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COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/APSŠP/16	Course name: Aggressive and Problem Behaviour of Pupils: Prevention and Intervention in School Psychology
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: N	
Prerequisites:	
Conditions for course completion: Condition for passing the course is active participation in the attendance form of learning, self-study recommended literature and elaboration in the form of case studies respectively. presentation of the findings of a current research study on the topics covered.	
Learning outcomes: After completing the course, students will acquire knowledge and skills that allow them to understand and in practical situations to prevent or. to solve problematic and aggressive behavior of students in the school environment. Passing the subject will extend their professional competence and practical application.	
Brief outline of the course: The subject is taught with an emphasis on the activity and independence of students. It is based on current scientific knowledge and strives for the maximum connection of current knowledge with the solution of practical situations. 1. Definition of aggressive behavior. Concepts of aggression vs. aggressiveness. Theoretical approaches to aggression. Causes and factors of aggressive behavior. Violence at school and in the family. Bullying. 2. Psychology of problem students. Problems resulting from disturbed behavior. Problems arising from group relationships. Adolescent lifestyle issues. Problems resulting from impaired emotional experience. 3. Solving problematic and aggressive behavior in the school environment. School classroom management, group preventive and intervention work with the classroom. Crisis intervention. Individual and group counseling, therapy. Work with parents of problem students. Principles of interviewing a parent. Cooperation with other experts. 4. Prevention of aggressive and problematic behavior at school. Classroom and school climate, school prevention programs. Stress management in the school environment.	
Recommended literature: Vágnerová, M. (2005). Školní poradenská psychologie pro pedagogy. Praha: Karolinum. Fontana, D. (2003). Psychologie ve školní praxi. Praha: Portál. Train, A. (2001). Nejčastější poruchy chování dětí. Jak je rozpoznat a kdy se obrátit na odborníka. Praha: Portál.	

Čáp, J., Mareš, J. (2007). Psychologie pro učitele. Praha. Portál
 Braun, R., Marková, D., Novačková, J. (2014). Praktikum školní psychologie. Praha: Portál.
 Matoušek, O., Matoušková, A. (2011). Mládež a delikvence. Možné příčiny, současná struktura, programy prevence kriminality mládeže. Praha: Portál.

Course language:

Notes:

Course assessment

Total number of assessed students: 14

abs	n
100.0	0.0

Provides: PhDr. Anna Janovská, PhD.

Date of last modification: 17.02.2021

Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/KPŠP/16	Course name: Career Counselling in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: N	
Prerequisites:	
Conditions for course completion: the student should choose one of the following options: Elaboration of research related to career issues in the journal Psychology and Pathopsychology of the Child and Czechoslovak Psychology for the last 10 years Equipment of research related to career issues in the journal School Psychologist schoolCreating your career education program for high school	
Learning outcomes: To convey to students the theoretical basis of the work of a school psychologist in the field of professional orientation, to point out the specifics of psychological approach, to mediate orientation in the field of national and international history and cooperation in the field, to offer methods of work of school psychologist. to make available specific methods in the theoretical and practical level on the basis of connecting knowledge from different areas of psychology, to achieve the creation of basic skills in their use, to lead students to use creative methods of work in the professional field and to achieve their application at the required level with emphasis on development of professional skills in the subject necessary for quality application of the graduate in practice, ie in the position of school psychologist in schools.	
Brief outline of the course: Career development as a lifelong process (holistic approach, eu concepts, history in Slovakia and the international context, concepts of professional development) Choice of profession as a life development task, Career development services: Education for career choice and work, Professional career orientation, Career counseling (consultation , counseling, psychotherapy at the individual and group level in terms of sources and causes of career immaturity).	
Recommended literature: Vendel, Š. (2008). Kariérní poradenství. Praha: Grada. ISBN 978-80-247-1731-9 Lepeňová, D., Hargašová, M. Kariéra v meniacom sa svete. Kariérová výchova a kariérové poradenstvo pre žiakov. Bratislava: Metodicko poradenské centrum. Siegel, Z.: Jak úspěšně hledat a získat zaměstnání. Praha, Grada 2005 Braun, R., Marková, D., Nováčková, J. (2014). Praktikum školní psychologie. Praha: Portál. ISBN 978-80-262-0176-2 Štech, S., Zapletalová, J. (2013) Úvod do školní psychologie. Praha: Portál	

Capuzzi, D., Stauffer, M. D. (Eds.). Career Counselling. Foundations, Perspectives, and Applications. New York: Routledge, 2019.

Košťálová, H.; Cudlínová, M. Praktický průvodce kariérového poradce pro 21. století. Praha: EKS, 2015.

Kariérové poradenstvo v teórii a praxi. Elektronický časopis. Dostupné na: www.saaic.sk/casopiskp.html

Course language:

Notes:

Course assessment

Total number of assessed students: 15

abs	n
100.0	0.0

Provides: doc. PhDr. Beata Gajdošová, PhD.

