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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:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 30	
abs	n
100.0	0.0
Provides: PhDr. Anna Janovská, PhD.	
Date of last modification: 28.06.2021	
Approved:	

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 Combined method.	
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: 31

abs	n
100.0	0.0

Provides: doc. PhDr. Beata Gajdošová, PhD.

Date of last modification: 02.07.2021

Approved:

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: Aactive participation in the subject and successful completion of the examination colloquium Combined method.	
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 consultationsAims 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: 29	
abs	n
100.0	0.0
Provides: doc. PhDr. Stanislav Hvozdík, CSc., doc. PhDr. Beata Gajdošová, PhD.	
Date of last modification: 02.07.2021	
Approved:	

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: 29	
abs	n
100.0	0.0
Provides: prof. PhDr. Margita Mesárošová, CSc.	
Date of last modification: 10.09.2017	
Approved:	

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: The evaluation of the course and its subsequent completion will be based on clearly and objectively set requirements, which will be set in advance and will not change. The aim of the assessment is to ensure an objective and fair mapping of the student's knowledge while adhering to all ethical and moral standards. There is no tolerance for students' fraudulent behavior, whether in the teaching process or in the assessment process. 1. The student must be present for at least 80% of the teaching. 2. Final test -10 questions reflecting lectures and literature. Min. number of points 11. Maximum number of points 20. 3. Elaborated reflection of the situation concerning counseling in the range of min. 3 standard pages.	
Learning outcomes: To provide students with theoretical background and demonstrations of the practical application of a systemic approach in therapy and in helping professions. The method of teaching the subject will be oriented to the student. Lecturers will be interested in students' needs, expectations and opinions so as to encourage them to think critically by expressing respect and feedback on their opinions and needs. The content of the curriculum will be based on primary and high-quality sources that will reflect the topicality of the topics so as to ensure the connection of the curriculum with other subjects and also the connection of the curriculum with practice. Students will be expected to take an active approach in lectures and seminars with an emphasis on their independence and responsibility. The student is able to demonstrate an understanding of an individual's behavior in the context of the need for counseling or psychotherapy. The student is able to describe, explain and evaluate the basic counseling procedures useful for the individual. The student is able to apply basic counseling procedures and has a basic overview of effective systemic techniques used in psychotherapy.	
Brief outline of the course: Psychological preparation for conducting an interview. Self-reflection of one's own possibilities, abilities to lead a conversation, to help. Possibilities of helping with conversations from the point of view of selected psychological approaches. Systematic approach to helping. Interview and	

professional ways to help and control. Objectivist and constructivist framework of conversation in theory and practice. Is it possible to help with control? Opening the interview, negotiating the course, course, ending the interview. Constructivist questions in the interview. Analysis of individual phases of conducting the interview. Reflex team possibilities of help in conversation. Models of reflective teams. Model situations of conducting an interview with an individual. Model situations of conducting an interview with a group. Professional possibilities, advantages and pitfalls of solving problems with an individual, with a group.	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 29	
abs	n
100.0	0.0
Provides: Mgr. Ondrej Kalina, PhD.	
Date of last modification: 24.06.2021	
Approved:	

