technical means used in advertising research.
28. Psychological characteristics of the image. Methods of image analysis. Packaging and its effect on the consumer. Principles and procedures for packaging testing.
29. Consumer typologies and segmentation research. Market segment concept. Segmentation variables. Market segmentation methods and steps. Areas of application of segmentation research.
30. Research methods of market psychology and advertising. Use of focus groups and assessment scales, repertoire grid in consumer behavior research and advertising.
31. The position of a psychologist in prison.

**Recommended literature:**

**Course language:**

Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 65

A	B	C	D	E	FX
35.38	41.54	12.31	9.23	1.54	0.0

**Provides:**

**Date of last modification:** 12.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTER/08	<b>Course name:</b> Psychotherapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> The final evaluation is a combination between semester activities 40p (minimum 28p) and an exam at the end of the semester. - Active participation during seminars is in form of active class participation and discussion (10p), - presentation of the read book (10p), - short video presentation of selected psychotherapeutic techniques and their demonstration an explanation in class (20p) Basis of exam test with next analysis and discussion about case study (maximum 60 points) Final evaluation (sum of all points): For A is needed minimum 91points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less In case of absence, it is necessary to inform the teacher in advance and clarify the reason for the absence. <b>Book presentation:</b> In the first seminar lesson, each student selects the psychotherapy book which he/she will read and present in class. For the seminar lesson, the student will prepare 20 minutes presentation about the selected book, personal understanding of the book, relevant associations, criticism, and interesting examples or knowledge from a book. The student's presentation is intended to be an interactive, cooperative effort involving the entire class. The class ends with a 10-minute discussion of the presentation. Students are encouraged to express their views of the book and their learning experience. <b>Psychotherapy video presentation:</b> The student record and prepare a short video displaying a demonstration of specific therapeutic technic. In the in-class presentation, he explains demonstrated technic, the therapeutically theoretical basis of technic. Clarify for which psychological/ psychiatric problem is this technique recommended.	
<b>Learning outcomes:</b> The general goal of this course is to introduce students to the various concepts and issues surrounding the field of psychotherapy. Psychotherapy deals with the treatment of psychical disorders by psychological methods. It includes interactive processes between a person or group	

and a psychologist. This course is focused on the clarification of the essential background, which is necessary for understanding concrete psychotherapy theories.

During this course students will get these competencies and skills:

- essential background, which is necessary for understanding concrete psychotherapy theories connected to clinical psychology orientation,
- the understanding the role of psychotherapy (pros and cons in treatment of psychopathology),
- answers if some theories more valid than others,
- information about specifics of psychotherapy interview,
- information about intake and initial therapy interview,
- training of necessary skills in psychotherapy,
- information about theory and techniques in psychodynamic therapy and cbt therapy.

**Brief outline of the course:**

1. Psychotherapy as a discipline and activity; Types of psychotherapy; Psychotherapy aims; training in psychotherapy.
2. Integrative psychotherapy framework; effective factors in psychotherapy; Indications for psychotherapy.
3. Praxis of psychotherapy.
4. Basic questions and communication skills in psychotherapeutic interview
5. Intake and initial psychological session.
6. Psychoanalytic and Psychodynamic psychotherapy
7. Cognitive therapy
8. Behavioral therapy
9. Person centered therapy.

**Recommended literature:**

Prochaska, J. O., Norcross, J. C. (2009). Systems of Psychotherapy: A Transtheoretical Analysis. USA.

Wedding, D., Corsiny, R. J. (2010). Current Psychotherapies. USA.

Wampolt, B. E. (2012). The Basics of Psychotherapy: An Introduction to Theory and Practice. USA: APA.

Additional readings

Petruska Clarkson and Stefanie Wilson (2003) The Therapeutic Relationship London and Philadelphia, Whurr Publishers.

Michael Neenan, Windy Drydem (2006) Cognitive therapy in a Nutshell. SAGE publication.

Michael Neenan, Windy Drydem (2006) Rational Emotive Behaviour Therapy in a Nutshell. SAGE publication.

Roger Casemore (2011) Person-Centred Counselling in a Nutshell Sage Publications Ltd; Second edition .

