

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ ASP/15	Course name: Applied Social Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Students evaluation is based on activities during the semester (40 points) and final exam (60 points). Evaluated activities are short test and class presentation of selected topic. Minimum number of points needed to enter an exam: 21. 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	
Learning outcomes: This course is an overview of major topics in applied social psychology mainly from the macro sphere (culture, environment, law etc.). The aim of course is to provide introduction to selected areas within the field of applied social psychology (concepts, theories, research methods, findings, practical application),	
Brief outline of the course: 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 economics Man and nature Loneliness and social support Helplessness and hopelessness Social psychology of violence 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:					
Course assessment					
Total number of assessed students: 499					
A	B	C	D	E	FX
36.47	32.46	19.84	9.22	0.6	1.4
Provides: prof. PhDr. Ladislav Lovaš, CSc., PhDr. Bibiána Kováčová Holevová, PhD., prof. PhDr. Jozef Výrost, DrSc.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ DIS2/08	Course name: Diploma Thesis Seminar 2
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Obtaining credits is based on: - completing joint consultations - min. 5 consultation with the tutor - realization of empirical research according to the prepared project	
Learning outcomes: Ensuring the preparation of the diploma thesis	
Brief outline of the course:	
Recommended literature: How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: http://www.sciplore.org/2010/how-to-write-a-phd-thesis/ Ferad Zyulkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: http://www.feradz.com/How_to_Write_Thesis.html 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	
Course language:	
Course assessment Total number of assessed students: 447	
abs	n
99.33	0.67
Provides: prof. PhDr. Ladislav Lovaš, CSc.	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPS/DPO/15		Course name: Master's Thesis Defense			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of credits: 14					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites:					
Conditions for course completion: Acquiring the required amount of credits in the prescribed composition by the study plan					
Learning outcomes: Verification of acquired competencies of the student according to the graduate profile					
Brief outline of the course:					
Recommended literature:					
Course language:					
Course assessment Total number of assessed students: 91					
A	B	C	D	E	FX
27.47	27.47	29.67	13.19	2.2	0.0
Provides:					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/DS1/09	Course name: Diploma Thesis Seminar 1
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Requirements for obtaining credits for the course: <ul style="list-style-type: none"> - 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 	
Learning outcomes: Processing a literary review of the solved topic. Preparation of the theoretical background of the diploma thesis and sketch of the research project.	
Brief outline of the course:	
Recommended literature: How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: http://www.sciplore.org/2010/how-to-write-a-phd-thesis/ Ferad Zyulkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: http://www.feradz.com/How_to_Write_Thesis.html 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	
Course language: English	
Course assessment Total number of assessed students: 450	
abs	n
99.56	0.44
Provides: prof. PhDr. Ladislav Lovaš, CSc.	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ DYNT/16	Course name: Psychodynamic Therapy
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KPS/PTER/08	
Conditions for course completion: Students evaluation is based on activities during the semester (40 points) and final exam (60 points). Evaluated activities are short test and class presentation of selected topic. Minimum number of points needed to enter an exam: 21. 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	
Learning outcomes: 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.	
Brief outline of the course: 1. Psychodynamic psychotherapy in clinical practice, evaluation of suitability, considerations in the diagnostic process 2. Establishing the psychodynamic hypotheses in the context of theoretical psychodynamic models 3. Considerations in solving technical aspects of the therapeutic contract 4. Process of psychodynamic therapy, description and characteristic of its phases 5. Specific professional requirements on the side of therapist 6. Defenses, transference, resistance and countertransference	
Recommended literature: Summers , R.F., Barber, J. (2010) Psychodynamic therapy: A guide to evidence based practice. New York, Guilford, ISBN-13:978-1462509706 Mitchell ,S.A., Black M. J. (1995): Freud and Beyond, New York, Basicbooks, ISBN: 80-7254-029-7 Shapiro, P.J., Friedberg, R.D., Bardenstein, K.K. (2006): Child and adolescent therapy: Science and art, New York, J.Wiley, ISBN-13: 978-0471386377	
Course language: English	

Course assessment

Total number of assessed students: 25

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

Provides: PhDr. Milana Kovaničová, CSc.**Date of last modification:** 24.02.2017**Approved:** Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KSP/ DiPor/15	Course name: Distance Counselling
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: written test - min. 10.5 points, max. 20 points, field training - min. 10.5 points, max. 20 points only the students who obtain at least minimum number of points can continue in the course active participation in exercises	
Learning outcomes:	
Brief outline of the course: 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.	
Recommended literature: BALOGOVÁ, B.-E. ŽIAKOVÁ (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:	
Course assessment Total number of assessed students: 112	

A	B	C	D	E	FX
48.21	27.68	13.39	2.68	8.04	0.0
Provides: doc. Mgr. Soňa Lovašová, PhD., Mgr. Lenka Lukáčová					
Date of last modification: 20.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ EPS/16	Course name: Ethics for psychological practice
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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% A 100 – 90 B 89 – 80 C 79 – 70 D 69 – 60 E 59 – 51 FX 50 and less	
Learning outcomes: 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 (19.2) 2. Historical roots (26.2) 3. Overview of national and international ethics codes and principles (5.3) 4. Resolving ethical issues and competence (12.3) 5. Human relations (19.3) 6. Privacy and Confidentiality (26.3) 7. Ethics in psychotherapy (9.4)	
Recommended literature: 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: Professional Standards and Cases*. Oxford Textbooks in Clinical Psychology.