Date of last modification: 17.02.2021

Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/KŠP/16	Course name: Consultancy in School Psychology Practice and School Systems
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: N	
Prerequisites:	
Conditions for course completion: active participation in the subject and successful completion of the examination colloquium	
Learning outcomes: To provide students with the theoretical basis of the work of a school psychologist in the field of counseling, to point out its specifics in comparison with other intervention approaches, to convey practical examples of possibilities and approaches in counseling and to point out its advantages and limits. to offer methods of work of a school psychologist, which lead to increased its effectiveness, independence, responsibility, to make available specific methods in theoretical and practical level based on the connection of knowledge from different areas of psychology, to achieve basic skills in their use, to lead students to use creative methods of work in consulting area and to achieve that their application is practically mastered at the required level with emphasis on the development of professional skills in the subject needed for quality application of the graduate in practice, ie in the position of school psychologist in schools.	
Brief outline of the course: Place of consulting activity in the work of a school psychologist Specification of consulting activity as an intervention activity in the work of a school psychologist Types of consultations Aims of consulting activity advantages and limits	
Recommended literature: Štech, S., Zapletalová, J. Úvod do školní psychologie. Portál, s.r.o., Praha 2013. Hvozdík, Ján: Základy školskej psychológie. Košice, FF UPJŠ 2017 Umiestnenie: https://unibook.upjs.sk/sk/13-psychologia Prednášky Orosová, O. a kol: Psychológia a pedagogická psychológia 1. Košice: UPJŠ, 2005. Braun, R., Marková, D., Nováčková, J. (2014). Praktikum školní psychologie. Praha: Portál. ISBN 978-80-262-0176-2	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 15	
abs	n
100.0	0.0
Provides: doc. PhDr. Stanislav Hvozdík, CSc., doc. PhDr. Beata Gajdošová, PhD.	
Date of last modification: 17.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/ATRŠP/16	Course name: Contemporary Trends in School Psychology Development
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: N	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 15	
abs	n
100.0	0.0
Provides: prof. PhDr. Margita Mesárošová, CSc.	
Date of last modification: 10.09.2017	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PsTŠP/16	Course name: Counselling and Psychotherapy for School Psychologists
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: N	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 15	
abs	n
100.0	0.0
Provides: Mgr. Ondrej Kalina, PhD., doc. PhDr. Beata Gajdošová, PhD.	
Date of last modification: 10.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/KRŠP/16	Course name: Crisis Intervention in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: N	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 14	
abs	n
100.0	0.0
Provides: Mgr. Ondrej Kalina, PhD.	
Date of last modification: 10.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/SZPb/ ŠP/16	Course name: Final Thesis Seminar
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: The condition for granting the evaluation is the processed theoretical part of the DP and compliance with the time plan for the preparation and implementation of data collection according to the research plan.	
Learning outcomes: Elaboration of the theoretical part of the dissertation, preparation and implementation of the time schedule for data collection of the final work and their processing.	
Brief outline of the course: DIRECTIVE no. 1/2011 on the basic requirements of final theses, rigorous theses and habilitation theses, their publication and making available during their storage and control of originality valid for UUPJŠ in Košice and its components Preparation of the theoretical part of the dissertation. Preparation and implementation of data collection according to the research plan.	
Recommended literature: Katuščák, D. Ako písať záverečné a kvalifikačné práce. Enigma, Nitra, 2004. Meško, D., Katuščák, D. a kol.: Akademická príručka. Martin: Osveta 2005.	
Course language:	
Notes:	
Course assessment Total number of assessed students: 14	
abs	n
100.0	0.0
Provides:	
Date of last modification: 17.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPPaPZ/ZPOŠP/16		Course name: Final Thesis and its Defense in Specialisation "School Psychologist"			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: combined					
Number of ECTS credits: 14					
Recommended semester/trimester of the course:					
Course level: N					
Prerequisites:					
Conditions for course completion: Obtaining the required number of credits in the prescribed composition by the study plan.					
Learning outcomes: Verification of acquired competencies of the student in accordance with the profile of the graduate.					
Brief outline of the course: Presentation of the final thesis, answering the opponent's questions and answering the questions of the members of the examination commission.					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 13					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Provides:					
Date of last modification: 17.02.2021					
Approved: prof. PhDr. Margita Mesárošová, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PaOSP/19	Course name: Legal and organizational aspects in the work of school psychologist
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: completion of lectures and elaboration of assignments	
Learning outcomes: The key task of this course is to acquaint future school psychologists with the basic legal regulations concerning the work of a school psychologist, to acquaint them with the job description and professional competencies of a school psychologist and its limits, as well as with the definition of his role in the school system. The aim of the course is also to acquaint about the need and possibilities of cooperation with other experts and institutions. Learning outcomes: The graduate of the course can: <ul style="list-style-type: none"> - define and interpret in their own words the basic concepts of the field, - understand curators and curative work and the social protection of children and young people, - understand the essence of human rights, the approach to the protection of human rights in the school system, - identify the basics of criminal responsibility in a group of students, - present a view of individual socio-pathological phenomena in a group of students, - discuss parental rights and responsibilities, their content and importance in working in the school system, - identify personal data that require special protection and consent to their processing, - present and propose solutions to specific cases of vulnerable individuals and groups in society. - understand the protection of personality in the school system, - gain an orientation in liability for damage in the school system. 	
Brief outline of the course: Basic legal regulations and guidelines concerning the field of activity of a school psychologist <ul style="list-style-type: none"> - Cooperation of the school psychologist with other experts and institutions - Cooperation with social workers in the field of social work, social protection - UPSVaR and the municipality. - Legislative framework of social protection, subject and content, rights and obligations and their application in the school system. - Exercise of parental rights and responsibilities in the school system, representation and the right to information. 	