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: 1. The student must be present for at least 80% of the teaching. 2. Final test -10 questions reflecting lectures and literature. Min. number of points 11. Maximum number of points 20. 3. Elaborated reflection of the situation related to crisis intervention in the range of min. 3 standard pages. The evaluation of the course and its subsequent completion will be based on clearly and objectively set requirements, which will be set in advance and will not change. The aim of the assessment is to ensure an objective and fair mapping of the student's knowledge while adhering to all ethical and moral standards. There is no tolerance for students' fraudulent behavior, whether in the teaching process or in the assessment process.	
Learning outcomes: The student will get: (1) a general theoretical overview of approaches in crisis situations (2) a basic overview of forms and procedures in crisis intervention situations (3) the ability to apply an intervention depending on a specific situation The student is able to demonstrate an understanding of an individual's behavior in various crisis contexts. The student is able to describe, explain and evaluate intervention techniques in a practical school context. The student is able to apply the basic principles of these intervention techniques in the practice of a school psychologist. The method of teaching the subject will be oriented to the student. Lecturers will be interested in students' needs, expectations and opinions so as to encourage them to think critically by expressing respect and feedback on their opinions and needs. The content of the curriculum will be based on primary and high-quality sources that will reflect the topicality of the topics so as to ensure the connection of the curriculum with other subjects and also the connection of the curriculum with practice. Students will be expected to take an active approach in lectures and seminars with an emphasis on their independence and responsibility.	
Brief outline of the course: 1. Crisis and crisis intervention - basic concepts. 2. Forms of crisis intervention.	

3. Clients in crisis intervention. 4. Legal framework for the provision of crisis intervention. 5. Loss as a crisis and crisis as a loss. 6. Violence.	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 28	
abs	n
100.0	0.0
Provides: Mgr. Ondrej Kalina, PhD.	
Date of last modification: 24.06.2021	
Approved:	

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: Course completion conditions: the teaching of the subject will be realized by a combined method. 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. Combined method.	
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: 28	
abs	n
100.0	0.0
Provides:	
Date of last modification: 02.07.2021	

Approved:

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: 27					
A	B	C	D	E	FX
96.3	0.0	0.0	0.0	0.0	3.7
Provides:					
Date of last modification: 17.02.2021					
Approved:					

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: 15	
abs	n
100.0	0.0
Provides: doc. Mgr. JUDr. Dušan Šlosár, PhD.	
Date of last modification: 14.02.2021	
Approved:	

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: 1. Active participation in lessons, 2. Implementation of assigned individual and group activities according to the instructions of the teacher. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student understands and can explain the knowledge about the specifics of school mediation, can implement current information about the implemented programs and projects of mediation in Slovakia in the work and training of peer mediator at school. The student understands theories of conflicts, the way of resolving conflict situations and the basic principles of school mediation, can estimate and evaluate a suitable way of resolving conflict situations in pedagogical-psychological practice.	
Brief outline of the course: Conflict theory - basic principles, typology of conflicts, development of conflict. Ways and results of conflict resolution. Conflict and communication. Negotiation. Mediation and its main advantages. History of mediation. Basic principles and specifics of school mediation. Cases of school mediation. The course of the mediation meeting. School mediation in Slovakia.	
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.

WILMOT, W.W.-HOCKEROVÁ, J. L. 2004. Interpersonálny konflikt. Bratislava: Ikar, 2004. 495 s.

Elektronické dokumenty a internetové stránky:

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

HAVRANEKOVÁ, I. 2011. Mediácia v školskom prostredí. [online]. Dostupné na internete: <http://www.najpravo.sk/clanky/mediacia-v-skolskom-prostredi.html>

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/>

Zákony:

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.

Course language:
slovak

Notes:

Course assessment

Total number of assessed students: 16

abs	n
100.0	0.0

Provides: Mgr. Lucia Barbierik, PhD., PhDr. Anna Janovská, PhD.

Date of last modification: 25.06.2021

Approved:

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. Up-to-date information concerning the subject for the given academic year can be found on the electronic board of the subject in the Academic information system of the UPJŠ.	
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: 25.06.2021	
Approved:	