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

Course language:

English

Notes:

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. (26.2.2018)

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. (5.3.2018)

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.

Topics and dates: to be submitted to the lecturer until the 2th meeting (26.2.2018), including name of presenter and a topic for presentation. The class presentations start on 4th meeting (12.3.2018). At the end of presentations, students send presentation to lecturer.

Course assessment

Total number of assessed students: 21

A	B	C	D	E	FX
90.48	9.52	0.0	0.0	0.0	0.0

Provides: Mgr. Monika Hricová, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ GEST/09	Course name: Gestalt Therapy
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present	
Number of credits: 5	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KPS/PTER/08	
Conditions for course completion: 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.	
Learning outcomes: 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.	
Brief outline of the course: 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.	
Recommended literature: 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	
Course language: Slovak, English	
Course assessment Total number of assessed students: 215	

A	B	C	D	E	FX
71.63	28.37	0.0	0.0	0.0	0.0
Provides: Mgr. Gabriela Linhardtová					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ KAZKL/12	Course name: Casuistic Seminar in Clinical Psychology
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: active participating on seminars, administration of Hand test protocols	
Learning outcomes: To acquaint students with the practical aspects of the work of a clinical psychologist.	
Brief outline of the course: Organic brain damage The issue of addiction Affective disorders Neurotic disorders and stress-induced personality disorders Mental retardation Hand test Case studies	
Recommended literature: 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.	
Course language: Slovak, English	
Course assessment Total number of assessed students: 147	
abs	n
99.32	0.68
Provides: PhDr. Martina Chylová, PhD., PhDr. Milana Kovaničová, CSc.	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ KAZS/11	Course name: Casuistic Seminar
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: active participation on seminars, work out psychological conclusion	
Learning outcomes: 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.	
Brief outline of the course: 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	
Recommended literature: 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;	
Course language: Slovak	
Course assessment Total number of assessed students: 119	
abs	n
100.0	0.0
Provides: PhDr. Anna Jenčová, PhD.	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/KBT/16	Course name: Cognitive Behavioral Therapy
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KPS/PTER/08	
Conditions for course completion: Students evaluation is based on activities during the semester (40 points) and final exam (60 points). Evaluated activities are short test and class presentation of selected topic. Minimum number of points needed to enter an exam: 21. 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	
Learning outcomes: This course will use the cognitive behavioral therapy (CBT) framework to teach students how to move from an assessment to intervention using the CBT model. These skills involve identifying distorted thinking, modifying beliefs, relating to others in different ways, and changing behaviors.	
Brief outline of the course: <ol style="list-style-type: none"> 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. 	

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:

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

Course assessment

Total number of assessed students: 27

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

Provides: PhDr. Monika Pilarová

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/KBT2/16	Course name: Cognitive Behavioral Therapy 2
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KPS/KBT/16	
Conditions for course completion: Conditions of granting credits are 75% attendance and active participation on the seminars, working on homeworks, writing casuistry (leading of client, recommendatory plan of therapy, techniques), credit exam - written test. The seminar and practicum are graded by final exam which consist of review paper which should address any of the specific disorders covered this semester and options of treatment using CBT. The review paper must include at least 6 pages of text and at least 8 references, primarily journal articles published in the past 5 years. Students will be expected to hand in their review papers and their presentations on the day of the last class meeting of the semester.	
Learning outcomes: The goal of the course is to gain understanding of CBT approach, and widen students' abilities to apply CBT model in their own therapeutical relationship with clients. At the end of course students will review clients' issues in terms of CBT and they will present use of appropriate exercises and approaches. Students also have the opportunity of clinical experience. It is expected off all students to carry out psychoterapeutical sessions of at least one client, most likely on weekly basis. Depending on student's level of proficiency and the treatment need of clients, students might be expected to carry on with client throughout whole term. Supervisor of course will arrange appropriate clients. Students will meet with CBT supervisor on an individual basis one hour each week.	
Brief outline of the course: <ol style="list-style-type: none"> 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. 	

