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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ APP/23	<b>Course name:</b> Advanced Psychopathology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> Written tests (100%). Credits will be awarded to a student who achieves a grade of at least 60% in the final assessment.	
<b>Learning outcomes:</b> Knowledge: The course extends and integrates the knowledge gained from the courses Clinical Psychology, Psychiatry and Psychopathology for Psychologists. The graduate will gain a comprehensive view of individual case studies and patient psychological problems integrating the perspective and approach of the psychiatrist and clinical psychologist. The lecturer's own case studies from practice will also be presented. In addition, in conjunction with the latest theories and research, the student will gain knowledge of self-care as a future helping professional. Skills: The student will gain the ability to evaluate, analyze, and integrate theoretical knowledge with the practical possibilities of the clinical psychologist in practice. Competency: The student is able to participate in the diagnosis and management of patients in clinical practice.	
<b>Brief outline of the course:</b> 1. The self-assessment and work of clinical psychologist. Sources of stress, privileges, doubts and failures. 2. Self-care in the work of clinical psychologist 3. Self-improvement in the work of clinical psychologist 4. Mood Disorder 5. Alcohol Dependence 6. Paranoid Schizophrenia 7. Bipolar Disorder 8. Major Depressive Disorder 9. Social Phobia 10. Generalized Anxiety Disorder 11. Posttraumatic Stress Disorder 12. Eating Disorder 13. Borderline Personality Disorder	
<b>Recommended literature:</b>	

<p>American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC: American Psychiatric Association.</p> <p>Kottler, J. A. (2017). On being a therapist. Fifth edition. New York, NY, Oxford University Press.</p> <p>J. B. Schaffer, E. Rodolfa (2018). An ICD-10-CM Casebook and Workbook for students. Washington, DC: American Psychiatric Association.</p> <p>P. Tyrer (2023). Making sense of the ICD-11 for mental health professionals. First edition. Cambridge, UK. Oxford University Press.</p>					
<p><b>Course language:</b> English</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b> Total number of assessed students: 11</p>					
A	B	C	D	E	FX
72.73	18.18	0.0	9.09	0.0	0.0
<p><b>Provides:</b> Mgr. Viktória Hičárová, PhD.</p>					
<p><b>Date of last modification:</b> 07.02.2024</p>					
<p><b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.</p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSM/21	<b>Course name:</b> Advanced Statistical Methods
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students evaluation is based on class activity during the semester (10 points) and on the test in the middle of the semester (30 points). The test consists of three practical questions solved on computers with SPSS software. Students with at least 21 points during the semester are allowed to take an exam. Final exam (60 points) consists of theoretical as well as of practical questions and more than 30 points is needed to pass the exam. Final evaluation (sum of all points): A (90-100p) B (80-89 p.) C (70-79p.) D (60-69 p.) E (51-59 p.) FX (0-50 p.) The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> The aim of the course is to acquire in-depth theory and practical skills in the use of advanced statistical methods. <b>Knowledge</b> Upon completion of the course, the student will have theoretical knowledge of advanced statistical methods, e.g. various alternatives to analysis of variance, multiple regression or factor analysis. Based on an understanding of the scientific problem to be solved, the student is able to apply the theoretical knowledge to its solution. <b>Skills</b> The graduate is able to decide which advanced statistical methods are appropriate to apply to a particular research problem. For each of these methods, the student is able to verify the conditions for their use, implement them and interpret the results obtained. <b>Competences</b> The student will develop competence in analytical-synthetic reasoning in the processing and psychological interpretation of data. The student is able to critically evaluate and apply the findings obtained by appropriately chosen statistical methods in solving a scientific problem.	

Information is updated annually on the course electronic bulletin board in AiS2, alternatively in the UPJŠ LMS or MS Teams environment.					
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Review of basic statistical methods 1 (descriptive statistics – measures of central tendency, variability, position, hypothesis testing – parametric statistics).</li> <li>2. Review of basic statistical methods 2 (hypothesis testing – nonparametric statistics, correlation, regression).</li> <li>3. One-way analysis of variance. Purpose, assumptions, procedure, results interpretation, post hoc tests.</li> <li>4. Two-way ANOVA, repeated measures ANOVA. Purpose, assumptions, procedure, results interpretation, post hoc tests.</li> <li>5. Nonparametric alternatives of ANOVA (Kruskal-Wallis, Friedman, Cochran Q). Suitable scientific questions and data, purpose of methods, assumptions, procedure, results interpretation, post hoc tests.</li> <li>6. MANOVA. Purpose, assumptions, differences in comparison with ANOVA, logic of test, procedure in SPSS, results interpretation, post hoc tests (ANOVA).</li> <li>7. Polynominal regression analysis, logistic regression. Differences from simple regression, purpose, methods of regression, assessing regression model and predictors. Appropriateness of logistic regression in psychological research.</li> <li>8. Factor analysis (exploratory), principal components analysis. Purpose of factor analysis, methods of factor analysis, rotation, factor loadings, decisions about number of factors, interpretation of results.</li> <li>9. Cluster analysis. Purpose and logic of cluster analysis. Methods, reading cluster analysis results.</li> <li>10. Multidimensional scaling. Purpose and logic of multidimensional scaling, its methods and possible applications.</li> <li>11. Structural equations modelling. Differences from "classical" statistical methods (confirmation technique), examples of use (confirmatory factor analysis, mediation), assessing model, changing model.</li> </ol> <p>The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.</p>					
<b>Recommended literature:</b> <p>Tabachnick, B. G., &amp; Fidell, L. S. (2019). Using Multivariate Statistics (7th ed.). Pearson.</p> <p>Field, A. (2017). Discovering statistics using IBM SPSS statistics. Sage.</p> <p>Bavoľár, J., Ferjenčík, J., &amp; Kačmár, P. (2021). Pokročilé štatistické metódy v behaviorálnych a sociálnych vedách. UPJŠ.</p>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 846					
A	B	C	D	E	FX
25.18	22.34	22.1	15.48	11.47	3.43
<b>Provides:</b> doc. Ing. Mgr. Jozef Bavoľár, PhD., Mgr. Ester Nosáľová, PhD.					
<b>Date of last modification:</b> 03.09.2024					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

and talents and their connection with the labor market, development of skills for managing the client's own career, evaluation of the client's progress. Ethics in career counselling.					
4. Career counsellor in the practice of lifelong counselling - counsellor in regional and higher education (Center for educational and psychological counselling and prevention (CPPPaP), school psychologist, educational counsellor, career counsellor at universities), career counsellor at Offices of Labour, Social Affairs and Family, career counsellor in HR, career counsellor in private practices.					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 50					
A	B	C	D	E	FX
26.0	28.0	22.0	22.0	2.0	0.0
<b>Provides:</b> Mgr. Zuzana Kožárová, PhD., Mgr. Veronika Zibrinyiová, PhD.					
<b>Date of last modification:</b> 21.09.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KAZKL/12	<b>Course name:</b> Casuistic Seminar in Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDE/08	
<b>Conditions for course completion:</b> Students are expected to attend each seminar, actively participate in discussions and work with selected diagnostic methods throughout the whole semester (min. 5, max. 10 points). Students are also expected to prepare an assignment concerning the practical application of selected psychodiagnostic methods (min. 15, max. 30 points).	
<b>Learning outcomes:</b> Knowledge: The graduate will deepen gained knowledge about the most common practices of a psychologist and practical aspects of diagnostic procedures. Skills: The student will gain skills in psychodiagnostic procedures - administration, scoring, test battery preparation, and interpretation of results. Competences: The graduate will be able to practically apply gained skills to diagnostic process in specific areas (diagnostics of mental retardation, school readiness, professional orientation etc.)	
<b>Brief outline of the course:</b> Diagnostics of early development Intelligence scales Projective methods Diagnostics of specific areas and disorders - affective, neurotic, personality disorders, development of school skills, behaviour disorders etc. (considering the requirements of a student)	
<b>Recommended literature:</b> 1. Svoboda, M., 2010: Psychologická diagnostika dospělých, Praha: Portál 2. Stančák, A., 1996: Klinická psychodiagnostika dospělých. Nové Zámky: Psychoprof 3. Heretik, A., a kol., 2007: Klinická psychologie. Nové Zámky: Psychoprof – vybrané kapitoly 4. Říčan, P., Ženatý, J., 1988: K teorii a praxi projektivních technik, Bratislava, Psychodiagnostické a didaktické testy n.p. 5. Svoboda, M., Vágnerová, M., 2009: Psychodiagnostika dětí a dospívajících. Praha: Portál 6. Říčan, P., Krejčířová, D., 2008: Dětská klinická psychologie. Praha: Grada (vybrané kapitoly) 7. Manuals for psychodiagnostic methods.	
<b>Course language:</b> English	

<b>Notes:</b>	
<b>Course assessment</b>	
Total number of assessed students: 313	
abs	n
99.68	0.32
<b>Provides:</b> Mgr. Simona Ďurbisová, PhD.	
<b>Date of last modification:</b> 24.01.2025	
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KLP/08	<b>Course name:</b> Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The final evaluation is a combination of the seminar completion 40% (40 points) and the final exam 60% (60 points). Conditions for seminar completion: The aim of seminars is to provide insight into psychopathological manifestations of different types of mental health problems. Seminars will be realized at the Psychiatric clinic, therefore the student may have practical contact with hospitalized patients. He/she may practice interviews, to discuss the choice of psychodiagnostic methods for specific types of clinical situations, as well as possible psychotherapeutic interventions. The student has to prepare a seminar work on the assigned topic during the seminars—maximum points 40. Final exam (60 points) Requirements: Theoretical knowledge (literature, lectures) - test Case study analysis – oral discussion Final evaluation (sum of all points): For A is needed a minimum 91 points, for B a minimum 81 points, for C a minimum 71 points, for D a minimum 61 points, for E a minimum 51 points, for FX = 50 and less The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: The student will gain an in-depth understanding of the basic characteristics of different groups of mental health changes, and the possibilities of psychological intervention. Skills: The student will acquire the ability to conduct supervised psychological interviews with patients with psychiatric diagnoses, to work with specific clinical and test psychodiagnostic methods from the field of clinical psychology, and to formulate adequate clinical-psychological conclusions. Competencies: The graduate is able to comprehensively analyze an individual case and work independently with a patient. The student is able to apply the theoretical knowledge of	

clinical psychology in practice. He/she is oriented in psychodiagnostic procedures in individual psychological disorders. Is competent to make psychological findings and conclusions.