Susan Howard (2011) Psychodynamic Counselling in a Nutshell Sage Publications Ltd; Second edition.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 576

A	B	C	D	E	FX
45.31	25.87	16.49	7.99	1.91	2.43

<b>Provides:</b> doc. Mgr. Monika Hricová, PhD.
<b>Date of last modification:</b> 28.04.2021
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ VKP/20	<b>Course name:</b> Research in Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> During the semester, students have two assignments. Firstly, solving a given problem situation based on the steps from the lecturer (max. 20 points). The second assignment is a written research proposal with its oral presentation (max. 30 points). If COVID-19 pandemic aggravates, seminars and assignments will be held at the scheduled time in online form. Final exam is written and is based on open questions (max 50 points). For A is needed min. 90 points, for B 80 - 89, for C 70 - 79, for D 60 - 69, for E 51 - 59.	
<b>Learning outcomes:</b> To familiarize students with nature of clinical research using the quantitative and qualitative approach in this sphere of empirical research.	
<b>Brief outline of the course:</b> Basic questions of research in clinical psychology. Methodology and principles of scientific method. The research process: Formulation of research questions, hypothesis testing, literature review, variables, sampling in clinical research. Research design. Experiment in clinical psychology (true and quasi experiment, manipulation with independent variables, control of manipulation, sampling). Single-case experiment. Comparative research (cross-sectional, retrospective, prospective design). Correlational research. Foundations of quantitative approach - measurement (scaling, reliability, validity). Foundations of qualitative research - different approaches: case studies, phenomenological approaches, grounded theory. Qualitative research - methods of data obtaining and analysis. Ethical issues of clinical research. Publication and communication of research findings.	
<b>Recommended literature:</b> Kazdin, A.E. 2014. Research Design in Clinical Psychology. London: Pearson. Comer, J.S., Kendall, P.C. The Oxford Handbook of Research Strategies for Clinical Psychology. Oxford University Press, 2013. Barker, C., Pistrang, N., Elliot, R. Research in Clinical Psychology. Chichester: Wiley, 2002.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 12					
A	B	C	D	E	FX
83.33	16.67	0.0	0.0	0.0	0.0
<b>Provides:</b> prof. PhDr. Ladislav Lovaš, CSc., Mgr. Jana Schrötter, PhD.					
<b>Date of last modification:</b> 18.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ROR/08	<b>Course name:</b> Rorschach Method
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> 1. Each student has to prepare one written case study in RoR 2. Final exam (both, written and oral)	
<b>Learning outcomes:</b> 1. To understand in deep essence of projective methods, especially RoR 2. To get knowledge and basic skills in work with RoR (administration, preparation of summary data, and partially, also basics of interpretation)	
<b>Brief outline of the course:</b> Introduction into projective methods: classification of methods, essence, the ways of work. History and development in Rorschach method. Administration, coding and interpretation of RoR. Non-conventional work with RoR and RoR - modifications. Lectures: 1. Brief overview of projective methods: Theoretical issues, classification. Advantages and limits of projective assessment. 2. History of Rorschach test: Preliminaria. Herman Rorschach and his work. European and American schools: Behn, Bohm, Beck, Hertz, Klopfer. Exner and his comprehensive system. Exner, J.E. (1969): The Rorschach Systems. New York: Grune and Stratton Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p.3 - 41 3. Administration and steps in work with Rorschach test: Preparation for taking test. Introducing test and response phase. Inquiry, scoring and interpretation. Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p. 45 - 67 4. Scoring: Location and Developmental quality. Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p. 68 - 84 5. Scoring: Determinants I.: Form, movements and colors. Assessment of form quality Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p. 85 - 103, 120 - 125 6. Scoring: Determinants II.: Shading determinants, Form dimension and Pairs. Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p. 104 - 119 7. Scoring: Contents, Popularity and Special scores.	