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: 1. Active participation in lessons, 2. Implementation of assigned individual and group activities according to the instructions of the teacher. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student understands the principals of research data based prevention of risk behavior, can describe and explain the determinants of risk behavior as well as protective and risk factors for substance use. Understands and adequately interprets the theory explaining the background of substance and non-substance addictions. The student is also able to state and classify the types and forms of prevention, strategies and approaches in prevention, can distinguish effective strategies from ineffective ones. The student demonstrates an understanding of the peculiarities of education and the application peculiarities of effective prevention strategies in the practice of a school psychologist. Student can implement acquired skills in counseling-preventive and interventional practice of a school psychologist.	
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>National and international scientific journals.</p>					
<p>Course language: slovak</p>					
<p>Notes:</p>					
<p>Course assessment Total number of assessed students: 29</p> <table> <tr> <th>abs</th><th>n</th></tr> <tr> <td>100.0</td><td>0.0</td></tr> </table>		abs	n	100.0	0.0
abs	n				
100.0	0.0				
<p>Provides: Mgr. Marta Dobrowolska Kulanová, PhD., Mgr. Lucia Barbierik, PhD.</p>					
<p>Date of last modification: 25.06.2021</p>					
<p>Approved:</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: 1. Active participation in lessons, 2. Implementation of assigned individual and group activities according to the instructions of the teacher. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student will understand the principles of school psychologist ethics as one of the branch types of professional ethics. The student can theoretically reflect on the ethical and moral issues of the profession of school psychologist (including the formulation of moral values, principles and norms of the psychological profession in the form of ethical codes). He is able to analyze and solve practical moral problems in pedagogical-psychological practice, which supports the development of professional skills of students. The student is able to critically evaluate situations with a moral context thanks to the opportunity to discuss moral and ethical issues in an open way.	
Brief outline of the course: Moral emotions (theories of emotion, the center of emotions in the brain, types of emotions and their manifestations) Development of moral reasoning, cognitive approaches to moral reasoning and their comparison (Piaget, Kohlberg, Gilligan, Eisenberg, Selman, Lind), Moral behavior (from the point of view of learning theories) and moral (vs. social and emotional) intelligence in the work of a school psychologist Possibilities of examining moral behavior and judgment (socio-psychological research of conformity, obedience, aggression and psychodiagnostic approaches to the determination of moral judgment) Morality and professional ethics in general (ethical principles in helping professions) and codes of ethics Professional ethics of a psychologist (terminology, main principles) and code of ethics of a psychologist Moral dilemmas and ways of solving them, MD of teaching practice Possibilities of influencing and stimulating moral judgment, use of moral dilemma in pedagogical-psychological practice	

Cheating and other unethical manifestations in the school environment, ethics and etiquette of final exams	
Recommended literature: Plháková, A.: Učebnice obecné psychologie. Praha. Academia, 2003 Stuchlíková, I.: Základy psychologie emocí. Praha. Portál, 2007 Orosova, O.a kol: Psychológia a pedagogická psychológia 1. Košice: UPJŠ, 2005. Ráczová, Babinčák: Základy psychológie morálky Schulze, R. et al: Emoční inteligence. 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: 25.06.2021	
Approved:	

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:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature: Svoboda, M. (ed.), Krejčířová, D., Vágnerová, M. (2015). Psychodiagnostika dětí a dospívajících. Portál, Praha. Vágnerová, M., Klégrová, J. (2008). Poradenská psychologická diagnostika dětí a dospívajících. Karolinum. Praha. Cagnet, G. (2013). Dětská kresba jako diagnostický nástroj. Portál. Praha.	
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: 28.06.2021	
Approved:	

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: 1. Active participation in lessons, 2. Implementation of assigned individual and group activities according to the instructions of the teacher. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student understands the basic factors and process of creativity. The student is able to explain the specifics of the work of school psychologist with gifted. Student knows the methods of identifying talent and also can apply methods to support creativity and talent development in the implementation of creative-humanistic approach in education and pedagogical-psychological 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 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): Špecifika 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

National and international scientific journals.