**Brief outline of the course:**

Clinical psychology

1. Basic psychological concepts of mental health changes: psychoanalytic and psychodynamic approach, behavioristic perspectives, cognitive approach, humanistic view. Factors influencing mental health.
2. Systems of classification: DSM V, ICD – 10, similarities and differences, description of basic categories of mental disorders
3. Specific issues in clinical psychology: anxiety disorders, schizophrenia, mood disorders, sexual disorders, personality disorders, eating disorders, developmental disorders, neurological disorders, addictions.
4. Psychological examination: general aspects of psychological report writing, diagnostic methods in clinical psychology (clinical and testing methods). Assessment interview (general and specific considerations, procedure in clinical interview). Clinical evaluation of intellectual function, personality assessment (inventories and projective methods in clinical practice), neuropsychological assessment.
5. Basics in psychotherapy – review of basic approaches, their principles and psychotherapeutic modalities. Psychodynamic perspective, cognitive-behavioral approach. Individual, group and family psychotherapy, therapeutic community. Principles of crisis intervention. Supportive psychotherapy.

The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

Basic literature:

Graham Davey (2014). Psychopathology. Research, assesmetn and Treatment in Clinical Psychology. The British Psychological Society: Wiley.

Additional reading:

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 844					
A	B	C	D	E	FX
60.9	21.09	11.49	4.03	1.42	1.07
<b>Provides:</b> doc. Mgr. Monika Hricová, PhD., PhDr. Martina Ružicková, PhD.					
<b>Date of last modification:</b> 05.09.2024					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SKLIN/15	<b>Course name:</b> Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.	
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.	
<b>Brief outline of the course:</b> 1. Clinical psychology – history, approaches in clinical psychology, professional requirements, different fields in clinical psychology, prevention 2. Issues of diagnosis: classification systems and their alternatives, basic categories of mental health disorders 3. Psychopathology of cognitive functions 4. Psychopathology of motivational structures, psychopathology of emotions, and will. 5. Models of the etiology of mental health problems: genetic, biological, psychological, sociocultural and systemic or familial 6. Developmental aspects in clinical psychology and developmental disorders 7. Psychosomatic medicine and health psychology 8. Anxiety disorders (classification, psychodiagnostic process and psychotherapy) 9. Affective disorders (classification, psychodiagnostic process and psychotherapy) 10. Psychotic disorders (classification, psychodiagnostic process and psychotherapy) 11. Personality disorders (classification, psychodiagnostic process and psychotherapy) 12. Addictions (classification, psychodiagnostic process and psychotherapy) 13. Eating disorders (classification, psychodiagnostic process and psychotherapy) 14. Psychotherapy - overview of approaches, professional requirements, forms and goals of psychotherapy 15. Psychodynamic psychotherapy – basic psychodynamic conceptions, psychoanalysis and beyond, process of psychodynamic therapy, indications 16. Cognitive – behavioral therapy ( theoretical assumptions, basic methods, indications) 17. Research method in clinical psychology Basic literature Graham Davey (2021). Psychopathology. Research, assesmetn and Treatment in Clinical Psychology. The British Psychological Society: Wiley.	

<b>Recommended literature:</b> Graham Davey (2021). Psychopathology. Research, assesment and Treatment in Clinical Psychology. The British Psychological Society: Wiley.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 164					
A	B	C	D	E	FX
53.66	14.63	14.02	10.98	4.88	1.83
<b>Provides:</b>					
<b>Date of last modification:</b> 01.04.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/KBT1/19	<b>Course name:</b> Cognitive Behavioral Therapy 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester (40p), 60% exam (60p) Assessment during semester: short tests, presentation Min. the number of points obtained per semester required for admission to the examination is 21p. A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50 The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> The subject will provide students with an idea of the possibilities of CBT therapy from the first contact with the client, assessment of problems to the use of CBT techniques. They will acquire skills that enable the identification of distorted thinking, the ability to modify our beliefs, acting in different ways, and skills that modify behavior up to its change. The student is able to preformulate the case and in cooperation with the client define problems and goals, establish a relationship with the patient, arouse a sense of hope, enable the client to understand the theoretical model of the disorder and verify the patient's cooperation with the therapist in practice. The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> 1. Introduction. History CBT. Origin and evolution of behavioral therapy, basic features of behavioral therapy. 2. Basic features of cognitive therapy, integration of behavioral and cognitive approaches. Cognitive behavioral approach. 3. The position of CBT system among the other psychotherapeutic approaches. 4. Basics of cognitive - behavioral approach work, mapping of problems in Assessment, Practical	



training of the approach towards problems and survival in terms of cognitive- behavioral therapy.

5. Theory of CBT , basic concepts, models and maintenance of psychiatric disorders .
6. Structure of cognitive behavioral therapy, assessment. Behavioral analysis. Cognitive analysis. Functional analysis.
7. Definition, formulation, the goal of the therapy, treatment plan, the end therapy.
8. Cognitive behavioral techniques, The structure of the CBT session. The therapeutic relationship within the CBT.
9. Methods of cognitive - behavioral therapy - behavioral techniques. Engagement of the patient into the therapy. The relaxation, controlled breathing. Exposition. Tracking and planning of activities.
10. The methods of cognitive - behavioral therapy - Cognitive techniques. Education. Techniques aimed at diverting of the attention. Cognitive rescheduling. Work with automatic thoughts. Imagination work.

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

The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.

#### **Recommended literature:**

Recommended literature:

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

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

#### **Course language:**

English

#### **Notes:**

#### **Course assessment**

Total number of assessed students: 158

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

**Provides:** PhDr. Monika Pilarová, PhD.

**Date of last modification:** 03.08.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KBT2/19	<b>Course name:</b> Cognitive Behavioral Therapy 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KBT1/19	
<b>Conditions for course completion:</b> Course completion conditions: 60% assessment during semester (60p), 40% exam (40p) Assessment during semester: 4 requirements (75% attendance, active participation in seminars, work on homework and writing case studies (max. 10 points) and submission of written work (max. 50 points). The written work is focused on a specific disorder, which is the content of the semester curriculum and treatment options used in CBT. The work must contain at least 6 pages of text from at least 8 sources, primarily articles from journals published in the last 5 years, conference proceedings of KBT and professional literature. Min. the number of points obtained per semester required for admission to the examination is 31p. Exam: written, in the form of a test A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50 The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> The aim of this subject is to gain knowledge about CBT and expand student's ability to apply the CBT model in practice in a therapeutic relationship with their own clients. At the end of the semester, students present the issues of their clients within CBT and present the use of appropriate procedures and methods. They can follow three basic functions: 1. Describe clearly the specific problem behavior. 2. Determine what causes this problem behavior. 3. Determine what consequences sustain the problem behavior. Within the clinical experience, students conduct therapeutic sessions with the client, under supervision. They can examine problem behavior, measure its frequency, the intensity of selected manifestations, their duration. The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	

**Brief outline of the course:**

1. Basic principles of cognitive therapy, the basic assumptions of cognitive therapy, method of troubleshooting.
2. Depressive disorders – diagnostic criteria and cognitive behavioral therapy, types of depressive disorders, cognitive distortions in depressions, ways to increase patient activity.
3. Diagnostic criteria and cognitive behavioral therapy of posttraumatic stress disorder flashbacks, work with exposure in PTSD.
4. Use of social skills in the prevention of depression, training of social skills by Lieberman.
5. The prevention of depression by practicing awareness – mindfulness.
6. Diagnostic criteria and cognitive behavioral therapy of obsessive compulsive disorder, evaluation and measurement in OCD, exposure of barrier rituals.

Page: 2

7. Diagnostic criteria and cognitive behavioral therapy of eating disorders – anorexia nervosa and bulimia, working with the recording of consumption, work with ideas, change attitudes towards themselves, their physique and body weight.
8. Cognitive behavioral therapy of obesity, group programs, work with records – eating and exercise habits. Techniques of self – control and self-strengthening.
9. Cognitive behavioral approaches in management of marital and family problems.
10. Diagnostic criteria for mental and behavioral disorders caused by effects of psychoactive substances, cognitive behavioral therapy of addictions, 12 steps approach, community reinforcement approach.
11. Learning disabilities and behavioral disorders in children, cognitive behavioral therapy in children – school phobia, enuresis, encopresis.
12. The diagnostic criteria for personality disorders, cognitive behavioral therapy of personality disorders, identifying of cognitive distortions, therapeutic letters to emotional processing of core beliefs, role playing.

The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

J.S. Beck : Cognitive Behavior Therapy Second Edition - Basics and Beyond , 2011  
D.A. Clark, J.S. Beck: Cognitive Therapy and Anxiety Disorder Science and Practice, 2011

**Course language:**

English

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

Total number of assessed students: 118

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

**Provides:** PhDr. Monika Piliarová, PhD.

**Date of last modification:** 03.08.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPS2/09	<b>Course name:</b> Counselling Psychology for Adults and Seniors
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: 2 assignments Exam: written form A final evaluation is a sum of assessment during semester and exam. The information will be yearly specified on the electronic noticeboard (aj black board môže byť) of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Upon successful completion of the course, students have up-to-date information on the approaches and course and counseling process and methods of psychological counseling for older adults and seniors. They know the possibilities of diagnostics with regard to the aging processes and methods of intervention with regard to age specifics and are able to choose and use them. Students are competent to lead the counseling process with older adults and seniors and will gain practical experience and skills in conducting interviews with seniors. The information will be yearly specified on the electronic noticeboard (aj black board môže byť) of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> . Introduction - counseling psychology for older adults as a discipline, ethics in counseling. 2. Aging - current theories based on consulting practice, psychological processes in older adults. 3. Psychological helping - Counseling as a relationship, as a set of interventions, such as process - Helping advisory competencies and capabilities - A framework for understanding the client (story, problem management, operation ...) 4. Counselling process (phases) 5. counseling interview and its specifics for older adults 6. Selected methods of counseling older adults - Work with memories - Individual and group counseling - Self-help groups 7. Specifics counseling for older adults and seniors	