<p>Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p.125 - 130, 134 - 146</p> <p>8. Structural summary.</p> <p>Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 147 - 157</p> <p>9. Basics of interpretation: Principles. Exner's approach to interpretation Ror: clusters</p> <p>Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 217 - 230</p>					
<p><b>Recommended literature:</b></p> <p>Exner, J. E. (2002). The Rorschach, A comprehensive system, Vol. 1, Basic Foundations (4th edition). New York: Wiley.</p>					
<p><b>Course language:</b></p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b></p> <p>Total number of assessed students: 349</p>					
A	B	C	D	E	FX
28.37	49.86	20.92	0.57	0.0	0.29
<p><b>Provides:</b> doc. PhDr. Ján Ferjenčík, CSc.</p>					
<p><b>Date of last modification:</b> 09.09.2020</p>					
<p><b>Approved:</b></p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SKOP/08	<b>Course name:</b> School Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDE/08	
<b>Conditions for course completion:</b> Course completion conditions: 50% continuous assessment, 50% exam; Ongoing evaluation: 1 assignment and 1 assessment (total 20b) - the student identifies, compares and applies knowledge, acquires skills; seminar paper (30 b) - student describes, interprets, classifies and applies knowledge; Conditions for admission to the exams: 35 points, of which 20 points from the test Exam: written, test form (max 50b) - the student can apply theoretical knowledge in practice; The final evaluation is a simultaneous continuous evaluation and testing: A = 90 - 100 points B = 80 - 89 points C = 70 - 79 points D = 60 - 69 points E = 51 - 59 points FX = 0 - 50 points	
<b>Learning outcomes:</b> To provide students with the theoretical basis of school psychology, to point out the specifics of the school psychology, to develop students 'competence of problem solving in school practice, and focus on the potential pitfalls of the school psychologist. To offer methods and forms of work that increase efficiency, self-reliance, and responsibility. The purpose is to lead students to use creative and non-traditional methods in the work of the school psychologist as well as to achieve its application at the required level with emphasis on the development of professional skills for the application of the graduate in practice. The role of the teacher in this approach is to enable students to try student-oriented principles in order to receive students 'opinions, respect students, their individuality, and put emphasis on responsibility and intrinsic motivation of the students. Moreover, the aim is to offer diversity of teaching materials and opportunity to choose different ways to achieve the same objectives.	
<b>Brief outline of the course:</b> Vertical and horizontal structure of work of school psychologist, sequential model, the process of change and its management.	

Selected psychological trends and their reflection in the work of school psychologist.  
 School culture, social class and school climate, school atmosphere and the class model of quality of life in the school environment.  
 Challenging situations in the school environment of the learner, difficult situations in the school environment from a position of teacher biopsychosocial factors sustaining, enhancing and promoting the health of teachers and pupils.  
 Educationally problematic behaviour, coping, unobtrusive educationally disruptive problem behaviour, mediation as an alternative way of resolving conflicting situations in the work of school psychologist.  
 Professional and non-professional forms of support and control the work of school psychologist.  
 Consulting, advisory, therapeutic and supervisory activities, crisis intervention in the work of school psychologist.  
 Career development as a lifelong process, choice of profession as a vital developmental role, occupational training, career guidance and counselling in the work of school psychologist.  
 Consulting, intervention, diagnostic activity of school psychologist in relation to family.  
 Primary, secondary and tertiary prevention of drug use in the prevention phase, a prevention strategy work, the effectiveness of the prevention work in the work of school psychologist.  
 Unit 1 Professional forms of control and help in school practice; educational guidance and counselling. Teacher's personality. Psychological aspects of job satisfaction of school staff. Biopsychosocial factors sustaining, enhancing and promoting the health of school staff. Positive psychology in school practice, coping with the difficulties of life, social support, prevention of loss of enthusiasm. Biopsychosocial factors damaging and destroying health.  
 Unit 2 The concept of school psychological services. The development of educational psychology in Slovakia and abroad. The mission of school and school psychology. The role of school psychologists in school; activities of school psychologist in relation to pupils, teachers, parents. Intergenerational relationships at school, demands of the teaching profession and school psychology. Ethical standards of school psychologist work.  
 Unit 3 Selected psychological trends and perspectives of education in terms of school psychology. The role of school psychologist in the educational process - learning in the school context and types of learning. Learning styles. Circadian rhythms in the teaching process. Psychological factors and circadian rhythms.  
 Unit 4 Control and management of the classroom. Coping with school stress. School climate and school trends. Decision-making within guidance. Prevention of risky behaviour of adolescents and young adults. Effective strategies for preventing drug use. Crisis management in the school environment.