<ul style="list-style-type: none"> - Protection of personality, good name and reputation. - Protection of personal data in the school system, consent to the processing of personal data, archiving and shredding. - Criminal liability and liability for damage. - Liability for damage to the employer and employee. 	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 0	
abs	n
0.0	0.0
Provides:	
Date of last modification: 14.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/MPSP/19	Course name: Mediation in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in teaching, participation in discussions and completing of assigned individual and group activities according to the instructions of the teacher. Current adjustments to the implementation of the course in connection with the current order of the Rector are published in the electronic board of the course.	
Learning outcomes: The key task of this course is to acquaint future school psychologists with the specifics school mediation, to offer up-to-date information on implemented mediation programs and projects in Slovakia and to approach the work as well as the training of a peer mediator at school, thus providing an opportunity for the development of professional skills. The basis is understanding of conflict theory, how to resolve conflict situations and basic principles school mediation. The space for open discussion allows students to share mutual experiences and complements them with teacher feedback. The overlap of the curriculum is evident in many subjects in the field of psychological theory and practice, as well as with a subject focused on legal and organizational aspects in the work of a school psychologist.	
Brief outline of the course:	
Recommended literature: BEDNAŘÍK, A. 2001. Riešenie konfliktov. Príručka pre pedagógov a pracovníkov s mládežou. Vyd. 1. Bratislava: Centrum prevencie a riešenia konfliktov. 201 s. ISBN 80-968095-4-7, http://www.pdcs.sk/sk/publikacie/riesenie-konfliktov.html BIELESZOVÁ, D. 2017. Školská a rovesnícka mediácia. Riešenie konfliktov v školách a školských zariadeniach. Vyd. 1. Bratislava: Wolters Kluwer. 272 s. BIELESZOVÁ, D. 2013. Rovesnícka mediácia - zmierovanie prostredníctvom rovesníckych mediátorov. Vyd. 1. Bratislava: Iura Edition spol., s.r.o. 100 s. BIELESZOVÁ, D. 2012. Školská mediácia – riešenie konfliktov a sporov zmierovaním. Vyd. 1. Bratislava: Iura Edition spol., s.r.o. 90 s. BRATSKÁ, M.- ĎURIČ, L. 1992. Vieme riešiť záťažové situácie? Bratislava: SPN, 151 s. ISBN 80-7094-292-4. KŘIVOHLAVÝ, J. 2008. Konflikty medzi lidmi. 2. vyd. Praha: Portál, 2008. 189 s. ISBN 978-80-7367-407-6.	