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

Course assessment

Total number of assessed students: 16

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: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ KLP/08	Course name: Clinical Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for course completion: Attendance and activity at practical lessons, seminar work (40 points) Requirments:1 Theoretical knowledge (basic literature, lectures) - test Case analysis – oral discussion Final exam (60 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	
Learning outcomes: 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.	
Brief outline of the course: Clinical psychology II. 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

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

Course language:

English

Course assessment

Total number of assessed students: 496

A	B	C	D	E	FX
57.26	25.4	12.1	4.23	1.01	0.0

Provides: PhDr. Milana Kovaničová, CSc.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ ORG/15	Course name: Psychology of Organisations
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Students evaluation is based on activities during the semester (40 points) and final exam (60 points). Evaluated activities are short test and class presentation of selected topic. Minimum number of points needed to enter an exam: 21. 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	
Learning outcomes: Students will know: Basic signs and types of organizations, and organizational processes. Psychological aspects of management. Social interactions in organizations on the individual, group and organizational level, including its interrelations.	
Brief outline of the course: 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: Rothmann C.L. Cooper: Work and organizational psychology. Routledge, 2015, ISBN 978-1-84872-220-0 paperback. Furnham, A. 2007. The psychology of behaviour at work. Psychology Press. Furnham, A. 2008. Personality and Intelligence at Work. Routledge.	
Course language: English	
Course assessment Total number of assessed students: 493	

A	B	C	D	E	FX
50.3	33.27	12.17	4.06	0.2	0.0
Provides: prof. PhDr. Ladislav Lovaš, CSc., Mgr. Pavol Kačmár, PhD.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PAVP/08	Course name: Police and Prison Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: active participation 25 %, test 25 % 50% exam	
Learning outcomes: Inform students with the application of psychology in police and prison practice	
Brief outline of the course: 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	
Recommended literature:	

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

Course language:

Slovak, English

Course assessment

Total number of assessed students: 366

A	B	C	D	E	FX
45.9	34.97	13.66	2.73	2.73	0.0

Provides: PhDr. Ján Piater, Mgr. Jana Mrazková, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PDE/08	Course name: Psychodiagnostics of Children and Young Adults
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KPS/PDO/08	
Conditions for course completion: 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	
Learning outcomes: The aim of the course is the introduction of principles and approaches to psychological assessment of children and adolescents. Focus is on the process of administration and evaluation in diagnostic situation. Course graduate should be able to choose relevant diagnostic methods for identifying developmental disorders.	
Brief outline of the course: 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, Bayley 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, emotional 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 for 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

Course assessment

Total number of assessed students: 503

A	B	C	D	E	FX
29.62	24.45	22.47	8.35	8.35	6.76

Provides: Mgr. Miriam Slavkovská, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PDM/15	Course name: Counselling Psychology for Children and Adolescents
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Completion of 80% of instruction (lectures, seminars). 2. Written test - Continuous evaluation (10 points, min. 6): 15.11.2017. 3. study - own consulting case. 30 points, 16 min). 13.12.2017 - submitting the report from counseling process with the client and his legal representative. 4. A written test - final assessment. 60 points, minimum 31 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	
Learning outcomes: 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.	
Brief outline of the course: 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

Course assessment

Total number of assessed students: 27

A	B	C	D	E	FX
48.15	44.44	3.7	3.7	0.0	0.0

Provides: doc. PhDr. Margita Mesárošová, CSc.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PDO/08	Course name: Psychodiagnostics of Adults
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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	
Learning outcomes: The aim of the course is to present a systematic overview of psychological assessment methods and introduce the principles of proper application and prepare for the practical application of the most frequently used psychodiagnostic methods.	
Brief outline of the course: 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 (raport, 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.

Course language:

English

Course assessment

Total number of assessed students: 513

A	B	C	D	E	FX
28.27	26.32	18.52	12.67	8.19	6.04

Provides: Mgr. Miriam Slavkovská, PhD.**Date of last modification:** 24.02.2017**Approved:** Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PDP/08	Course name: Educational Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Written test, Seminar work - Dynamic testing of the student learning potential Middle term assessment 50%. Final evaluation 50%. 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	
Learning outcomes: The course aims to provide students with a systematic interpretation of expanding knowledge of educational psychology with an emphasis on understanding how to develop personality in the process of education and use of the latest research findings. Emphasis is also placed on application of the knowledge by students.	
Brief outline of the course: 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 and cognitive styles. Main accounts to psychology of learning styles and approaches. 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:

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) (2006). *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.

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

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.

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

SLAVIN, R. E.: (2014) *Educational Psychology: Theory and Practice*. Pearson

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

Course language:

English

Course assessment

Total number of assessed students: 499

A	B	C	D	E	FX
29.46	17.84	28.26	14.63	7.82	2.0

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

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPS/ PMOR/09		Course name: The Essentials of Moral Psychology			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 1 Per study period: 28 / 14 Course method: present					
Number of credits: 5					
Recommended semester/trimester of the course: 4.					
Course level: II.					
Prerequisites:					
Conditions for course completion: Term paper 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					
Learning outcomes: The aim of the course is to provide students an overview of current theories of development of morality, their comparison and potential uses.					
Brief outline of the course:					
Recommended literature:					
Course language:					
Course assessment Total number of assessed students: 102					
A	B	C	D	E	FX
61.76	27.45	6.86	0.0	1.96	1.96
Provides: doc. PhDr. Beáta Ráczová, PhD.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PPER/10	Course name: Psychologist as a HR Specialist
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KPS/PPR/08	
Conditions for course completion: Involvement of layout, activity during semester, max 50b, min. 26b Semester 50%, exam 50% Exam in oral form, max 50 points, min 26 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	
Learning outcomes: The purpose of this subject is to expand acquired knowledge from the influence area of psychologist working as a specialist on human resources. During this course we would like to focus on forms of employee selection, evaluation systems, providing feedback to clients, outplacement and coaching.	
Brief outline of the course: 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: Mitchell, B., Gamlem, C. (2012). The big book of HR Lepsinger, R., Lucia, A.D. (2009) The art and science of 360 degree feedback. GB: John Wiley & Sons Ltd. Whitmore, J. (2009) Coaching for performance: Growing human potential and purpose - the principles and practice of high-performance coaching. London: Nicholas Brealey Publishing	

Woodruffe, CH. (2007) Development and Assessment Centres: Identifying and Developing Competence. London: Human Assets Ltd.

Ulrich, D., Brockbank, W., Younger, J., Ulrich, M., Ulrich, D. (2012) HR from the Outside In: Six Competencies for the Future of Human Resources. NY: McGraw-Hill Education - Europe.

Podmoroff D. (2005) How to Hire, Train and Keep the Best Employees. Ocala: Atlantic Publishing Co.

Camp, R. Vielhaber, M.E., Simonetti, J. (2001) Strategic Interviewing. NY: John Wiley & Sons Ltd.

Course language:

Slovak, English

Course assessment

Total number of assessed students: 244

A	B	C	D	E	FX
46.72	45.08	4.51	2.05	1.64	0.0

Provides: PhDr. Katarína Vasková, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: 1. PK/ PPP-Ps/11	Course name: Psychiatry and Psychopathology for Psychologists
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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	
Learning outcomes: 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.	
Brief outline of the course: 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	
Recommended literature:	

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

Course assessment

Total number of assessed students: 344

A	B	C	D	E	FX
48.55	23.26	20.35	6.1	0.87	0.87

Provides: MUDr. Dagmar Breznoščáková, Ph.D., Mgr. MUDr. Jozef Dragašek, PhD., MHA, MUDr. Zuzana Vančová, PhD., MUDr. Dominika Jarčušková

Date of last modification: 01.03.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PPR/08	Course name: Psychology of Work
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Semester activities: seminar assignement: Activities (20 points), credit test (20 points) Final written exam (60 points) Final evaluation (sum of all points): For A is needed minimum 87points, for B minimum 77 points, for C minimum 69 points, for D minimum 61 points, for E minimum 56 points, for FX = 55 and less	
Learning outcomes: The main purpose of this course is to familiarize students with work fulfillment of work psychologist. Lead them to acquire knowledge and skills needed to effective problem and situation solving at the workplace. Emphasize ethics in work of psychologist, fulfillment of his work and possible forms of counseling.	
Brief outline of the course: <ol style="list-style-type: none"> 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 evaluation 7. Career stages and carrer development 8. Job insecurity and job loss 9. Work-family balance, conflict and enrichment 10. New ways of working 11. Problems at the workplace, dysfunctional behaviour at work 	
Recommended literature: <ol style="list-style-type: none"> 1. Matthewman, L., Rose, A., Hetherington, A. 2009. Work psychology. Oxford University Press. 2. Rothmann, I., & Cooper C.L. 2015. Work and Organizational Psychology - part2- Work psychology. Routledge. 3. Drenth, P.J.D., Thierry, H., & de Wolff, C.J. 1998. Handbook of Work and Organizational Psychology. Volume 3: Personnel Psychology. Psychlogy Press. Taylor & Francis. 	
Course language:	

Slovak, English					
Course assessment					
Total number of assessed students: 495					
A	B	C	D	E	FX
43.84	29.9	15.76	4.85	5.05	0.61
Provides: PhDr. Denisa Fedáková, PhD., Ing. Mgr. Jozef Bavoľár, PhD.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PPS2/09	Course name: Counselling Psychology for Adults and Seniors
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Middle term assessment - activities during semester are evaluated - max 40 p. (2 tasks). Final exam max. 60 p. (written form with open-end questions) 1.task - oral presentation of the seminar work, topic selections randomly. 2. task - report of interview with elderly clients - its condition for admission to final exam.	
Learning outcomes:	
Brief outline of the course: . 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.	
Course language:	

Course assessment					
Total number of assessed students: 141					
A	B	C	D	E	FX
60.28	21.99	11.35	4.26	1.42	0.71
Provides: doc. PhDr. Beáta Ráczová, PhD.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PRAXP/10	Course name: Psychological Training
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 5d Course method: present	
Number of credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KPS/PDE/08 and KPS/PDO/08	
Conditions for course completion: The student must submit a report should include an overview of the activities completed during a practice . Report must be signed by a professional expert in the workplace.	
Learning outcomes: 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.	
Brief outline of the course: 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.	
Recommended literature:	
Course language:	
Course assessment Total number of assessed students: 404	
abs	n
98.76	1.24
Provides: Mgr. Miriam Slavkovská, PhD.	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PROZ/09	Course name: Psychology of Decision-Making
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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	
Learning outcomes: 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.	
Brief outline of the course: 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	
Recommended literature: 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