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: 25.06.2021

Approved:

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: 28	
abs	n
100.0	0.0
Provides: Mgr. Mária Bačíková, PhD.	
Date of last modification: 24.06.2021	
Approved:	

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 subject will be taught in both present and distance format. Up-to-date information concerning the subject for the given academic year can be found on the electronic board of the subject in the Academic information system of the UPJŠ.	
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: 25.06.2021	
Approved:	

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: The evaluation of the course and its subsequent completion will be based on clearly and objectively set requirements, which will be set in advance and will not change. The aim of the assessment is to ensure an objective and fair mapping of the student's knowledge while adhering to all ethical and moral standards. There is no tolerance for students' fraudulent behavior, whether in the teaching process or in the assessment process. 1. The student must be present for at least 80% of the teaching. 2. Final test -10 questions reflecting lectures and literature. Min. number of points 11. Maximum number of points 20. 3. Elaborated reflection of the situation concerning the specifics of the psychology of learning and teaching in the range of min. 3 standard pages.	
Learning outcomes: The student will gain: (1) a general theoretical overview of the psychology of learning and teaching in the context of the work of a school psychologist; (2) will be able to orientate in the basic forms of prevention and intervention in terms of the processes taking place in the class during teaching. The method of teaching the subject will be oriented to the student. Lecturers will be interested in students' needs, expectations and opinions so as to encourage them to think critically by expressing respect and feedback on their opinions and needs. The content of the curriculum will be based on primary and high-quality sources that will reflect the topicality of the topics so as to ensure the connection of the curriculum with other subjects and also the connection of the curriculum with practice. Students will be expected to take an active approach in lectures and seminars with an emphasis on their independence and responsibility.	
Brief outline of the course: 1. Social environment of students 2. School class as a social group 3. Attention and its characteristics during teaching 4. The relationship between motivation and learning 5. Types and forms of learning in the context of the lesson 6. The role of emotions in the teaching process	

7. Memory processes	
Recommended literature:	
Course language:	
Notes:	
Course assessment	
Total number of assessed students: 30	
abs	n
96.67	3.33
Provides: Mgr. Ondrej Kalina, PhD.	
Date of last modification: 24.06.2021	
Approved:	

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:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
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: 28.06.2021	
Approved:	

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: 28	
abs	n
100.0	0.0
Provides: Mgr. Mária Bačíková, PhD.	
Date of last modification: 16.02.2021	
Approved:	

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: Course completion conditions: the teaching of the subject will be realized by a combined method. Obtaining the required number of credits in the prescribed composition by the study plan. Conditions for completing the course: Elaboration of work according to the student's choice: Elaboration of researches related to career issues in the journal Psychology and Pathopsychology of the Child and Czechoslovak Psychology for the last 10 years Elaboration of research related to career issues in the journal Školský psychológ The concept of career services at school, the possibilities of its improvement Computer program of career counseling at the school where the student works Creating a career education program for high schools	
Learning outcomes: Verification of acquired competencies of the student in accordance with the profile of the graduate. To provide students with the theoretical basis of school psychology, to point out the specifics of the school psychology, to develop students 'competence of problem solving in school practice, and focus on the potential pitfalls of the school psychologist. To offer methods and forms of work that increase efficiency, self-reliance, and responsibility. The purpose is to lead students to use creative and non-traditional methods in the work of the school psychologist as well as to achieve its application at the required level with emphasis on the development of professional skills for the application of the graduate in practice. The role of the teacher in this approach is to enable students to try student-oriented principles in order to receive students 'opinions, respect students, their individuality, and put emphasis on responsibility and intrinsic motivation of the students. Moreover, the aim is to offer diversity of teaching materials and opportunity to choose different ways to achieve the same objectives.	
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 psychologistPsychology of learning and teaching in the work of a school psychologistSpecific learning disorders, inclusion, integration in the work of a school psychologist in the work of a school psychologistLegal and organizational aspects in the work of a school psychologistPrevention activities in work of a school psychologistResearch activity in the work of a school psychologist					
Recommended literature:					
Course language:					
Notes:					
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:					
Date of last modification: 25.06.2021					
Approved:					

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:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
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: 28.06.2021	
Approved:	

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: 28	
abs	n
100.0	0.0
Provides:	
Date of last modification: 02.07.2021	
Approved:	