<ul style="list-style-type: none"> <li>- Adapting to retirement</li> <li>- Relationship problems</li> <li>- Adaptation to place in institutionalized care</li> <li>- Loneliness, mood swings, the incidence of depression, risk of suicide and alcohol abuse</li> <li>- Coping with the loss of loved ones (Grief counseling)</li> <li>- Mental health in older adults (supporting factors of selected interventions)</li> </ul> <p>The information will be yearly specified on the electronic noticeboard (aj black board môže byť) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.</p>					
<b>Recommended literature:</b> Kampfe, Ch.M. (2015). Counseling older people - opportunities and challenges. Wiley. John Blando (2011) Counseling older adults 1 edition. New York: Routledge. Worden W. (2013). Smútkové poradenstvo a smútková terapia. Vydavateľstvo F					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 223					
A	B	C	D	E	FX
57.85	22.87	12.56	4.93	1.35	0.45
<b>Provides:</b> doc. PhDr. Beáta Ráczová, PhD.					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDM/15	<b>Course name:</b> Counselling Psychology for Children and Adolescents
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDE/08	
<b>Conditions for course completion:</b> 1. Completion of 80% of instruction (lectures, seminars). 2. Written test - Continuous evaluation (10 points, min. 6). 3. study - own consulting case (30 points, 16 min). Preparation and submitting the report from counseling process with the client and his legal representative. 4. Final evaluation: A written test (30 points) and an oral exam – analysis of the counseling procedure with the client (20 points) - final assessment. 50 points, minimum 26 points. Final evaluation sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> A student who completes the subject, should have knowledge of theoretical character on the evaluation level in relation to their application; he/she should be able to apply different theoretical frameworks in choosing the counseling approach. The aim is to provide the basic skills of conseling work with child and adolescent clients, the ability to assess the level and efficiency of conseling work. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Theoretical approaches and models of children's and youth's psychological counseling. Psychological approach in counseling young people and adolescents. General principles of child and youth psychological counseling and psychological examinations of children and youth. Competence and specific skills for working with children and youth. Specifics of child psychological counseling. The integrative model of child and youth psychotherapy and counseling. Counseling on learning disabilities, mental retardation, brain dysfunction, sensory defects, disorders of behavior and emotions arising in childhood and youth. Psychological counseling in school failure: in children with sensory disorders, anxiety children. Psychological counseling in	

behavioral problems. Counseling work with maltreated children and perpetrators of bullying. Social and socio-cultural disadvantaged children, neglected children as clients of counseling psychology. Counseling work with young people in learning, personality, relationship problems. Career counseling: career choice and study as a vital developmental role, objectives and actions career counseling, career guidance relevant factors. Career guidance specific groups. Counseling programs and group counseling. Evaluation of the effectiveness of the counseling process. Ethics in counseling process. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

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

**Course language:**

Slovak language, English language

**Notes:**

**Course assessment**

Total number of assessed students: 92

A	B	C	D	E	FX
54.35	29.35	7.61	8.7	0.0	0.0

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

**Date of last modification:** 18.09.2023

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SPOR/22	<b>Course name:</b> Counselling and School Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.	
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.	
<b>Brief outline of the course:</b> <b>COUNSELING AND SCHOOL PSYCHOLOGY</b> Areas for state final exams (content corresponds to the subjects Educational Psychology, School Psychology, Counseling Psychology for Children and Youth, Counseling Psychology for Adults and Seniors). 1. Significance, characteristics of taxonomies of educational goals and their application in the context of education. 2. The contribution of meaningful learning and discovery learning in increasing the effectiveness of school learning and the course of acquiring fluency and comprehension of reading. Overview and characteristics of skills important for mastering the basics of mathematics. 3. Characteristics and confrontation of traditional and alternative methods of diagnostics of abilities as prerequisites for school performance. Description of goals, essence and models of dynamic evaluation of learning potential. 4. Overview of procedures for assessment and management of learning disabilities based on the curriculum. The essence and steps of pedagogical-psychological consultation in school in order to improve the teaching process. 5. Characteristics of individualized educational program and the role of the psychologist in its elaboration. Intervention educational programs and their effectiveness. 6. School culture, social climate of school and class, atmosphere of school and class as a background of school performance and behavior of students. Model of quality of life in the school environment. 7. Challenging situations in the school environment from the position of a student and a teacher. The effect of factors that maintain, strengthen and support the health of teachers and students. 8. Characteristics of educational problem behavior and the possibility of correction of disruptive and non-disruptive educational problem behavior. Possibilities of using mediation as an alternative way of resolving conflict situations in the work of a school psychologist.	



9. Characteristics and comparison of professional and non-professional forms of control and assistance in the work of a school psychologist. Defining the areas and possibilities of crisis intervention in the work of a school psychologist.
10. Career development as a lifelong process, choice of profession as a life development task. Tasks of vocational education, career counseling and possibilities of consultation in the work of a school psychologist.
11. Strategies and effectiveness of preventive work in the work of a school psychologist. Primary, secondary and tertiary prevention of drug use.
12. Counseling psychology in international context.
13. Key concepts, application and advantages of main counseling approaches in the context of goals and counselling process.
14. Strategies in counseling process in the context of main counseling approaches and processes.
15. Techniques in counseling process in the context of main counseling approaches.
16. Communication patterns in counseling process.

**Recommended literature:**

Moodley, R. - Gielen, U. P., & Wu, R. (2013). Handbook of Counselling and Psychotherapy in an International Context. New York and London: Routledge, 2013.

Bertolino, B. (2018). Effective Counselling and Psychotherapy. An evidence-based approach. New York: Springer

Ivey, A.E., Ivey, M. B., Zalaquett, C.P. (2018). Intentional Interviewing and Counseling. Boston, etc., Cengage Learning, 2018.

Kampfe, Ch.M. (2015). Counseling older people - opportunities and challenges. Wiley.

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 25

A	B	C	D	E	FX
36.0	20.0	28.0	4.0	12.0	0.0

**Provides:**

**Date of last modification:** 01.04.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ POP/21	<b>Course name:</b> Counselling psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Activity at the seminar (using the application) - 10 points, reflections (20 points). 2. Implement the counseling process with the client, including a proposal for the intervention procedure - 30 points. 3. Final exam (40 points). Components: a) Final test in the form of questions and tasks - 40 points. Prerequisites for passing the course: Continuous assessment 60%, at least 36 points; final evaluation 40%, min. 24 points. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Students learn: 1. Knowledge of the structure, course of the counseling process, strategies, techniques and procedures of helping clients, the benefits of current counseling approaches , an overview of dominant theories, approaches and methods of counseling in a global context. 2. Acquisition of skills to conduct a conversation, skills of active listening. 3. Knowledge and practical competencies how to help clients, use effective techniques and procedures of client's assessment and intervention. 4. Acquisition of ethical approach to clients. 5. Critical evaluative attitude to the use of effective evidence-based counseling procedures. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> 1. Psychological counselling in terms of contemporary counselling theories, approaches, methods from a global perspective. 2. Counselling process and strategies of helping clients within the current counselling approaches. 3. Contributions of current approaches to the counselling process, main areas of their application. 4. Counselling methods and techniques used in current counselling approaches. 5. Effectiveness of evidence-based psychological counselling, principles and strategies of effective counselling. 5. Conducting a counselling interview, effective ability to listen. 6. Basic areas and methods of counselling intervention. 7. The client, his engagement in the counselling process and the effect of counselling. 8. Personality of the counselor, self-care, own therapy and counselling, professional development, his/her influence on the effectiveness of counselling.	

9. Ethical issues of the counselling process and the profession of counselor. 10. Main areas of application of psychological counselling in practice.  
The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

Compulsory literature

Lectures

Koščo, J. a kol: Poradenská psychológia. SPN, Bratislava, 1988.

Gabura, J., Pružinská, J.: Poradenský proces, Slon, Praha, 1998.

Merry, T.: Naučte sa byť poradcom, Pegas, Bratislava, 2004.

Mesárošová, M. a kol.: Starostlivosť o seba u pomáhajúcich profesií. Košice, Vydavateľstvo Šafarik Press, 2019.

Procházka, R. et al: Teorie a praxe poradenské psychologie. Praha: Grada Publishing, 2014.

Recommended literature:

Bertolino, B.: Effective Counselling and Psychotherapy. An evidence-based approach. New York: Springer, 2018

Corey, G.: Theory and Practice of Counseling and Psychotherapy. 3rd ed, Boston etc. Cengage Learning, 2017. 2023

Gilliland, B. E. & James, R. K.: Theories and Strategies in Counselling and Psychotherapy. 4th ed. Boston etc Allyn and Bacon, 1998.

Ivey, A.E., Ivey, M. B., Zalaquett, C.P.: Intentional Interviewing and Counseling. Boston, etc., Cengage Learning, 2018.

Hvozdík, S. : Úvod do poradenskej psychológie, FF UPJŠ , Košice, 2011

Moodley, R. - Gielen, U. P., & Wu, R.: Handbook of Counselling and Psychotherapy in an International Context. New York and London: Routledge, 2013.

Nelson-Jones, R.: The Theory and Practical of Counselling, Cassel, Reprinted, 1998.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 257

A	B	C	D	E	FX
52.92	33.85	7.78	5.45	0.0	0.0

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

**Date of last modification:** 18.09.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PRP/21	<b>Course name:</b> Couple and Family Counselling
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions of interim evaluation: 1. Active work on exercises/reflection on a selected topic. (20b.) 2. Practical application of the selected couple counseling method and description of its use/interim test (20b). Minimum number of points for admission to exam 21b Final evaluation conditions: 1. Written exam: 60 points (open and closed questions). The final evaluation is the sum of the point evaluation for the interim and final evaluation. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> 1. The student will gain general knowledge of family and couple counseling, which will be able to apply, analyze, synthesize and evaluate the possibilities of their implementation. 2. The student will acquire the skills and techniques necessary for the implementation of the counseling process in the field of partner and family counseling. 3. The student develops a professional ethical attitude to work with the client of family and couple counseling. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> 1. Introduction to the issue of relationship counseling. Institutional background of relationship counseling. The dynamics of partner relationships in the understanding of various concepts of relationship counseling. Working with a personal story in counseling. 2. Creating a therapeutic and counseling system. First contact (expectations and creating a contract with the couple) and identification of problems (anamnesis, diagnosis of the couple) in relationship counseling. 3. Strategies and techniques of relationship counseling. Relationship counseling process. Establishing a consultative relationship and change.	