<p>WILMOT, W.W.-HOCKEROVÁ, J. L. 2004. Interpersonálny konflikt. Bratislava: Ikar, 2004. 495 s.</p> <p>Elektronické dokumenty a internetové stránky:</p> <p>MARTINKOVÁ, J. 2014. Riešenie školských konfliktov mediáciou. Osvedčená pedagogická skúsenosť edukačnej praxe. Bratislava: Metodicko-pedagogické centrum, 34 s., https://mpc-edu.sk/sites/default/files/projekty/vystup/7_ops_martinkova_jana_-_riesenie_skolskych_konfliktov_mediaciou.pdf</p> <p>HAVRANEKOVÁ, I. 2011. Mediácia v školskom prostredí. [online]. Dostupné na internete: http://www.najpravo.sk/clanky/mediacia-v-skolskom-prostredi.html</p> <p>MARUŠICOVÁ, L., KLINCKOVÁ, E. 2012. Alternatívne spôsoby riešenia sporov. [online]. Dostupné na internete: http://www.sbagency.sk/sites/default/files/alternativne_sposoby_riesenia_sporov.pdf https://www.skolska-mediacia.sk/</p> <p>Zákony:</p> <ol style="list-style-type: none"> 1. Zákon č.245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. 2. Zákon č.420/2004 Z. z. o mediácii a o doplnení niektorých zákonov. 3. Zákon č.141/2010 Z. z. ktorým sa mení a dopĺňa zákon č.420/2004 o mediácii. 					
<p>Course language: slovak</p>					
<p>Notes:</p>					
<p>Course assessment Total number of assessed students: 0</p> <table> <tr> <th>abs</th><th>n</th></tr> <tr> <td>0.0</td><td>0.0</td></tr> </table>		abs	n	0.0	0.0
abs	n				
0.0	0.0				
<p>Provides: Mgr. Lucia Barbierik, PhD., PhDr. Anna Janovská, PhD.</p>					
<p>Date of last modification: 16.02.2021</p>					
<p>Approved: prof. PhDr. Margita Mesárošová, CSc.</p>					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PPŠP/16	Course name: Positive Psychology in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: N	
Prerequisites:	
Conditions for course completion: Assessment consist of two parts. The first part consists of active participation in activities and discussion with an emphasis on supporting creative and critical thinking. The second part consists of an assignment on a specified topic. The topic of the assignment is always communicated at the beginning of the course and published in the electronic noticeboard.	
Learning outcomes: Students will gain a basic overview of a rapidly evolving field of theory and application of positive psychology in the field of school environment. The emphasis is on reflection and critical thinking when discussing individual topics and applying knowledge from already completed psychological disciplines.	
Brief outline of the course:	
Recommended literature: Brewer, M. B, Hwestone, M: Emotion and Motivation, Blackwell, 2004 Deci, E., Ryan R. M., Handbook of Self – Determination Reasearch, Rochester, 2002 Křivohlavý, J.: Pozitivní psychologie. Praha, Portál, 2003, s..319-444. Křivohlavý, J.: Psychologie vděčnosti a nevďčnosti. Praha, Grada, 2007 McAdams, D. P., The Person, New York, 2002 Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.). (2000). Positive psychology [Special issue] American Psychologist, 55(1). Říčan, P.: Psychologie náboženství a spirituality, Praha, Portál, 2007 Slezáčková, A.:Pruvodce pozitivní psychologií, Praha, Grada, 2012	
Course language:	
Notes:	
Course assessment Total number of assessed students: 30	
abs	n
100.0	0.0

Provides: Mgr. Jozef Benka, PhD. et PhD.
Date of last modification: 18.02.2021
Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PrevŠP/16	Course name: Prevention Activity in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in lessons, participation in discussions and completing of assigned individual and group activities according to the instructions of the teacher. Current adjustments to the implementation of the course in connection with the current order of the Rector are listed in the electronic bulletin of the course.	
Learning outcomes: To provide students with more detailed information on the psychological aspects of drug prevention through an interesting, engaging explanation of theory as well as practice. Develop competences for teaching work in the field of school drug prevention programs also thanks to the use of experiential methods in teaching and thus offer the possibility of developing professional skills in the work of a school psychologist. As students are graduates of the second level of university studies with many practical experiences in various fields, the course provides a space for open communication with students, sharing practical experiences as well as providing feedback to teachers. The overlap of the curriculum affects many areas within the study plan, especially subjects related to psychodiagnostics, counseling and psychotherapy, crisis intervention, psychology of health and illness, ethical principles in the work of a school psychologist, etc.	
Brief outline of the course: Psychosocial contexts of risky behavior. Theoretical models in the prevention of risky behavior. Effective prevention of risky behavior in primary and secondary school students. The personality of a teacher / school psychologist as a prevention coordinator in primary and secondary schools. Evaluation of the effectiveness of prevention programs.	
Recommended literature: Orosová, O. a kol. (2012). Základy prevencie užívania drog a problematickeho používania internetu v školskej praxi. Košice: UPJŠ. Sloboda, Z., & Bukoski, J. (Eds.). (2006). Handbook of Drug Abuse Prevention: Theory, Science, and Practice. New York: Springer Nešpor, K., Csémy, L., Pernicová, H. (1999). Zásady efektivní primární prevence. Praha, Sportpropag	