Course assessment

Total number of assessed students: 220

A	B	C	D	E	FX
49.09	27.73	15.45	7.27	0.45	0.0

Provides: Ing. Mgr. Jozef Bavoľár, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PSDG/15	Course name: Psychodiagnostics
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of credits: 3	
Recommended semester/trimester of the course:	
Course level: II.	
Prerequisites: KPS/PDE/08	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course: Psychodiagnostics of Adults, Psychodiagnostics of Children and Young Adults 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 (raport, 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, neuropsychological assessment (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. 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. Baum test ("Tree test").
6. 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, Big Five Inventory, Minnesota Multiphasic Personality Inventory)
 7. 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).
 8. General issues of psychological assessment of children and youth. (theoretical Situation of psychological assessment and its specifics in childhood. Qualitative and quantitative analysis of psychodiagnostic findings.
 9. Diagnosis, systems of diagnostic classification of children (problem formulation, assessment questions, diagnostic hypothesis, method choice, characteristics of children assessment, sources of diagnosis, DSM V, ICD 10 - main differences).
 10. Normal development and influences on problem development (biological predisposing factors, Personal maintaining factors, Contextual pre-disposing factors, Contextual maintaining factors of children)
 11. Assessment methods of early development - neonatal and developmental scales (NBAS, NAPI, Bayley developmental scales)
 12. Assessment of early and preschool development. Evaluation of intellectual abilities (WISC III, IV, S-B 4,5, WJ-IE, Kaufman ABC, SON-R).
 13. 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.
 14. Problems of middle childhood - Assessment of external and internal troubles (ADHD/ADD, behaviour disorders, emotional troubles, neurotic problems). Evaluation of personality, interpersonal relationships - the questionnaire techniques, projective techniques.

Recommended literature:

Course language:

Course assessment

Total number of assessed students: 92

A	B	C	D	E	FX
35.87	21.74	16.3	10.87	11.96	3.26

Provides:

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PSVKM/16	Course name: Psychologická študentská vedecká konferencia (Mgr.)
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Presenting scientific research text. A written form of the text and its critical evaluation and justification of the student scientific conference.	
Learning outcomes: Present and defend scientific research text from the field of psychology to an audience at the student scientific conference of the Department of Psychology.	
Brief outline of the course: Project preparation, implementation of the research project, processing and analysis of research findings, preparation of the research report. Presenting the results of research work on student scientific conference. A written form of scientific research administration. Consultation of scientific assumptions, methods, analysis and processing of messages with the consultant.	
Recommended literature: Todd, Zazi, Nerlich, Brigitte, McKeown, Suzanne, & Clarke, David D., Eds. (2004). Mixing Methods in Psychology: The Integration of Qualitative and Quantitative Methods in Theory and Practice. New York Publisher: Psychology Press. Harper, David & Thompson,- Andrew R.-Eds. (2012) Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners. Malden, MA: Wiley-Blackwell.	
Course language: English language	
Course assessment Total number of assessed students: 4	
abs	n
100.0	0.0
Provides:	
Date of last modification: 24.02.2017	
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PTER/08	Course name: Psychotherapy
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KPS/KLP/08	
Conditions for course completion: Active participation during seminars in form of active class participation and discussion (20p) + book presentation (20p), together max 40p, min 28p Basis of exam is test with next analysis and discussion about case study 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 receive permission in advance and inform the teacher as to the reason for the absence.	
Learning outcomes: The general goal of this course is to introduce students to the various concepts and and issues surrounding the field of psychotherapy. Psychotherapy deals with treatment of psychical disorders by psychological methods. It includes interactive processes between a person or group and a psychologist. During this course we would like to focus on essential background, which is necessary for understanding concrete psychotherapy theories. Course brings answers on following questions: What is the role of psychotherapy, and how does it relate to psychological practice? Are some theories more valid than others? How does psychotherapy work? What questions and communication skills can help to be good therapist? How does a new practitioner choose a psychotherapy orientation?	
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. First psychological session. 6. Psychoanalytic and Psychodynamic psychotherapy 7. Cognitive Behavioral therapy 8. Person centered therapy. Seminar lesson:	

In the first seminar lesson, each student selects the psychotherapy book which he/she will read and present in class. For seminar lesson the student will prepare 20 minutes presentation about selected book, personal understanding of book, relevant associations, criticism and interesting examples or knowleages from 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.

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 theraoy in a Nutshell. SAGE publication.