4. Resolving conflicts and arguments in relationships. Effective communication training in relationship counseling.
5. Specific problems of partner cohabitation and the most common topics of relationship counseling. Infidelity and partner relationships.
6. Gottman couple therapy or 7 pillars of a good marriage.
7. Specifics of family counseling. Divorce and post-divorce interventions.

**Recommended literature:**

RITVO, E.C., GLICK, I.D. 2009. Párová a rodinná terapia. Trenčín: Vydavateľstvo F  
 NOVÁK, T. 2006 Manželské a rodinné poradenství. Praha: Grada  
 NOVÁK, J, DRINOCKÁ, H. 2006. Partnerské a rodinné poradenství - práce s klienty. Praha: Grada  
 NOVÁK, T. 2010. Manželství jako trvalý stres. Praha: Grada  
 PREVENDÁROVÁ, J. 2004. Rodinná terapia a poradenstvo. Základné pojmy a teoretické východiská  
 KRATOCHVÍL, S., 2000. Manželská terapie. Praha: Portál – třetí, rozšířené vydání.  
 WEBER, R. 2007. Páry v psychoterapii. Praha: Portál  
 BARKER, F. 2012. Rodinná terapie. Praha: Triton.  
 ENNS, V. (2021) Counseling in Relationships: Insights for Helping Families Develop Healthy Connections (p. iv). Winnipeg : ACHIEVE Publishing. Kindle Edition.

**Course language:**

Slovak language, English

**Notes:**

**Course assessment**

Total number of assessed students: 37

A	B	C	D	E	FX
97.3	2.7	0.0	0.0	0.0	0.0

**Provides:** Mgr. Dominika Angelovičová

**Date of last modification:** 16.02.2023

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SASP/23	<b>Course name:</b> Current Applied Social Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Written exam (100%). Credits will be awarded to a student who achieves a grade of at least 52% in the final assessment.	
<b>Learning outcomes:</b> The aim: The graduate will gain an overview of the current direction of research in the field of application of socio-psychological knowledge and the practical life of an individual and society. Knowledges: The participants are acquainted with selected research methods of applied social psychology and interventions. Topics are chosen with regard to their possibility of use in specific psychological practice. Skills: The student will acquire the ability to apply and transform socio-psychological knowledge in various areas in the social (politics, education, sports, etc.) and individual context (e.g. social competence, stress management, etc.). Competences: The graduate is capable of analyzing and synthesizing and applying the acquired knowledge to specific psychological practice.	
<b>Brief outline of the course:</b> A. Introduction: Field of Applied Social Psychology (Applied Social Psychology as a science and practice, Current methods in Applied Social Psychology research, Behaviour - focused Social Psychology interventions). B. Applied Social Psychology focused on social context: Social psychology and politics (Political psychology – personal and cognitive approach, Political psychology on macrosocial level, Psychology of power); Social psychology in health care and health (Psychology of health promotion and illness prevention); Social psychology in education and sport (School and sport as social institutions, Group dynamics in the classroom and in the sport teams); Social psychology and criminal justice system (Psychology of law, Crime behaviour, Safety perception). C. Applied Social psychology focused on individual context: Social intelligence, self-actualisation and well-being (Social and emotional intelligence, Concept of self-actualisation and self-efficacy, Social competence and social skills, Wisdom, Wellbeing and value orientations); Coping (Stress reactions and coping, Individual coping strategies, Social psychological training of coping, Resilience); Social network (Social support, Learned helplessness and gloom).	
<b>Recommended literature:</b>	

Steg, L., Keizer, K., Buunk, A.P., Rothengatter, T. (2017). Applied Social Psychology: Understanding and Managing Social Problems. Cambridge University Press. ISBN 978-1107620292.

Gruman, J.A., Schnieder, F.W., Larry, M, C. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. Sage Publications, Inc. ISBN 978-1483369730.

European Journal of Social Psychology

**Course language:**

English language

**Notes:**

**Course assessment**

Total number of assessed students: 30

A	B	C	D	E	FX
66.67	26.67	6.67	0.0	0.0	0.0

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

**Date of last modification:** 22.09.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ STP/21	<b>Course name:</b> Current Trends in Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: 4 assignments (10 points for each assignment) Exam: written, in the form of a test (30 questions) A final evaluation is a sum of assessment during semester and exam. More detailed instructions are published on the electronic bulletin board of the course. The information will be yearly specified on the electronic noticeboard of the course in AIS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: Students will obtain an overview of information about current direction of research in selected areas of basic and applied psychological disciplines (cognitive psychology, personality psychology, counseling, clinical psychology), which primarily leads to knowledge of individual experience and behavior in an interpersonal context from the perspective of cognitive neuroscience. Skills: A part of the learning process is to develop analytical-synthesizing thinking for the needs of deeper understanding and application of acquired knowledge. Competencies: The student is able to use a broader theoretical overview for better orientation in the field of science and clinical practice. The information will be yearly specified on the electronic noticeboard of the course in AIS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> 1. Social mind (cognition, emotions, and personality in the context of cognitive neurosciences). 2. Consciousness and self-awareness. 3. Unconscious: automatic versus intentional processes. 4. Social perception. 5. Rational and intuitive decision making. 6. Personality disorders. 7. Stress and post-traumatic growth. 8. Burnout and compassion fatigue. 9. Attachment and mentalization.	



The information will be yearly specified on the electronic noticeboard of the course in AIS2, alternatively in LMS UPJŠ or MS Teams environment.

### **Recommended literature:**

#### **1. Social mind**

Braisby, N., & Gellatly, A. (Ed.). (2012). Cognitive psychology. Oxford Univ. Press.

Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook (Seventh edition). Psychology Press.

#### **2. Consciousness and self-awareness.**

Tononi, G., & Koch, C. (2015). Consciousness: Here, there and everywhere? Philosophical Transactions of the Royal Society of London B: Biological Sciences, 370(1668), 20140167.

Raichle, M. E. (2015). The Brain's Default Mode Network. Annual Review of Neuroscience, 38(1), 433–447. <https://doi.org/10.1146/annurev-neuro-071013-014030>

#### **3. Unconscious: intentional versus automatic processes.**

McCarthy, R., Gervais, W., Aczel, B., Al-Kire, R. L., Aveyard, M., Marcella Baraldo, S., Baruh, L., Basch, C., Baumert, A., Behler, A., Bettencourt, A., Bitar, A., Buxom, H., Buck, A., Cemalcilar, Z., Chekroun, P., Chen, J. M., del Fresno- Díaz, Á., Ducham, A., ... Zogmaister, C. (2021). A Multi-Site Collaborative Study of the Hostile Priming Effect. Collabra: Psychology, 7(18738). <https://doi.org/10.1525/collabra.18738>

#### **4. Social perception.**

Jones, B. C., et al. (2021). To which world regions does the valence–dominance model of social perception apply? Nature Human Behaviour, 5(1), 159–169. <https://doi.org/10.1038/s41562-020-01007-2>

Zickfeld, J., H., et al. (in press). Tears Evoke the Intention to Offer Social Support: A Systematic Investigation of the Interpersonal Effects of Emotional Crying Across 41 Countries. V tlači v: Journal of experimental social psychology.

#### **5. Rational and intuitive decision making.**

Białek, M., Domurat, A., & Meyers, E. (2021). Decision Making. In: Glaveanu V. (ed.) The Palgrave Encyclopedia of the Possible, 1-23. Palgrave Macmillan, Cham.

Calabretta, G., Gemser, G., & Wijnberg, N. M. (2017). The interplay between intuition and rationality in strategic decision making: A paradox perspective. Organization Studies, 38(3-4), 365-401.

Luan, S., Reb, J., & Gigerenzer, G. (2019). Ecological rationality: Fast-and-frugal heuristics for managerial decision making under uncertainty. Academy of Management Journal, 62(6), 1735-1759.

Sauer, H. (2012) Educated intuitions. Automaticity and rationality in moral judgement, Philosophical Explorations, 15:3, 255-275.

Stanovich, K. E. (2016). The comprehensive assessment of rational thinking. Educational Psychologist, 51(1), 23-34.

Stanovich, K. E. (2020). Why humans are cognitive misers and what it means for the Great Rationality Debate. In R. Viale (Ed.), Routledge Handbook of Bounded Rationality(1st ed., pp. 196–206). Taylor & Francis Group

#### **6. Personality disorders.**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

World Health Organization. (2018). International classification of diseases for mortality and morbidity statistics (11th Revision).

#### **7. Stress and post-traumatic growth.**

Tedeschi, R. G., Shakespeare-Finch, J., Taku, K., & Calhoun, L. G. (2018). Posttraumatic growth: Theory, research, and applications. Routledge.

<p>8. Burnout and compassion fatigue.  Nagoski, E., &amp; Nagoski, A. (2019). Burnout: The Secret to Unlocking the Stress Cycle. Ballantine Books.  Figley, C. R. (2002). Treating Compassion Fatigue. Routledge.</p> <p>9. Relationship and mentalization.  Hayden, M. C., Müllauer, P. K., Gaugeler, R., Senft, B., &amp; Andreas, S. (2019). Mentalization as mediator between adult attachment and interpersonal distress. Psychopathology, 52(1), 10-17.  Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. Annual review of psychology, 70, 401-422.  Fraley, R. C., &amp; Roisman, G. I. (2019). The development of adult attachment styles: Four lessons. Current opinion in psychology, 25, 26-30.</p>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 449					
A	B	C	D	E	FX
37.86	28.06	19.82	10.47	2.9	0.89
<b>Provides:</b> doc. PhDr. Beáta Ráczová, PhD., doc. Mgr. Pavol Kačmár, PhD., Mgr. Miroslava Köverová, PhD., doc. Ing. Mgr. Jozef Bavoľár, PhD.					
<b>Date of last modification:</b> 13.01.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/DS1/09	<b>Course name:</b> Diploma Thesis Seminar 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for obtaining credits for the course: <ul style="list-style-type: none"> <li>- participation in joint consultations</li> <li>- min. 15 pages of text to include an overview of the knowledge of the chosen topic and a research project proposal</li> <li>- min. 5 consultations with the tutor of work</li> </ul> The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Processing a literary review of the solved topic. Preparation of the theoretical background of the diploma thesis and sketch of the research project. Knowledge: Students will gain an overview of how to conduct a comprehensive literature review on the chosen topic. They will gain knowledge about critically evaluating the quality of sources. They will acquire knowledge about preparing the theoretical foundations for a diploma thesis. They will become familiar with designing a research project, including formulating research questions and hypotheses. They will learn the structure and style of academic writing, particularly for a thesis. Additionally, students will understand the replication crisis in psychology and the importance of open-science practices. Abilities: Students will develop the ability to critically evaluate research findings. They will be able to design and conduct research projects on the chosen topic. They will gain the ability to analyze and interpret data from research. They will be capable of creating detailed research protocols and scientific manuscripts. They will be able to discuss and critically evaluate research procedures and findings. Furthermore, they will learn to apply open-science practices to enhance the transparency and reproducibility of their research. They will be able to critically evaluate the quality and reliability of sources. They will also be able to identify and avoid problematic research practices. Skills: Students will acquire the skill to search for literature using scientific databases. They will learn to synthesize information from various sources into a coherent literature review. They will master the skill of creating a detailed outline for the research project. They will gain competence in writing protocols and drafts for the diploma thesis. They will also develop skills in implementing open-science practices, such as sharing research data openly, pre-registering studies, etc. They will learn to critically evaluate the quality and reliability of sources.	