<p>Miovský, M. Skácelová, L., Zapletalová, J., Novák, P. (2010). Primární prevence rizikového chování ve školství. Praha, Sdružení SCAN, Centrum Adiktologie, Psychiatrická klinika 1.LF UK v Praze a VFN v Praze</p> <p>Miovský, M. a kol. (2012). Výkladový slovník základných pojmů školské prevence rizikového chování. Praha: Klinika Adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze.</p>	
<p>Course language: slovak</p>	
<p>Notes:</p>	
<p>Course assessment Total number of assessed students: 14</p>	
abs	n
100.0	0.0
<p>Provides: Mgr. Marta Dobrowolska Kulanová, PhD., Mgr. Lucia Barbierik, PhD.</p>	
<p>Date of last modification: 16.02.2021</p>	
<p>Approved: prof. PhDr. Margita Mesárošová, CSc.</p>	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/EŠP/16	Course name: Professional Ethics of a School Psychologist
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in lessons, participation in discussions and implementation of assigned individual and group activities according to the instructions of the teacher. Current adjustments to the implementation of the course in connection with the current order of the Rector and the exact criteria and method of evaluation are listed in the electronic board of the course.	
Learning outcomes: Getting acquainted with psychological ethics and ethics of educational counselor as one of the branch types of professional ethics, the subject of which is a theoretical reflection of ethical and moral issues of psychological profession and function of educational counselor (including formulation of moral values, principles and norms of psychological profession in the form of codes of ethics) and on the other hand, it includes the search for answers or solutions to practical moral problems. Students have the opportunity to freely discuss moral and ethical issues that they have experienced in practice or expect in the work of a school psychologist, which encourages their critical thinking. Teaching uses several methods, while the knowledge is presented in the form of an interesting explanation and supplemented by experiential activities. Students will gain knowledge and experience to solve personal moral and ethical problems in the practice of school psychologist as well as to use this issue in education and training, which supports the development of their professional skills. The basis of teacher ethics and the ethics of an educational counselor is an interdisciplinary approach based on the interaction of philosophy, ethics, pedagogy and psychology.	
Brief outline of the course: Emotions, emotional intelligence and the influence of emotions on personal and professional success, social intelligence, social competence, social communication, relationships, values, attitudes, morality in terms of psychology, moral reasoning, moral dilemmas and their solution in helping professions, work ethic of school psychologist, health psychology and burnout syndrome.	
Recommended literature: Plháková, A.: Učebnice obecné psychologie. Praha. Academia, 2003 Stuchlíková, I.: Základy psychologie emocí. Praha. Portál, 2007 Orosová, O.a kol: Psychológia a pedagogická psychológia 1. Košice: UPJŠ, 2005. Ráczová, Babinčák: Základy psychológie morálky Schulze, R. et al: Emoční intelgence. Praha.Portál, 2005	

Goleman, D.: Emoční inteligence. Praha. Columbus, 1997
 Wilding, CH. : Emoční inteligence. Vliv emocí na osobní a profesní úspěch. Grada, Praha 2010
 Výrost, Slaměník : Sociální psychologie (II. vydanie)
 Hayesová: Základy sociální psychologie
 Braun, Marková, Nováčková: Praktikum školní psychologie, Praha 2014
 Slovák, P.: Etické aspekty komunikácie s dospelievajúcimi z pohľadu pomáhajúcej profesie.
 In: MÁTEL, A. – SCHAVEL, M. – MÜHLPACHR, P. – ROMAN, T. 2010. Aplikovaná etika v sociálnej práci a v ďalších pomáhajúcich profesiách. Zborník z medzinárodnej vedeckej konferencie
 Komárková, Výrost, Slaměník: Aplikovaná sociální psychologie 3. Grada, Praha 2001
 Křivohlavý, J.: Psychologie zdraví. Portál, Praha 2001
 Kebza, V.: Psychosociální determinanty zdraví. Academia, Praha 2005

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 29

abs	n
100.0	0.0

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 16.02.2021

Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PsDgŠP/16	Course name: Psychodiagnostics in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 2.	
Course level: N	
Prerequisites:	
Conditions for course completion: The condition for completing the course is active participation in full-time teaching and a full-time exam (combination of written and oral exam) aimed at solving a specific problem - design and preparation of a diagnostic examination based on specific symptoms and difficulties.	
Learning outcomes: After completing the course, students will gain a basic overview of diagnostic methods used in school and counseling psychology of children and youth. They will be acquainted with diagnostic procedures and principles. They will be able to understand the diagnostic conclusions from psychological examinations as well as carry out an orientation psychological examination of the student.	
Brief outline of the course: The course is taught by a combination of theoretical and practical methods. It is focused on expanding professional competencies and application in the practice of a school psychologist. <ol style="list-style-type: none"> 1. Psychodiagnostics, methods of psychodiagnostics, psychometric properties and classification of psychodiagnostic methods. Specifics of psychodiagnostics of children and adolescents. 2. Clinical psychodiagnostic methods (observation, interview, anamnesis, product analysis. 3. Psychodiagnostic tests. Development scales. Intelligence tests. Tests of special abilities, knowledge and skills. Projective methods. Drawing techniques. Questionnaires. Personality tests. Assessment scales. 4. Special areas of child psychodiagnostics: diagnosis of intelligence disorders, sensory disorders and motor disorders, speech disorders, psychodiagnostics of organic CNS damage, attention and hyperactivity disorders, pervasive developmental disorders, psychosomatic disorders, neurotic and emotional disorders. 5. Diagnosis of school maturity, school failure and specific learning disabilities. 6. Psychodiagnostics in counseling in career development. 7. Psychodiagnostics of family, social relations, adaptation and deprivation. 8. Psychological documentation, report from psychological examination. Content and formal principles of writing a psychological finding. Viac o tomto zdrojovom texteNa získanie ďalších informácií o preklade sa vyžaduje zdrojový text Odoslať spätnú väzbu	