Michael Neenan, Windy Drydem (2006) Rational Emotive Bahaviour 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

Course assessment

Total number of assessed students: 496

A	B	C	D	E	FX
45.16	27.02	16.13	8.27	1.81	1.61

Provides: Mgr. Monika Hricová, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PTR/08	Course name: Market and Advertisement Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KPS/PPR/08	
Conditions for course completion: 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. Completion of 80% (lectures and seminars). 4. Final exam: written test - 60 points, minimum 31 points 40% continuous assessment (minimum 21 points), 60% of the final assessment (minimum 31 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	
Learning outcomes: 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.	
Brief outline of the course: 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.	
Recommended literature: 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					
Course assessment Total number of assessed students: 228					
A	B	C	D	E	FX
40.35	27.19	24.56	7.02	0.88	0.0
Provides: doc. PhDr. Margita Mesárošová, CSc.					
Date of last modification: 24.02.2017					
Approved: Guarantee prof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ PTVO/08	Course name: Psychology of Creativity
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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	
Learning outcomes: 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.	
Brief outline of the course: 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.	
Recommended literature: 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 Požiūris 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.	

Robert J. Sternberg (2003) *Wisdom, Intelligence, and Creativity Synthesized*. Contributors: Cambridge, England. Cambridge University Press.
 R. Keith Sawyer, Vera John-Steiner, Seana Moran, Robert J. Sternberg, David Henry Feldman, Jeanne Nakamura, Mihaly Csikszentmihalyi. (2003). *Creativity and Development*. New York: Oxford University Press.
 Patti Drapeau (2014) *Sparkling Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving*. Alexandria, VA. ASCD.

Course language:

Slovak language

Course assessment

Total number of assessed students: 16

A	B	C	D	E	FX
81.25	6.25	6.25	0.0	6.25	0.0

Provides: doc. PhDr. Margita Mesárošová, CSc.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PZC/09	Course name: Human-Oriented Approach in Counselling and Psychotherapy
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: (KPS/PTER/08)	
Conditions for course completion:	
Learning outcomes: To convey the theoretical background and the audience examples of practical application of Client centered psychotherapy	
Brief outline of the course: CCC in the system of other psychotherapeutic approaches CCT as part of humanistic psychology History, periodization of approach development The current state and direction in Slovakia and abroad Philosophical and psychological view of CCT The theory of personality and etiopathogenesis of disorders 19 postulates of the theory of personality according CCT Actualization Recent trends in the understanding of the theory of personality and actualization Theory of the psychotherapy and therapeutic changes Six necessary and sufficient conditions of therapeutic conditions Cooperation of congruence, acceptance and empathy. Characteristics of congruence, inner and outer congruency (transparency) Characteristics of acceptance Empathy as one of the necessary and sufficient conditions for psychotherapeutic change Four levels of empathic responses The difference between empathy and sympathy Types of empathic responses Empathy features Empathetic reactions and processes of empathy Working at depths of relationship. Variables on the client and therapist associated with the effectiveness of the CCT intervention, Characteristics of the psychotherapeutic process Seven stages of psychotherapeutic process Changes in attitude to each other, personality, behavior as a result of psychotherapeutic action Fully functioning personality and its characteristics	

Five stages of the psychotherapeutic process
 Proven effective factors of psychotherapy
 Conditions on the client side
 Conditions on the psychotherapist side
 Ethical principles of psychotherapy
 Process of changes in small and large group's adventure
 Features large and small adventure groups
 15 stages of changes of encounter
 Specific forms of CCT - pretherapy (specific approach for autistic children).

Recommended literature:

- Barrett – Lennard, G. T.: Carl Rogers' Helping system: Journey and Substance. London: Sage 1998.
- Bozarth, J. D., Wilkins, P. (eds): Rogers' Therapeutic Conditions: evolution, theory and practice. Vol. 3. Unconditional Positive Regard. Ross-on-Wye, PCCS Books 2001.
- Brodley, B. T.: Client-Initiated Homework in Client-Centered Therapy. *Journal of Psychotherapy Integration*. 2006, Vol. 16, No. 2, 140–161.
- Cepeda, L. S., Davenport, D. S.: Person-centered and solution-focused brief therapy: An integration of present and future awareness. *Psychotherapy: Theory, Research and Practice*. 2006, Vol. 43, No. 1, 1–12.
- Cooper, M.: Person-Centered Therapy: the growing edge. *Therapy Today*. 2007, Vol. 18, No 6, 33-36.
- Elliott, R., Greenberg, L. S.: The Essence of Process-Experiential/Emotion-Focused Therapy. *American Journal of Psychotherapy*. 2007, Vol. 61, No. 3., 241-255.
- Elliott, R., Freire, E.: Classical Person-Centered and experiential perspectives on Rogers' (1957). *Psychotherapy: Theory, Research, Practice, Training*. 2007, Vol. 44, No. 3, 285–288.
- Glyn, T.: Facilitate First Thyself: The Person-Centered Dimension of Facilitator Education. *Journal of Experiential Education*. 2008, Volume 31, No. 2. 168–188.
- Kirschenbaum, H. Jourdan, A.: The current status of Carl Rogers and the Person – centered approach. *Psychotherapy: Theory, Research, Practice, Training*. 2005, Vol. 42, No. 1, 37–51.
- Lietaer, G.: The United Colors of Person-Centered and Experiential psychotherapies. *Person-Centered and Experiential Psychotherpies*. 2002, Vo 11, No 1 - 2, 4-13.
- Mearns, D., Cooper, M.: *Working at Relational Depth*. London, Sage 2005.
- Mearns, D., Thorne, B.: *Person-Centered Counselling in Action* (3rd ed.) London, Sage 2007.
- Motschnig, P. R., Lux, M.: The person-centered approach meets neuroscience: Mutual support for C. R. Rogers's and A. Damasio's theories. *Journal of Humanistic Psychology*. 2008, Vol 48, No 3, 287-319.
- Rogers, C. R.: *Counseling and Psychotherapy: Newer Concepts in Practice*. Boston: Houghton Mifflin 1942.
- Rogers, C. R.: The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*. 1957, 21, 2, 95-103.
- Rogers, C. R.: 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.
- Rogers, C. R.: The actualizing tendency inrelation to motives and to consciousness. In: Jones, M. (Ed): *Nebraska Symposium on Motivation*. Lincoln. Ne, University of Nebraska Press, 1963, 1-24.
- Rogers, C. R.: *The Therapeutic Relationship and Its Impact*. Madison, WI: University of Wisconsin Press 1967.
- Rogers, C. R.: Reflections of feeling. *Person-Centered Rewiew*. 1986, 1.375-377.