The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: <a href="http://www.sciplore.org/2010/how-to-write-a-phd-thesis/">http://www.sciplore.org/2010/how-to-write-a-phd-thesis/</a> Ferad Zyulkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: <a href="http://www.feradz.com/How_to_Write_Thesis.html">http://www.feradz.com/How_to_Write_Thesis.html</a> Elmes, D.G., Kantowitz, B.H., & Roediger, H. L. (1985): Research Methods in Psychology. 2nd ed. St. Paul/New York. Shaugnessz, J. J., Zechmeister, E.B. (1990) Research Methods in Psychology. 2nd ed. New York: McGrae hILL Bavolár, J., Ferjenčík, J., & Kačmár, P. (2021). Pokročilé štatistické metódy v behaviorálnych a sociálnych vedách. UPJŠ. Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Sert, N. P. du, Simonsohn, U., Wagenmakers, E.-J., Ware, J. J., & Ioannidis, J. P. A. (2017). A manifesto for reproducible science. Nature Human Behaviour, 1(1), 0021. <a href="https://doi.org/10.1038/s41562-016-0021">https://doi.org/10.1038/s41562-016-0021</a> Rajčáni, J., Vargová, L., Adamkovič, M., & Kačmár, P. (2023). Statistical Misconceptions, Awareness, and Attitudes towards Open Science Practices in Slovak Psychology Researchers. Studia Psychologica, 65(1), 56–70. <a href="https://doi.org/10.31577/sp.2023.01.866">https://doi.org/10.31577/sp.2023.01.866</a>	
<b>Course language:</b> English	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 731	
abs	n
98.91	1.09
<b>Provides:</b> Mgr. René Šebeňa, PhD., univerzitný docent, doc. Mgr. Pavol Kačmár, PhD.	
<b>Date of last modification:</b> 24.01.2025	
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ DIS2/08	<b>Course name:</b> Diploma Thesis Seminar 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining credits is based on: - completing joint consultations - min. 5 consultation with the tutor - realization of empirical research according to the prepared project The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> The aim of the course is to ensure and guide the preparation of the thesis. Key aspects that student should pay attention during the preparation of the thesis are covered and critically discussed with emphasis on the interconnection of previously acquired knowledge from the methodology, statistics and other crucial fields of expertise. <b>Knowledge:</b> Students will gain an overview of advanced research preparation techniques, including planning the sample size and selecting appropriate tools and methods. They will acquire knowledge about choosing suitable data analysis methods. They will become familiar with the need for a comprehensive discussion of obtained results. This knowledge is presented in the context of the replication crisis and the importance of current trends in open science. <b>Abilities:</b> Students will develop the ability to plan and conduct advanced research projects. They will be able to determine the appropriate sample size and select suitable tools and methods for their research. They will gain the ability to choose and apply appropriate data analysis methods. They will be capable of providing a comprehensive discussion of the obtained results and their interpretation. Furthermore, they will learn to apply open-science practices to enhance the transparency and reproducibility of their research. <b>Skills:</b> Students will acquire the skill to plan the sample size and select appropriate tools and methods, as well as apply various data analysis methods. They will master the skill of providing a comprehensive discussion of research results. They will gain competence in implementing open-science practices, such as sharing research data openly and pre-registering studies. Additionally, they will develop skills in recognizing and avoiding problematic research practices. The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	

**Brief outline of the course:**

The information will be yearly specified on the electronic noticeboard (aj black board môže byť) of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

How to write a thesis (Bachelor, Master, or PhD) and which software tools to use. Source: <http://www.sciplore.org/2010/how-to-write-a-phd-thesis/>

Ferad Zyulkyarov (2008). How to Write Diploma, Master or PhD Thesis?. Available: [http://www.feradz.com/How\\_to\\_Write\\_Thesis.html](http://www.feradz.com/How_to_Write_Thesis.html)

Elmes, D.G., Kantowitz, B.H., & Roediger, H. L. (1985): Research Methods in Psychology.

2nd ed. St. Paul/New York. Shaugnessz, J. J., Zechmeister, E.B. (1990) Research Methods in Psychology. 2nd ed. New York: McGrae hILL

Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Sert, N. P. du, Simonsohn, U., Wagenmakers, E.-J., Ware, J. J., & Ioannidis, J. P. A. (2017). A manifesto for reproducible science. Nature Human Behaviour, 1(1), 0021. <https://doi.org/10.1038/s41562-016-0021>

Rajčáni, J., Vargová, L., Adamkovič, M., & Kačmár, P. (2023). Statistical Misconceptions, Awareness, and Attitudes towards Open Science Practices in Slovak Psychology Researchers. Studia Psychologica, 65(1), 56–70. <https://doi.org/10.31577/sp.2023.01.866>

**Course language:**

english

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

Total number of assessed students: 762

abs	n
98.82	1.18

**Provides:** Mgr. René Šebeňa, PhD., univerzitný docent, doc. Mgr. Pavol Kačmár, PhD.

**Date of last modification:** 24.01.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KSP/ DiPor/15	<b>Course name:</b> Distance Counselling
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The subject is limited by the number of students due to the capacity of the training workplace - 15 psychology students, 15 social work students. The selection is made based on the time of registration of the subject - for the first 15 psychologists and the first 15 social workers! Teaching is carried out in two phases: block teaching of theory and counseling skills training, September - October; completion of services at the Children's Trust Line workplace, October - December. The point gain is max 100 points per semester in the distribution: 60b semester, 40b exam. Semester: 10 points - propagation activities 10 points - preparation of a blog article on the Children's Trust Line (LDD) 10 points - study and analysis of 10 counseling e-mails 15 points - consulting answer to 3 e-mails 15 points - conducting counseling communications at the cottage under the supervision of an LDD expert A minimum of 40 points must be obtained per semester. Subsequently, the student can take the exam. Students who get at least 45 points during the semester have the opportunity to pass the exam in advance. Written exam with a maximum gain of 40 points, the required minimum is 21 points. Rating: A 100-93b; B 92-83b; C 82-73b; D 72-66; E 65-61; FX 60-0	
<b>Learning outcomes:</b> <b>Knowledge</b> The student can compare the advantages and disadvantages of distance and face-to-face counseling He masters the basic counseling approaches <b>Skills</b> Interprets and can apply counseling methods Identifies the limits of distance counseling It applies the principles of the ethical code of distance counseling He controls the technological procedures of work in remote consulting <b>Competences</b>	

He is able to conduct consultative written communication under the supervision of an expert  
Is able to prepare an advisory written response

**Brief outline of the course:**

Introduction – role of social work in the system of distance counselling.

Counselling.

Social-legal counselling.

Forms and types of counselling.

Attendance counselling.

Distance counselling.

Advantages and disadvantages of distance counselling.

Code of ethics.

Telephone counselling 1.

Telephone counselling 2.

E-mail counselling.

Other forms of distance counselling.

Clients of distance counselling.

**Recommended literature:**

BALOGOVÁ, B.-E. ŽIAKOVÁ (eds.), 2017. Vademecum sociálnej práce. Košice: UPJŠ, FF. ISBN 978-80-8152-483-7.

Horská, B. , Lásková, A. , Ptáček, L. Internet jako cesta pomoci. Praha: Slon, 2010. ISBN 978-80-7419-034-6. S. 37-41.

Špatenková, N. a kol. Krizová intervence pro praxi. Praha : Grada Publishing, 2004. 200 s. ISBN 80-247-0586-9.

**Course language:**

slovak

**Notes:**

**Course assessment**

Total number of assessed students: 245

A	B	C	D	E	FX
65.71	21.63	7.76	1.22	3.67	0.0

**Provides:** doc. Mgr. Soňa Lovašová, PhD., univerzitná profesorka

**Date of last modification:** 17.09.2024

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



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDP/08	<b>Course name:</b> Educational Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> I. Activity at seminars: 13 points II. Written examination: 12 points III. Pedagogical-psychological evaluation of the student - dynamic testing of learning potential: 25 points IV. Examination in the form of a written essay: 50 points. Final test in the form of an essay on an individually assigned topic, range 12-15 pages. The essay should be in the form of an overview of relevant latest findings from scientific monographs, research studies taking into account domestic and foreign studies (minimum 10 studies), using own applications, analyzes, synthesizing perspectives, evaluation. Deadline: 7 days before the exam (MsTeams). For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> After successfully completing the course, students master a systematic set of advanced knowledge from pedagogical psychology with an emphasis on understanding how to develop personality in the education process and using the latest research findings. The intention is simultaneously in the cognitive field to develop the ability to analyze and synthesize acquired knowledge for the needs of their application in the implementation of practical activities in the field of pedagogical psychology. Students are guided to transfer the acquired knowledge and skills in their practical application, especially in the form of creating intervention programs for different groups of students with special needs (testing and evaluating these students in the school environment, consulting with teachers and parents). In the process of study, the student should acquire a set of relevant knowledge at the level of understanding pedagogical-psychological phenomena. At the same time, the emphasis in the affective-motivational sphere is placed on independent, internally motivated activity in the study of pedagogical-psychological phenomena from currently published scientific sources, as well as on building a critical evaluation approach to the use of acquired knowledge. Part of the teaching is also the fulfillment of psychomotor goals - students acquire skills and abilities in conducting a pedagogical-psychological diagnostic interview, in the implementation of alternative methods of evaluating the study prerequisites of different groups of pupils and students, with an emphasis on	

dynamic testing in the field in school conditions, as well as in the creation of exit assessments for needs of teachers, school management and parents.  
Information is updated annually on the subject's electronic bulletin board in AIS2, alternatively in the UPJŠ LMS or the MS Teams environment.