Bočné panely	
Recommended literature: Svoboda, M. (ed.), Krejčířová, D., Vágnerová, M. (2015). Psychodiagnostika dětí a dospívajících. Portál, Praha. Švancara, J. a kol. (1980). Diagnostika psychického vývoje. Praha: Avicenum.	
Course language:	
Notes:	
Course assessment Total number of assessed students: 31	
abs	n
100.0	0.0
Provides: PhDr. Anna Janovská, PhD.	
Date of last modification: 17.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PTŠP/16	Course name: Psychology of Creativity and Working with Gifted Students in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in lessons, participation in discussions and completing of assigned individual and group activities according to the instructions of the teacher. Any modifications to the implementation of the course in connection with the current order of the Rector will be available in the electronic board of the course.	
Learning outcomes: The key task of this course is to provide future school psychologists with current and quality information about the specifics of working with gifted also through understanding the basic factors and the process of creativity, clarify methods for identification of talent, focus on the support and development of talent in practice and thus ensure the possibility of developing professional skills. The teaching presents many current topics and encourages students to discuss practical problems arising not only in working with the gifted but also in the implementation of a creative-humanistic approach in education. The overlap of the curriculum is evident in many subjects in the field of psychological theory and practice.	
Brief outline of the course: Concept of creativity, brief history of creativity theory, social factors of creativity, psychological factors of creativity, biological factors of creativity, cognitive processes in creativity, creativity and cognitive style, development of creativity, methods of detecting creativity, methods of developing creativity, programs of developing creativity, identification of giftedness, work with gifted people, relationship of intelligence, creativity and benefit.	
Recommended literature: DACEY, J.S.- LENNON, K.H. (2000): Kreativita. Praha: Grada DOČKAL, V. (2006): Inteligencia a tvorivosť, tvorivé nadanie od intelektovej schopnosti po štruktúru osobnosti. In: KUSÁ, D. a kol. EDS. (2006): Zjavná a skrytá tvorivosť. Bratislava: Slovak Academic Press KUSÁ, D. a kol. EDS. (2006): Zjavná a skrytá tvorivosť. Bratislava: Slovak Academic Press KOLKOVÁ, S. (2000): Tvorivosť a jej rozvoj vo voľnočasových aktivitách detí (v školskom klube). Bratislava: Metodické centrum v Bratislave SZOBIOVÁ, E. (2004): Tvorivosť – Od záhady k poznaniu. Bratislava: Stimul - Centrum informatiky a vzdelávania FIF UK	

LOKŠOVÁ, I., - LOKŠA, J.: (2003): Tvořivé vyučování. Praha: Grada
 GROSS, M.U.M. (2009): Highly Gifted Young People: Development from Childhood to Adulthood. In: SHAVININA, L. (2009): International Handbook on Giftedness. Part one. Springer
 HŘÍBKOVÁ, L. (2009): Nadání a nadaní. Pedagogicko- psychologické přístupy, modely, výzkumy a jejich vztah ke školské praxi. Praha: Grada Publishing
 LAZNIBATOVÁ, J. (2004): Špecifiká vývinu a vzdelávania nadaných detí. In: Psychológia a patopsychológia dieťaťa, roč.39, č. 2-3
 LAZNIBATOVÁ, J. (2001): Nadané dieťa, jeho vývin, vzdelávanie a podporovanie. Bratislava: Iris
 MESÁROŠOVÁ, M. (1998): Nadané deti. Poznávanie a rozvíjanie ich osobnosti. Prešov: Manacon