Seeman, J. : Perspectives in client-centered therapy. In: Wolman, B.(ed.): Handbook Of Clinical Psychology. New York: McGraw Hill 1965.
Watson, J. C.: A reflection on the blending of Person-centered therapy and Solution-focused therapy. Psychotherapy: Theory, Research, Practice, Training. 2006, Vol. 43, No. 1, 13-15.

Course language:

English language

Course assessment

Total number of assessed students: 265

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: 16.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ ROD/09	Course name: Psychology of Family
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 1 Per study period: 28 / 14 Course method: present	
Number of credits: 5	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Elaboration, presentation and surrender semester work on a predetermined theme and active participation in the preparation and presentation of the group is a prerequisite for admission to the examination. 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	
Learning outcomes: Understand multifactoring conditional processes of family as a system. Bring opportunities for prevention of negative phenomena in the family.	
Brief outline of the course: 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-only 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:

Bray, J.H., (Editor), Stanton, M..The Wiley-Blackwell Handbook of Family Psychology 1st Edition. ISBN-13: 000-1118344642 (ISBN-10: 1118344642)

Pinsof, W.M., Lebow, J., L.. Family Psychology. The Art of the Science. Oxford Textbooks in Clinical Psychology.

John W. Thoburn and Thomas L. Sexton. Family Psychology. Theory, Research, and Practice. Praeger, 2015

Course language:

Slovak language and English language

Course assessment

Total number of assessed students: 280

A	B	C	D	E	FX
61.79	31.79	4.29	1.07	0.36	0.71

Provides: doc. PhDr. Beáta Ráczová, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ROR/08	Course name: Rorschach Method
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present	
Number of credits: 5	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KPS/KLP/08	
Conditions for course completion: 1. Each student has to prepare two written case studies in RoR 2. Final exam (both, written and oral)	
Learning outcomes: 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)	
Brief outline of the course: 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. Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p.125 - 130, 134 - 146	

8. Structural summary. Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 147 - 157 9. Basics of interpretation: Principles. Exner's approach to interpretation Ror: clusters Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 217 - 230					
Recommended literature: Exner, J. E. (2002). The Rorschach, A comprehensive system, Vol. 1, Basic Foundations (4th edition). New York: Wiley.					
Course language:					
Course assessment Total number of assessed students: 295					
A	B	C	D	E	FX
27.46	52.2	20.0	0.34	0.0	0.0
Provides: doc. PhDr. Ján Ferjenčík, CSc.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ SEX/12	Course name: Human Sexuality
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of credits: 4	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: active participating on seminars, exam 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	
Learning outcomes:	
Brief outline of the course: Mainstream psychological approaches to gender and sexuality The biological basis of human sexuality Psychological processes related to sexuality Patterns of sexual behaviour — heterosexuality Personality and sexual behaviour Sexuality and ageing -Changes in sexual behaviour with age Homosexuality and other sexual minorities Sexual problems - Assessing people with sexual problems. Helping people with sexual problems Sexual aspects of fertility, fertility control and infertility Methodological and Conceptual Issues in the Study of Sexuality in Close Relationships Love and Sexuality. Emotions and Sexuality Personality and Sexuality: Empirical Relations and an Integrative Theoretical Model Sexuality and Communication in Close Relationships Factors Affecting Sexual Decisions in the Premarital Relationships of Adolescents and Young Adults Extradyadic Relationships and Sexual Jealousy Sexual Violence and Coercion in Close Relationships Sexuality in Homosexual and Heterosexual Couples	
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

Course assessment

Total number of assessed students: 184

A	B	C	D	E	FX
98.91	0.0	0.54	0.54	0.0	0.0

Provides:

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ SKLIN/15	Course name: Clinical Psychology
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of credits: 3	
Recommended semester/trimester of the course:	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course: 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 (emotions, will) and personality 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 Bennet P.: Abnormal and clinical psychology, 2011	
Recommended literature:	

Course language: English					
Course assessment Total number of assessed students: 52					
A	B	C	D	E	FX
65.38	5.77	11.54	11.54	1.92	3.85
Provides:					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/ SKOP/08	Course name: School Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KPS/PDE/08	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course: 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

Course language:

Course assessment

Total number of assessed students: 111

A	B	C	D	E	FX
80.18	16.22	3.6	0.0	0.0	0.0

Provides: doc. PhDr. Beata Gajdošová, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPS/ SPOR/15		Course name: Counselling and School Psychology			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of credits: 3					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Course assessment Total number of assessed students: 12					
A	B	C	D	E	FX
50.0	25.0	16.67	0.0	0.0	8.33
Provides:					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPS/ SPRAC/15		Course name: Psychology of Work and Organisations			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of credits: 3					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Course assessment Total number of assessed students: 29					
A	B	C	D	E	FX
31.03	48.28	17.24	3.45	0.0	0.0
Provides:					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/STA2/08	Course name: Statistics 2
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 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.)	
Learning outcomes: 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.	
Brief outline of the course: 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

Course assessment

Total number of assessed students: 510

A	B	C	D	E	FX
22.35	21.57	20.78	16.86	14.12	4.31

Provides: doc. PhDr. Ján Ferjenčík, CSc., Ing. Mgr. Jozef Bavoľár, PhD.

Date of last modification: 24.02.2017

Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice							
Faculty: Faculty of Arts							
Course ID: ÚTVŠ/ TVa/11		Course name: Sports Activities I.					
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present							
Number of credits: 2							
Recommended semester/trimester of the course: 1., 3.							
Course level: I., I.II., II.							
Prerequisites:							
Conditions for course completion:							
Learning outcomes:							
Brief outline of the course:							
Recommended literature:							
Course language:							
Course assessment Total number of assessed students: 10457							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
88.25	0.0	0.0	0.0	0.0	0.02	7.81	3.92
Provides: Mgr. Peter Bakalár, PhD., Mgr. Dana Dračková, PhD., Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, Mgr. Zuzana Küchelová, PhD., PaedDr. Jana Potočnicková, PhD., doc. PaedDr. Ivan Uher, PhD., Mgr. Marek Valanský, prof. RNDr. Stanislav Vokál, DrSc., Mgr. Aurel Zelko, PhD., Mgr. Marcel Čurgali, doc. PhDr. Ivan Šulc, CSc.							
Date of last modification: 23.02.2017							
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.							

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice							
Faculty: Faculty of Arts							
Course ID: ÚTVŠ/ TVb/11		Course name: Sports Activities II.					
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present							
Number of credits: 2							
Recommended semester/trimester of the course: 2., 4.							
Course level: I., I.II., II.							
Prerequisites:							
Conditions for course completion:							
Learning outcomes:							
Brief outline of the course:							
Recommended literature:							
Course language:							
Course assessment Total number of assessed students: 9779							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
85.09	0.61	0.02	0.0	0.0	0.02	10.36	3.9
Provides: Mgr. Peter Bakalár, PhD., Mgr. Dana Dračková, PhD., Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, Mgr. Zuzana Küchelová, PhD., PaedDr. Jana Potočnicková, PhD., doc. PaedDr. Ivan Uher, PhD., Mgr. Marek Valanský, prof. RNDr. Stanislav Vokál, DrSc., Mgr. Aurel Zelko, PhD., Mgr. Marcel Čurgali, doc. PhDr. Ivan Šulc, CSc.							
Date of last modification: 23.02.2017							
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.							

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPS/ VKLP/16		Course name: Research in Clinical Psychology			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present					
Number of credits: 4					
Recommended semester/trimester of the course: 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion: Written exam (max. 100 points). For A is needed min. 90 points, for B 80 - 89, for C 70 - 79, for D 60 - 69, for E 51 - 59.					
Learning outcomes: To familiarize students with nature of clinical research using the quantitative and qualitative approach in this sphere of empirical research.					
Brief outline of the course: Basic questions of research in clinical psychology. Ethical issues of clinical research. Introduction - the research process. Research project: Formulation of research questions, hypothesis testing, literature review, variables, sampling in clinical research. Foundations of quantitative approach - measurement (scaling, reliability, validity). Foundation of qualitative approach - case studies, phenomenological approaches, grounded theory. Instrumentation.					
Recommended literature: 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.					
Course language: English					
Course assessment Total number of assessed students: 18					
A	B	C	D	E	FX
88.89	11.11	0.0	0.0	0.0	0.0
Provides: prof. PhDr. Ladislav Lovaš, CSc.					
Date of last modification: 24.02.2017					
Approved: Guaranteeprof. PhDr. Ladislav Lovaš, CSc.					