**Brief outline of the course:**

1. Educational Psychology - concepts and principles. Current and classical approaches to the topics of educational psychology.
  2. Taxonomy of educational objectives and its application to the development of personality in the process of education. Psychological conceptions of the learning process.
  3. Learning, current approaches, theories and applications.
  4. Meaningful learning vs mechanical learning. Basic concepts. Internal processes and structures of learning. Variables of meaningful learning. Discovery learning and meaningful learning, their nature and contribution to the effectiveness of school learning.
  5. Creativity and talents - learning, developing creativity and talents.
  6. Psychological aspects of optimization and implementation of the educational process.
  7. Individualized and group instruction from a psychological point of view.
  8. Educational activity - methods of educating. Learner-centered approach.
  9. Pedagogical-psychological approaches to the acquisition of reading, writing, mathematics, science. Acquisition of reading fluency and reading comprehension.
  10. Understanding and management of learning disorders from the viewpoint of curriculum based assessment.
  11. Alternative methods of ability assessment (format response to intervention - RTI, functional diagnostics, curriculum based assessment) in relation to school performance. Dynamic assessment of the capabilities and performance of students in relation to their classrooms potential.
  12. Individual education program and its pedagogical and psychological content and characteristics.
  13. Consultation of students school problems.
  14. Educational intervention programs and their effectiveness.
- The information will be yearly specified on the electronic noticeboard of the course in AIS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

Obligatory sources:

Lectures

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

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

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

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

MESÁROŠOVÁ, M. (2023). Rozvíjanie nadania a tvorivosti, Košice: UPJŠ, Vydavateľstvo ŠafárikPress. <https://unibook.upjs.sk/sk/filozoficka-fakulta/1932-rozvivanie-nadania-a-tvorivosti>

MESÁROŠOVÁ, M., KÖVEROVÁ, M., & MIHÁLIKOVÁ, R. (2023). Prípadové štúdie a cvičenia z pedagogickej psychológie. Košice: UPJŠ, Vydavateľstvo ŠafárikPress. <https://unibook.upjs.sk/img/cms/2023/ff/pripadove-studie-a-cvicenie-z-pedagogickej-psychologie.pdf>

MESÁROŠOVÁ, M., KÖVEROVÁ, M., HIČÁROVÁ, V., MIHÁLIKOVÁ, R., & LIPTÁK, E. (2023). Pokroky pedagogickej psychológie. Košice: UPJŠ, Vydavateľstvo ŠafárikPress.

Odporúčaná:

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

- BOWMAN, R. (2011). Rethinking What Motivates and Inspires Students. *Clearing House*, 84(6), 264. doi:10.1080/00098655.2011.592164
- DOČKAL, V. (2005). *Zaměřeno na talenty aneb Nadání má každý*. Praha: Nakladatelství Lidové noviny.
- ĐURIĆ, L. a kol. (1991). *Pedagogická psychológia*. Bratislava: SPN 1988, Jaspis 1991.
- HUNT, E. (2014). Teaching intelligence: Why, why it is hard and perhaps how to do it. *Intelligence*. 42, 156-165.
- HVOZDÍK, J. (1986). *Základy školskej psychológie*. Bratislava: SPN.
- KAPRÁLEK, K., BĚLECKÝ, Z. (2004). *Jak napsat a používat individuální vzdělávací program*. Praha: Portál.
- KOSÍKOVÁ, V. (2011). *Psychologie ve vzdělávání a její psychodidaktické aspekty*. 1. vyd. Praha: Grada.
- KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J. (2008). *Školní hodnocení žáka a studentu*. Praha: Portál.
- MESÁROŠOVÁ, M. (1998). *Nadané deti. Poznávanie a rozvíjanie ich osobnosti*. Prešov: Manacon.
- MESÁROŠOVÁ, M. (2010). Intervenčné programy a ich aplikácia v skupine žiakov zo sociálne znevýhodňujúceho prostredia. In: I. Kovalčíková (Ed.): *Kognitívna stimulácia individuálnych edukačných potrieb žiaka zo sociálne znevýhodňujúceho prostredia*. Prešov, Vydavateľstvo Prešovskej univerzity, 2010, s.7-20.
- NORMAN, K. (2013). Understanding and supporting the flourishing of the exceptional ability: A positive psychology approach to educational psychology practice. *Educational & Child Psychology*, 30(2), 29-43.
- ORMROD, J. E., ANDERMAN, E. M., & ANDERMAN, L. (2020). *Educational psychology: Developing learners*. Pearson.
- RYAN, RICHARD M. (2000). "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25.1 (2000): 54-67.
- SLAVIN, R. (2018). *Educational psychology. Theory and Practice*. 12. vyd. NY: Pearson. ISBN 9780134524139 (eText)
- SLAVIN, R. E.: (2014). *Educational Psychology: Theory and Practice*. 8. vyd. 2005, Pearson Educ Lim. 10. vyd. 2014
- STERNBERG, R. (2008). Applying psychological theories to educational practice. *American Educational Research Journal*, 45(1), 150-165.
- WOOLFOLK, A. (2014) *Educational Psychology. Active Learning Edition*. 12th Ed. Boston etc Pearson.
- WOOLFOLK, A. (2016). *Educational Psychology*. 13. vyd. Boston etc.: Pearson.
- WOOLFOLK, A. (2020). *Educational Psychology*. 14. vyd. Boston etc.: Pearson.
- ZELINKOVÁ, O. (2007). *Pedagogická diagnostika a individuální vzdělávací program*. Praha: Portál

**Course language:**

Slovak, English

**Notes:**

Guidelines for online learning:

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

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

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

The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Course assessment**

Total number of assessed students: 781

A	B	C	D	E	FX
31.24	22.28	24.71	13.83	6.02	1.92

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

**Date of last modification:** 17.01.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ EPS/16	<b>Course name:</b> Ethics for psychological practice
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COURSE REQUIREMENTS 1. THE ETHICS AUTOBIOGRAPHY —To explore how to be ethical and professional, you need to know where you're coming from. To help accomplish this goal, the short paper (2-3 pages), will be an "ethics autobiography" in which you will explore the aspects of your background that might make it easier or harder to be ethical. Ethics autobiography is followed with your presentation some main ethic dilemmas. 2. ACTIVE DISCUSSING AND PARTICIPATING - I invite you to be active, to come along and explore with me how we make the transition from nice, caring, bright people to effective, ethical, caring professionals. 3. COMPARISON OF APA ETHIC CODE OF CONDUCT AND CODE OF CONDUCT IN YOUR LANGUAGE - You will find out ethic code of conduct in your language and bring it to seminar lesson. 4. CLASS PRESENTATION - The presentation's purpose is to be acquainted with a variety of topics in the fields of ethics and law. Each student is required to prepare and present materials. As part of the background material and the presentation one can use articles, clips from professional and folk books and films, information from the internet etc. The presentation would be minimum 25-30 minutes, thus leaving time for a short debate in class. FINAL GRADE is sum of activities during semester 1. THE ETHICS AUTOBIOGRAPHY 30% 2. ACTIVE DISCUSSING AND PARTICIPATING during semester 10% 3. COMPARISON OF ETHIC CODES OF CONDUCT (Slovak to APA, Izraeli to APA) 20% 4. CLASS PRESENTATION 40% = 100%	
<b>Learning outcomes:</b> Knowledge: The graduate will gain an overview of the basic ethical principles of psychological work. He/she knows and masters domestic and foreign ethical psychological codes. Skills: He/she can assess and analyze specific cases of ethical dilemmas with awareness of the recommendations of specific ethical codes that regulate the profession of psychologist. He/she will gain the skill to apply specific steps and procedures for solving ethical dilemmas.	

Competencies: The student can think ethically, consider multiple perspectives of ethical dilemmas in psychology. He/she is aware of his/her own ethical obstacles.					
<b>Brief outline of the course:</b> 1. Place ethics in psychology 2. Historical roots 3. Overview of national and international ethics codes and principles 4. Resolving ethical issues and competence 5. Human relations 6. Privacy and Confidentiality 7. Ethics in psychotherapy Students will work with specific ethical cases from psychological practice.					
<b>Recommended literature:</b> Current revision of the APA Code of Ethics and National Code of Ethics. Hricová, M. (2025). Do I have it or not: Ethics in psychological practice. Košice: UPJŠ. Bersoff, D.N. (1999). Ethical Conflicts in Psychology, Washington, APA. Ethical Principles of Psychologists and Code of Conduct APA 2002. Bricklin, P. (2001). Being ethical: More than obeying the law and avoiding harm. Journal of Personality Assessment, 77, 2, 195-202. 2001. Koocher, G., P., Keith-Spiegel, P. (2008). Ethics in Psychology: Professional Standards and Cases. Oxford Textbooks in Clinical Psychology. in Psychology. Cambridge University Press.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 100					
A	B	C	D	E	FX
96.0	3.0	1.0	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Monika Hricová, PhD.					
<b>Date of last modification:</b> 04.02.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

<b>Course assessment</b>					
Total number of assessed students: 264					
A	B	C	D	E	FX
76.89	23.11	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Gabriela Linhardtová					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPS/ HAND/18		<b>Course name:</b> Hand Test			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> II.					
<b>Prerequisites:</b> KPS/PDE/08 and KPS/PDO/08					
<b>Conditions for course completion:</b> Active participation, administration of 5 protocols, quantitative and qualitative processing and interpretation of 3 test protocols					
<b>Learning outcomes:</b> Quantitative and qualitative knowledge that is required for the practical application of the test method					
<b>Brief outline of the course:</b> Introduction: Theoretical background of the test, historical context. Administration and scoring. Possibilities of quantitative and qualitative interpretation. Application for different age groups.					
<b>Recommended literature:</b> Groth-Marnat, G.2009. Handbook of psychological assessment. Hoboken, N.J: John Wiley & Sons, Inc,					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 61					
A	B	C	D	E	FX
68.85	29.51	1.64	0.0	0.0	0.0
<b>Provides:</b> Mgr. Miriam Slavkovská, PhD.					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