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 30

abs	n
96.67	3.33

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 16.02.2021

Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PRŠP/16	Course name: Psychology of Family in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in seminars, preparation of a case study.	
Learning outcomes: The graduate of the course will understand the issues of family processes and other family factors and their relationship to the social and personality characteristics of the child. The graduate is able to consider various aspects of the family's influence on the child's development and apply the acquired knowledge of family psychology in the practice of a school psychologist. As part of the development of professional skills, they will practice an interview between a school psychologist and a problem parent.	
Brief outline of the course: <ul style="list-style-type: none"> - Family environment, parenting and its reflection in school. - Family as a system. - Education for marriage and parenthood. - Parent-child relationships from a developmental point of view. - The issue of the current family. Family versus society. - Problems of dysfunctional family. Complete, incomplete, supplemented and surrogate family. The impact of the family crisis (divorce, parental unemployment, conflicts, parental alcoholism, etc.) on the child. - CAN syndrome - Communication of a school psychologist with parents. 	
Recommended literature: Sobotková, I. (2007). Psychologie rodiny. Portál, Praha. Matoušek, O. (2003). Rodina jako instituce a vztahová síť. Slon, Praha. Matějček, Z. (2009) Výbor z díla. Karolinum, Praha. Matějček, Z. (2004). Psychologické eseje z konce kariéry. Karolinum, Praha. Bačíková, M.(2019). Psychológia rodičovskej kontroly. UPJŠ, Košice.	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 14	
abs	n
100.0	0.0
Provides: Mgr. Mária Bačíková, PhD.	
Date of last modification: 16.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/ PCHZŠP/16	Course name: Psychology of Health and Illness for School Psychologists
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: N	
Prerequisites:	
Conditions for course completion: Assessment consist of two parts. The first part consists of active participation in activities and discussion with an emphasis on supporting creative and critical thinking. The second part consists of an assignment on a specified topic. The topic of the assignment is always communicated at the beginning of the course and published in the electronic noticeboard.	
Learning outcomes: In the course, students will have the opportunity to obtain up-to-date and high-quality information from the field of health psychology and their possibilities of application in the school environment. The emphasis is on developing the ability to include new knowledge in a broader framework of one's own knowledge, with an emphasis on the broader context and the context of being able to critically evaluate them.	
Brief outline of the course: Current view of health and disease in the context of health psychology and in the context of school and school environment. Methods of health psychology. Coping with loads in school environments. Burn out syndrome. Health-promoting factors. Determinants of psychological well-being in a school environment. Lifestyle, health-related behaviour and health promotion. Risky behavior. Personality and health. Online health-related tutorials.	
Recommended literature: Kaptein, A et al: Health Psychology, Singapore: Blackwell Publishining Ltd, 2007 Křivohlavý, J.: Psychologie zdraví. Praha: Portál, 2001 Kebza, V.: Psychosociální determinanty zdraví. Praha: Academia, 2005 Křivohlavý, J.: Psychologie nemoci. Praha : Grada, 2002 Sarafino, E.P.: Health Psychology: Biopsychosocial Interactions, John Wiley & Sons, 2007 Taylor, E.: Health Psychology. Singapore: McGraw-Hill, 2006 Vollrath M.E.: Handbook of Personality and Health. Chichester: John Wiley & Sons, 2006	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 30	
abs	n
100.0	0.0
Provides: Mgr. Jozef Benka, PhD. et PhD.	
Date of last modification: 18.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/ PUVYŠP/16	Course name: Psychology of Learning and Educational Psychology in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: N	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 28	
abs	n
96.43	3.57
Provides: Mgr. Ondrej Kalina, PhD.	
Date of last modification: 10.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PPATŠP/16	Course name: Psychopathology, Child Development Disorders for School Psychologists
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1.	
Course level: N	
Prerequisites:	
Conditions for course completion: The condition for graduation is active participation in full-time teaching and elaboration of a case study consisting of a description of the case of a student with a problem / disorder, which were taken over within the subject and a proposal for a solution. At the same time, it is necessary to prove knowledge in the form of a written exam.	
Learning outcomes: After completing the course, students will acquire current knowledge about psychopathology and disorders of child development. This knowledge will expand their professional competencies and enable them to understand and help students, their parents and teachers. It will enable them to competently practice as a school psychologist.	
Brief outline of the course: The teaching of the subject is realized with an emphasis on an active approach with the support of independent work of students. Part of the teaching is open mutually respectful communication and discussion. The content of teaching is based on current knowledge of psychology and pathopsychology. <ol style="list-style-type: none"> 1. General principles of mental development as a basis for recognizing mental disorders in children and adolescents 2. Etiology of mental disorders and developmental disorders in children and adolescents 3. Psychology of sick and disabled children 4. Psychological aspects of psychosomatic disorders in childhood and adolescence 5. School ability and its disorders. Specific developmental learning and behavioral disorders 6. Speech disorders in children 7. Mental retardation and pervasive developmental disorders 8. Emotional and behavioral disorders in childhood and adolescence 9. Eating, excretion and sleep disorders in children 10. Problems caused by alcohol, addictive substances and gambling in childhood and adolescence 11. Psychosexual development and its disorders 12. Children at risk of the environment. CAN syndrome. Viac o tomto zdrojovom texteNa získanie ďalších informácií o preklade sa vyžaduje zdrojový text Odoslať spätnú väzbu	