**Recommended literature:**

Harrison, P.L. Thomas, A. (Eds). Best practices in school psychology VI. NASP; 6th edition (2014).  
 Merrell, K.W., Ervin, R.A., Peacock, G.D. School Psychology for the 21st Century, Second Edition: Foundations and Practices. The Guilford Press, 2012  
 D'Onofrio, A.A. Guide for Counselors and Health Care Professionals. New York: Springer, 2007.  
 Bray, M. A., Kehle, T.J. The Oxford Handbook of School Psychology. 2012, DOI: 10.1093/oxfordhb/9780195369809.001.0001  
 Jimerson, S.R., Oakland, T.D., Farrell, P.T. The Handbook of International School Psychology, Sage 2007.  
 D'Amato, R.C., Sheridan, S.M., Phelps, L.Lopez, E.C. Psychology in the Schools, School Psychology Review, School Psychology Quarterly and Journal of Educational and Psychological Consultation Editors

Collaborate to Chart School Psychology's Past, Present, and "Futures" School Psychology Quarterly, Vol. 18, No. 4, 2003, pp. 347–351 Canadian Journal of School Psychology Journal of School Psychology School Psychology Quarterly					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 125					
A	B	C	D	E	FX
81.6	15.2	3.2	0.0	0.0	0.0
<b>Provides:</b> doc. PhDr. Beata Gajdošová, PhD.					
<b>Date of last modification:</b> 23.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ ÚTVŠ/CM/13	<b>Course name:</b> Seaside Aerobic Exercise
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 36s <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for course completion: Attendance	
<b>Learning outcomes:</b> Learning outcomes: Students will be provided an overview of possibilities how to spend leisure time in seaside conditions actively and their skills in work and communication with clients will be improved. Students will acquire practical experience in organising the cultural and art-oriented events, with the aim to improve the stay and to create positive experiences for visitors.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Basics of seaside aerobics 2. Morning exercises 3. Pilates and its application in seaside conditions 4. Exercises for the spine 5. Yoga basics 6. Sport as a part of leisure time 7. Application of projects of productive spending of leisure time for different age and social groups (children, young people, elderly) 8. Application of seaside cultural and art-oriented activities in leisure time	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b>	
Total number of assessed students: 41	
abs	n
12.2	87.8

<b>Provides:</b> Mgr. Agata Horbacz, PhD.
<b>Date of last modification:</b> 15.03.2019
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVa/11	<b>Course name:</b> Sports Activities I.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Min. 80% of active participation in classes.	
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
<b>Brief outline of the course:</b> Brief outline of the course: Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess. In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness. In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>							
Total number of assessed students: 12775							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
87.51	0.08	0.0	0.0	0.0	0.04	8.15	4.23
<b>Provides:</b> Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Zuzana Küchelová, PhD., doc. PaedDr. Ivan Uher, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Marcel Čurgali, Mgr. Patrik Berta, Mgr. Ladislav Kručanica, PhD., Bc. Richard Melichar, Mgr. Petra Tomková, PhD.							
<b>Date of last modification:</b> 13.05.2021							
<b>Approved:</b>							

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice							
<b>Faculty:</b> Faculty of Arts							
<b>Course ID:</b> ÚTVŠ/ TVb/11		<b>Course name:</b> Sports Activities II.					
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present							
<b>Number of ECTS credits:</b> 2							
<b>Recommended semester/trimester of the course:</b> 2., 4.							
<b>Course level:</b> I., II.							
<b>Prerequisites:</b>							
<b>Conditions for course completion:</b> active participation in classes - min. 80%.							
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.							
<b>Brief outline of the course:</b> Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess. In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness. In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.							
<b>Recommended literature:</b>							
<b>Course language:</b>							
<b>Notes:</b>							
<b>Course assessment</b> Total number of assessed students: 10299							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
84.64	0.61	0.02	0.0	0.0	0.06	10.76	3.91

**Provides:** Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Zuzana Küchelová, PhD., doc. PaedDr. Ivan Uher, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Marcel Čurgali, Mgr. Patrik Berta, Mgr. Ladislav Kručanica, PhD., Bc. Richard Melichar, Mgr. Petra Tomková, PhD.