Sexual dysfunctions – diagnostics and therapy Sexual deviations in object and activity - diagnostics and therapy					
<b>Recommended literature:</b> Janet Hyde and John DeLamater (2013) Understanding Human Sexuality. McGraw-Hill Education; 12 edition Wendy Stainton Rogers, Rex Stainton Rogers (2001). The Psychology of Gender and Sexuality: An Introduction.: . Philadelphia. Open University Press Kathleen McKinney, Ed., Susan Sprecher Ed. (1991) Sexuality in Close Relationships. Hillsdale, NJ. Lawrence Erlbaum Associates. Jane M. Ussher (1997) Body Talk: The Material and Discursive Regulation of Sexuality, Madness, and Reproduction. Routledge. London. John Bancroft (1989). Human Sexuality and Its Problems. Edition: 2nd. Edinburgh. Churchill					
<b>Course language:</b> Slovak, English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 355					
A	B	C	D	E	FX
99.15	0.0	0.56	0.28	0.0	0.0
<b>Provides:</b> PhDr. Iveta Jonášová, Ph.D.					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

Psychic determinism Neuropsychanalytic perspective of psychodynamics Practical outline: Psychodynamic listening Theory of reflection - focus on implicit (pre-conscious) feelings Becoming a flexible listener					
<b>Recommended literature:</b> Gabbard, G., O. (2010). Long-term psychodynamic psychotherapy: A Basic Text. London: American Psychiatric Publishing, Inc. ISBN: 1585621447 Symington, N. (1999). The Analytic Experience: Lectures from the Tavistock. St Martin's Press. ISBN: 9780946960293 Mitchell, S.A., & Black M. J. (1995). Freud and Beyond. New York: Basic Books. ISBN: 8072540297 Shapiro, P.J., Friedberg, R.D., & Bardenstein, K.K. (2006). Child and Adolescent Therapy: Science and Art. New York: J.Wiley. ISBN-13: 9780471386377 Fredericson, J. (1999). Psychodynamic Psychotherapy. New York: Taylor & Francis. ISBN: 978-0-87630-962-9 Solms, M. (2004). Brain and the Inner World: Introduction to the Neuroscience of the Subjective Experience. ITC Bookman. ISBN: 10:15905101178					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 99					
A	B	C	D	E	FX
91.92	7.07	1.01	0.0	0.0	0.0
<b>Provides:</b> Mgr. Martin Babík, Ivica Uhríková, MSc.					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

preferences and learning styles. This helps them apply the knowledge and skills learned in the course in practice more effectively.					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b> Arist von Schlippe, Jochen Schweitzer (2014). Systemic Interventions, Vandenhoeck & Ruprecht. Luc Isebaert (2017). Solution-focused cognitive and systemic therapy, Routledge, Steve de Shazer ,(1985). Keys to solution in brief therapy, W. W. Norton & Company.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 45					
A	B	C	D	E	FX
77.78	20.0	2.22	0.0	0.0	0.0
<b>Provides:</b> Mgr. Ondrej Kalina, PhD.					
<b>Date of last modification:</b> 10.02.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTR/08	<b>Course name:</b> Market and Advertisement Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Steps of sales - an interview with recordings (audio, video). 5. week - 25 points. 2. A research study - research into the effectiveness of advertising. Week 7 - 25 points. 3. Completion of 80% of lectures and seminars. Applies to both full-time and part-time online teaching. 4. Final exam: written test - 50 points, minimum 26 points. 50% continuous assessment (minimum 26 points), 50% of the final assessment (minimum 26 points) Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> After successfully completing the subject, students master a systematic set of expanding knowledge from the psychology of advertising and the market with an emphasis on understanding how to recognize personality in the process of sales, creating advertising and in the course of consumer behavior and using the latest research findings. At the same time, the intention is to develop the ability to analyze and synthesize acquired knowledge in the cognitive field for the needs of their application in the implementation of practical activities in the field of advertising and market psychology. Students are guided to transfer the acquired knowledge and skills in their practical application, especially in the form of creating research projects for various groups of consumers and customers to learn about their needs (testing and evaluation in a natural environment, consulting with research clients). In the process of study, the student should acquire a set of relevant knowledge at the level of understanding ongoing psychological phenomena in the market environment. At the same time, the emphasis in the affective-motivational sphere is placed on independent, internally motivated activity in the study of psychological phenomena from currently published scientific sources, as well as on building a critical evaluation approach to the use of acquired knowledge. Part of the teaching is also the fulfillment of psychomotor goals - students acquire skills and abilities in conducting psychological diagnostic and sales interviews, in the implementation of evaluation methods of various groups of advertising variables, customer and seller personality, etc., with	



an emphasis on testing in the field, as well as creating output evaluations for the needs of the organization, research client, etc.  
Information is updated annually on the subject's electronic bulletin board in AIS2, alternatively in the UPJŠ LMS or the MS Teams environment.

**Brief outline of the course:**

1 Topics and methods of market psychology and psychology of advertising. 2 Psychological and social determinants of consumer behavior. 3 Communication and empathy. 4 Phases and steps of the sales process. 5 Motivation and sales force management. 6 Personal and social competencies of marketing personnel and vendor. 7 Marketing communications from a psychological point of view. 8 Psychological characteristics of ads. 9 Psychological determinants of effective advertising. 10 Research in market and advertising psychology. Types of market research: research of new product, image, name, package. Segmentation research and typology of consumers. Panel research. 11 Globalization and cultural differences in consumer behavior.

The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

HRADISKÁ, E., LETOVANCOVÁ, E.: Psychológia v marketingovej komunikácii.. Bratislava : Univerzita Komenského, 2005.

KOMÁRKOVÁ, R., RYMEŠ, M., VYSEKALOVÁ, J.: Psychologie trhu. Praha: Grada, 1998

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

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

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

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

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

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

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

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

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

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

Michael R. Solomon, Gary Bamossy, Prof Søren Askegaard, & Margaret K. Hogg (2013).

Consumer Behaviour: A European Perspective 5th edition. Harlow, England, etc. Pearson

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

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 309

A	B	C	D	E	FX
36.89	28.48	25.24	8.41	0.97	0.0

**Provides:** prof. PhDr. Margita Mesárošová, CSc., Mgr. Emil Lipták

<b>Date of last modification:</b> 21.01.2025
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPS/DPO/15		<b>Course name:</b> Master's Thesis Defense			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 14					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> The diploma thesis is the result of the student's own creative work. It must not show elements of academic fraud and must meet the criteria of good research practice defined in the Rector's Decision no. 21/2021, which lays down the rules for assessing plagiarism at Pavel Jozef Šafárik University in Košice and its components. Fulfillment of the criteria is verified mainly in the training process and in the process of job defense. Failure to do so is grounds for disciplinary action.					
<b>Learning outcomes:</b> With the diploma thesis the student demonstrates mastery of extended theory and professional terminology of the field of study, acquisition of knowledge, skills and competences in accordance with the declared profile of the graduate of the study program, as well as the ability to apply them in an original way. The student demonstrates the ability of independent professional work in terms of content, formal and ethical. Further details of the diploma thesis are determined by Directive no. 1/2011 on the basic requirements of final theses and the Study Regulations of UPJŠ in Košice for the 1st, 2nd and joint 1st and 2nd degree.					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b> english					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 340					
A	B	C	D	E	FX
27.65	36.47	20.88	10.29	4.41	0.29
<b>Provides:</b>					
<b>Date of last modification:</b> 08.04.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/MTR/18	<b>Course name:</b> Motivation Training in Behavioral Changes
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08 and KPS/PTER/08	
<b>Conditions for course completion:</b> Active participation in seminars: Practising motivational interviewing with a client. Writing a paper during the semester. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention. Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques. Social competences: responsibility for participation in motivating of clients/patients, showing empathy. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Topics: Personal motivation to participate in training in behavioural change motivation Introduction to theory - motivation and behavioural changes Motivation: phases of motivation - creating groups Motivation: behaviour and motivation Identification of behavioural change phase and intervention Resistance and ambivalence Change planning and implementation Role play in model clinical cases The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> Boletho R. 2004. Motivational Practice. Promotion Healthy Habits and Self-Care of Chronic Diseases. MHH Publication, USA	

Ivey, A.E., Ivey, M. B., Zalaquett, C.P.: Intentional Interviewing and Counseling. Boston, etc., Cengage Learning, 2018.  
 Wilczek-Ruzyczka, E., Czabanowska, A. (Eds.), 2010. Jak motywować do zmiany zachowania? Trenion motywacyjny dla studentów i profesjonalistów. Krakow: WUJ.

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 0

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

**Provides:** prof. PhDr. Margita Mesárošová, CSc., prof. Dr.hab. Ewa Wilczek-Ruzyczka

**Date of last modification:** 03.08.2022

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

## COURSE INFORMATION LETTER

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

**Brief outline of the course:**

Person centered therapy in a psychotherapy system. Evolution, current state, and perspectives of person-centered psychotherapy/approach.

Philosophical and psychological basis of person-centered psychotherapy. Self-actualization tendency.

The theory of personality and etiopathogenesis of disorders in a human-centered approach. Fully functioning personality and its characteristics. Theory of psychotherapy and therapeutic change.

Necessary and essential conditions of the psychotherapeutic process. Congruence, acceptance, empathy, therapist-client relationship.

Characteristics and stages of the psychotherapeutic process. Factors of effectiveness of person-centered psychotherapy.

Group work in a person-centered approach.

Ethical principles of psychotherapy.

Areas of application of person-centered therapy.

**Recommended literature:**

Cooper, M., O'Hara, M., Schmid, P. F., Bohart, A.C (2013) The Handbook of Person-Centred Psychotherapy and Counselling. 2nd ed. New York, Palgrave Macmillan.

Mearns, D., Thorne, B. (2000) Person-Centred Therapy Today: New Frontiers in Theory and Practice. London, Sage.