Bočné panely	
Recommended literature: Alexitch, L. R. (2005). Applying social psychology to education. Social Psychology.–Ed.: Schneider F., Gruman J., Coutts L.–Sage Publications, Inc, 205-228. Fry, H., Ketteridge, S., & Marshall, S. (2008). A handbook for teaching and learning in higher education: Enhancing academic practice. Routledge. Mareš, J.: Pedagogická psychologie. Portál, 2013. Kniha psychologie. Universum, 2014 Čáp, J., Mareš, J.: Psychologie pro učitele. Praha: Portál 2007. Vágnerová, M.: Školní poradenská psychologie pro pedagogy. Praha: Karolinum 2005.	
Course language:	
Notes:	
Course assessment Total number of assessed students: 31	
abs	n
100.0	0.0
Provides: PhDr. Anna Janovská, PhD.	
Date of last modification: 17.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/VČŠP/16	Course name: Research Activity in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion: Active participation in seminars, elaboration of the assigned task	
Learning outcomes: The graduate of the course will gain information about research methodology with a focus both on quantitative and qualitative methods. Student will understand the possibilities of using research methods in the practice of a school psychologist. The graduate of the course will be able to carry out research in the school environment and present the results of the research to teachers and parents.	
Brief outline of the course: <ul style="list-style-type: none"> - introduction to the research methodology - research as a basis for valuable psychological analysis - questionnaire in the school environment - observation in the work of a school psychologist - possibilities of realization of experiment in school environment - use of qualitative methods in the work of a school psychologist - focus groups as a tool for obtaining information - interview as a tool for obtaining information - parents and teachers as a source of information - ethics of work with research findings - practical use of research findings in the work of a school psychologist 	
Recommended literature: Bačíková, M., Janovská, A., Orosová, O. Základy metodológie pedagogicko-psychologického výskumu. 2.doplnené vydanie. Šafárik Press, 2019. dostupné online: https://unibook.upjs.sk/img/cms/2019/FF/zaklady-metodologie-ped-psych-vyskumu-2-vyd-web.pdf Gavora, P. (2000): Úvod do pedagogického výzkumu. Paido, Brno. Miovský, M. (2006). Kvalitativní přístup a metody v psychologickém výzkumu. Grada, Praha.	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 14	
abs	n
100.0	0.0
Provides: Mgr. Mária Bačíková, PhD.	
Date of last modification: 16.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPPaPZ/ŠP/16		Course name: School Psychology			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: combined					
Number of ECTS credits: 1					
Recommended semester/trimester of the course:					
Course level: N					
Prerequisites:					
Conditions for course completion: Obtaining the required number of credits in the prescribed composition by the study plan.					
Learning outcomes: Verification of acquired competencies of the student in accordance with the profile of the graduate.					
Brief outline of the course: Current trends in the development of school psychology Ethics in the work of a school psychologist Psychology of health and disease for school psychologists Psychopathology, child development disorders for school psychologists Positive psychology in the work of a school psychologist Career counseling in the work of a school psychologist Crisis intervention in the work of a school psychologist psychotherapy for school psychologists Aggressive and problematic behavior of students: prevention and intervention in the work of a school psychologist Psychology of creativity and work with the gifted in the work of a school psychologist Psychology of learning and teaching in the work of a school psychologist Specific learning disorders, inclusion, integration in the work of a school psychologist Legal and organizational aspects in the work of a school psychologist Prevention activities in work of a school psychologist Research activity in the work of a school psychologist					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 13					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Provides:					
Date of last modification: 17.02.2021					
Approved: prof. PhDr. Margita Mesárošová, CSc.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/ŠPUŠP/16	Course name: Specific Learning Disorders, Inclusion, Integration in School Psychology Practice
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 12s Course method: combined	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 3.	
Course level: N	
Prerequisites:	
Conditions for course completion: Completion of the course is conditioned by participation in full-time teaching and processing of case studies of students with special educational needs.	
Learning outcomes: After completing the course, students will understand the concept of students with special educational needs, they will have knowledge about the causes of individual disorders, their manifestation in the school environment and the possibilities of intervention with emphasis on the activities of the school psychologist. The content of the course is designed so that the knowledge and skills acquired in it expand the professional competencies of students and increase their applicability in practice.	
Brief outline of the course: The teaching of the subject is based on current knowledge of psychology and special pedagogy, current methodological guidelines and legislation concerning pupils with special educational needs (SEP). It takes place by combining theoretical teaching with the analysis of practical cases and their solutions. Pupil with specific educational needs (SEP) Definition of the term and definitions of specific learning, integration and inclusion disorders. Pupil with specific educational needs (SEP) Identification and diagnosis of students with SEN, including specific learning disabilities. Methods of working with students with SEN in the school environment. Cooperation of a special pedagogue and a school psychologist in the education of pupils with SEP, a multidisciplinary team. Individual integration and inclusion in the school environment and the role of the school psychologist in working with students with SEN.	
Recommended literature: Vágnerová, M. 2004. Psychopatologie pro pomáhající profese. Praha: Portál Sabo, R., Pavlíková, O. Integrácia – podmienky, východiská, základné procesy. Bratislava: Metodicko poradenské centrum. ISBN 978-80-8052-359-6 Krčahová, E., Šestaková, S. 2012. Integrácia žiakov so špeciálnymi výchovno-vzdelávacími potrebami v bežnej škole. ISBN 978-80-8052-443-2	

Gatíal, V., Verešová, M., Čerešník, M., Malá, D. (2011). Spoznaj a pomôž. Špecifické metódy v práci školského psychológa. Nitra: Univerzita Konštatína Filozofa v Nitre, Pedagogická fakulta, Katedra pedagogickej a školskej psychológie.

Course language:

Notes:

Course assessment

Total number of assessed students: 15

abs	n
100.0	0.0

Provides:

Date of last modification: 17.02.2021

Approved: prof. PhDr. Margita Mesárošová, CSc.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PRAŠP/16	Course name: Training for School Psychologists
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: Per study period: 40s Course method: combined	
Number of ECTS credits: 12	
Recommended semester/trimester of the course: 4.	
Course level: N	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 14	
abs	n
100.0	0.0
Provides:	
Date of last modification: 11.02.2021	
Approved: prof. PhDr. Margita Mesárošová, CSc.	