**Date of last modification:** 13.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSVKM/16	<b>Course name:</b> Students' Scientific Conference in the Field of Psychology (MA)
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Presentation of a research contribution. A submission of the research contribution in a written form and its critical evaluation and defense at the student scientific conference. Guidelines for the research contribution: A maximum of 10 standard pages. A structure of the research contribution: <ul style="list-style-type: none"> <li>- title</li> <li>- name of an author</li> <li>- abstract</li> <li>- keywords</li> <li>- introduction</li> <li>- method</li> <li>- results</li> <li>- discussion</li> <li>- conclusion</li> <li>- references</li> </ul>	
<b>Learning outcomes:</b> Presentation and defense of a research contribution in the field of psychology to an audience at the student scientific conference at the Department of Psychology.	
<b>Brief outline of the course:</b> Project preparation, implementation of the research project, processing and analysis of the research findings, preparation of a research report. Presenting the results of the research at the student scientific conference. A submission of a written form of the scientific research. Consultation of the scientific assumptions, methods, analysis and writing of the contribution with the consultant.	
<b>Recommended literature:</b> Todd, Z., Nerlich, B., McKeown, S., & Clarke, D. D. (Eds.). (2004). <i>Mixing methods in psychology: The integration of qualitative and quantitative methods in theory and practice</i> . New York: Psychology Press. Harper, D., & Thompson, A. R. (Eds.). (2011). <i>Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners</i> . John Wiley & Sons.	

<b>Course language:</b> Slovak language, English language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 10	
abs	n
100.0	0.0
<b>Provides:</b> Mgr. Miroslava Köverová, PhD.	
<b>Date of last modification:</b> 29.04.2021	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ LKSp/13	<b>Course name:</b> Summer Course-Rafting of TISA River
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 36s <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for course completion: Attendance Final assessment: Raft control on the waterway (attended/not attended)	
<b>Learning outcomes:</b> Learning outcomes: Students have knowledge of rafts (canoe) and their control on waterway.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Assessment of difficulty of waterways 2. Safety rules for rafting 3. Setting up a crew 4. Practical skills training using an empty canoe 5. Canoe lifting and carrying 6. Putting the canoe in the water without a shore contact 7. Getting in the canoe 8. Exiting the canoe 9. Taking the canoe out of the water 10. Steering a) The pry stroke (on fast waterways) b) The draw stroke 11. Capsizing 12. Commands	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>	
Total number of assessed students: 153	
abs	n
45.75	54.25
<b>Provides:</b> Mgr. Dávid Kaško, PhD.	
<b>Date of last modification:</b> 18.03.2019	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PMOR/09	<b>Course name:</b> The Essentials of Moral Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: 2 assignments Exam: written, in the form of a test A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> The aim of the theoretical discipline is to provide students with an overview of current approaches to the development of moral reasoning, their comparison and the possibility of use in working with the client.	
<b>Brief outline of the course:</b> Psychology of morality in the context of related disciplines. Developmental-psychological aspect of morality - analysis of stages and degrees of morality according to J. Piaget and L. Kohlberg - evaluation and application of theories in practice. Theory of moral development by H. Bull Theory of social areas by E. Turiel and L. Nucci Male and female morality according to C. Gilligan The Social Perspective of Moral Reasoning R.L. Selmana Eisenberg's theory of prosocial moral reasoning G. Lind's two-aspect theory of morality Moral reasoning in relation to moral conduct Moral development from the point of view of learning theories Situational context of moral reasoning - the concept of the morality of everyday life by Dennis Krebs Moral emotions - typology of moral emotions.	

<p>Social norms and morality, insight into the issue of social and moral norms, definition of the relationship between norm and morality, the influence of norms on behavior. Current views on social norms and their regulatory function.          Research, diagnosis and influencing moral judgment by psychological methods          Pedagogical-psychological aspects of morality - approaches to stimulating moral development          Education and upbringing for moral personality (problems of good character).</p>					
<p><b>Recommended literature:</b>          áczová,B., Babinčák, P. (2009). Základy psychológie morálky. Košice: Equilibria.          Vacek, P. (2005). Průhledy do psychologie morálky. Hradec Králové: Gaudeamus.          Vacek, P. (2008). Rozvoj morálního vědomí žáků. Praha:Portál.          Vacek, P. (2011). Psychologie morálky a výchova charakteru žáků. Hradec Králové:Gaudeamus.</p>					
<p><b>Course language:</b></p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b>          Total number of assessed students: 102</p>					
A	B	C	D	E	FX
61.76	27.45	6.86	0.0	1.96	1.96
<p><b>Provides:</b> doc. PhDr. Beáta Ráčzová, PhD.</p>					
<p><b>Date of last modification:</b> 28.04.2021</p>					
<p><b>Approved:</b></p>					