Moon, K.A. (2007) A Client-Centered review of Rogers with Gloria. Journal of Counseling and Development, vol. 85, no. 3, 2007, p. 277+.

Rogers, C. R. (1942) Counseling and Psychotherapy: Newer Concepts in Practice. Boston: Houghton Mifflin 1942.

Rogers, C. R. (1957) The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology. 1957, 21, 2, 95-103.

Rogers, C. R. (1959) A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-centered Framework. In: Koch, S.: Psychology: A Study of a Science. Study I. Conceptual and Systematic. Vol 3. Formulations of the Person and Social Context. New York etc., McGraw-Hill 1959, s.184-256.

Smyth, David. (2013) Person-centered therapy with children and young people. London, Sage Publications.

Tolan, J. Cameron, R. (2017) Skills in Person-Centred Counselling & Psychotherapy (Skills in Counselling & Psychotherapy Series) London, Sage.

**Course language:**

English language

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

Total number of assessed students: 352

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

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

**Date of last modification:** 05.09.2024

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

## COURSE INFORMATION LETTER

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



David J. Thomas (2011) Police Psychology: A New Specialty and New Challenges for Men and Women in Blue. Santa Barbara, CA: Praeger  
 Practitioner 2nd Edition. Charles C Thomas Pub Ltd;  
 by Curtis R. Bartol (Editor), Anne M. Bartol (Editor) (2011). Current Perspectives in Forensic Psychology and Criminal Behavior Third Edition Edition. SAGE Publications, Inc; Third Edition edition  
 Vincent E. Henry (2004). Death Work: Police, Trauma, and the Psychology of Survival. New York: Oxford University Press  
 James Horley (2003) Personal Construct Perspectives on Forensic Psychology. Contributors: Hove, England.: Brunner-Routledge.  
 Neil Brewer, Ed. (1995) Psychology And Policing. Hillsdale, New Jersey Hove, UK Lawrence Erlbaum Associates, Publishers  
 Graham J. Towl, David A. Crighton. (1996) The Handbook of Psychology for Forensic Practitioners. New York: Routledge

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 544

A	B	C	D	E	FX
56.8	27.94	10.85	2.57	1.84	0.0

**Provides:** Mgr. Karolína Mačajová, PhD.

**Date of last modification:** 03.08.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> 1. PK/ PPP-Ps/11	<b>Course name:</b> Psychiatry and Psychopathology for Psychologists
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Compulsory attendance on at least 90 % of all of practicals held during semester. 2. Evaluation: active participation in practicals; permanent study check (control questions). 3. Final exam	
<b>Learning outcomes:</b> The aim is to learn etiopathogenesis, diagnostics and treatment of mental disorders, psychopathology and communication with patients with mental disorders.	
<b>Brief outline of the course:</b> <ul style="list-style-type: none"> <li>- psychiatry - history of psychiatry and its content</li> <li>- etiopathogenesis of mental disorders</li> <li>- psychopathology /disturbances of perception, mood, thinking, volition, memory, intellect, consciousness, personality/</li> <li>- diagnostics of mental disorders,</li> <li>- principles of classification in psychiatry</li> <li>- syndromology of mental disorders</li> <li>- treatment and rehabilitation of mental disorders</li> <li>- organization, legal and ethical issues in psychiatry</li> <li>- communication with patient with mental disorder</li> <li>- schizophrenia and schizophrenia - like disorders</li> <li>- affective disorders</li> <li>- organic including symptomatic mental disorders</li> <li>- anxiety and stress-related disorders</li> <li>- psychoactive substance addictions</li> <li>- personality disorders</li> <li>- pedopsychiatry and psychiatric care for adolescents</li> <li>- gerontopsychiatry</li> <li>- psychiatric sexology</li> <li>- biological treatment in psychiatry</li> <li>- psychopharmacology</li> <li>- psychotherapy, psychoeducation and rehabilitation in psychiatry</li> </ul>	

<ul style="list-style-type: none"> <li>- social psychiatry</li> <li>- legal and ethical aspects in psychiatry, forensic psychiatry</li> </ul>					
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1. Hosak L., Hrdlicka M. Psychiatry and Pedopsychiatry, Karolinum, 2017. ISBN 9788024633787</li> <li>2. Pridmore S. Download of Psychiatry, Front matter. Last modified: October, 2015. <a href="http://eprints.utas.edu.au/287/">http://eprints.utas.edu.au/287/</a></li> </ol>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 685					
A	B	C	D	E	FX
67.3	15.04	11.97	3.5	0.88	1.31
<b>Provides:</b> Mgr. MUDr. Jozef Dragašek, PhD., MHA, MUDr. Zuzana Vančová, PhD., MUDr. Dominika Jarčušková, PhD., MUDr. Simona Čarnakovič					
<b>Date of last modification:</b> 17.03.2023					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSDG/15	<b>Course name:</b> Psychodiagnostics
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Psychological Testing and Assessment - definition of key terms</li> <li>2. Classification of assessment methods. Brief overview of history of development and use of methods. The characteristics of psychological tests..</li> <li>3. User qualifications and professional competencies. Factors influencing the situation of psychological assessment</li> <li>4. General issues of psychological assessment of children and youth (Situation of psychological assessment and its specifics in childhood.</li> <li>5. Psychological Report</li> <li>6. Non-testing methods - observation, interview, case history. n-testing methods.</li> <li>7. Intelligence tests - definition of intelligence, A brief overview of models of intelligence</li> <li>8. Wechsler Intelligence Scale</li> <li>9. Tests of mental functions, special abilities</li> <li>10. Projective methods.</li> <li>11. Personality measurement - questionnaires, inventories, rating scales</li> <li>12. Assessment methods of early development.</li> <li>13. Assessment of school achievement</li> <li>14. Partial learning disabilities.</li> <li>15. Children's drawings</li> <li>16. Problems of middle childhood - Assessment of external and internal troubles</li> </ol>	
<b>Recommended literature:</b> Saklofske, Donald H. (EDT)/ Reynolds, Cecil R. (EDT)/ Schwean, Vicki L. (EDT), The Oxford Handbook of Child Psychological Assessment, Published by Oxford Univ Pr, 2013, ISBN 10: 0199796300 / ISBN 13: 9780199796304 Chethik, M (1989). The process of assessment and its role in the treatment process. From Chethik, M. Techniques of Child Therapy. Guilford Press. Sattler, J. M. & Dumont, R. (2004). Assessment of children : WISC-IV and WPPSI-III Supplement. San Diego: Jerome M. Sattler, Publisher, Incorporated	

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

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

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

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

Kaplan, R.M., Saccuzzo, P.D. 2011: Specifications of Psychological Testing and Assessment 1st Edition, Publisher: Wadsworth, , ISBN-13 9788131512395, ISBN-10 8131512398 Chapter 2 –p- 39-51.

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 340

A	B	C	D	E	FX
39.41	22.35	17.35	10.29	10.0	0.59

**Provides:**

**Date of last modification:** 21.03.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDO/08	<b>Course name:</b> Psychodiagnostics of Adults
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students are evaluated based on class participation, class presentation (20p) (the topic of presentation should relate to the field of psychological assessment. Example: multicultural issues in assessment, controversies in assessment, or the use of a specific instrument (provide a brief overview of its intended use as well as its technical features) Write a report (20p.) of 4 assessment instruments, each report will include the following: the possibility of using a diagnostic tool, advantages and disadvantages user qualification level Next, please answer the following questions: How did results confirm or disconfirm your knowledge of yourself? What are the implications of your findings as far as your understanding of yourself as a therapist ? Any surprises? Please elaborate. The reports should be at least two pages and no longer than four pages and a final exam. Activities during semester are evaluated max. 40 p, final exam max 60 p. (written form with open-end questions) Final evaluation (sum of all points): For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: the graduate will acquire basic knowledge in the field of psychodiagnostics of adults, learn theoretical and practical principles of diagnosis and assessment, and gain knowledge of the main methods and selected methodologies of psychological diagnosis. Skills: emphasis is placed on practical training in the competencies and skills needed in the psychological assessment of adult individuals. The graduate will learn the principles of psychodiagnostic work, administration and interpretation of specific methods. Competences: the graduate is able to compile a psychodiagnostic battery to diagnose the observed psychological processes. The student is able to administer psychodiagnostic tests and questionnaires	

for adults and interpret the results. The student is able to formulate psychodiagnostic conclusions and recommendations.

**Brief outline of the course:**

Principles and specifics of adult psychological diagnosis. Clinical and test methods. Assessment of intelligence, partial and special abilities. Evaluating individual mental functions. Personality assessment: Questionnaire methods - single and multi-dimensional. Rating scale. Projective methods.

**Topics**

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

The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.					
<b>Recommended literature:</b> Groth-Marnat, G. Handbook of Psychological Assessment, 5th Edition, ISBN: 978-0-470-08358-1, 768 pages, May 2009 Gregory, R. 2014: Psychological Testing: History, Principles, and Applications, 7th Edition, 592 pages, ISBN13: 9781292058801, ISBN10: 1292058803 Kaplan, R.M., Saccuzzo, P.D. 2011: Specifications of Psychological Testing and Assessment 1st Edition, Publisher: Wadsworth, , ISBN-139788131512395, ISBN-108131512398 Chapter 2 –p-39-51.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 880					
A	B	C	D	E	FX
31.59	22.95	18.07	11.59	8.18	7.61
<b>Provides:</b> doc. Mgr. Monika Hricová, PhD., Mgr. Simona Ďurbisová, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDE/08	<b>Course name:</b> Psychodiagnostics of Children and Young Adults
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDO/08	
<b>Conditions for course completion:</b> Students are evaluated based on class participation, class presentation (the topic of presentation should relate to the field of psychological assessment of children), writing report and final exam. psychological report. Activities during semester are evaluated max 40 p. Final exam max. 60 p. (written form with open-end questions) Final evaluation (sum of all points): For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: the graduate will acquire basic knowledge in the field of psychodiagnostics of children and adolescents, learn theoretical and practical principles of diagnosis and assessment, and gain knowledge of the main methods and selected methodologies of psychological diagnosis. Skills: emphasis is placed on practical training in the competencies and skills needed in the psychological assessment of children and youth. The graduate will learn the principles of psychodiagnostic work, administration and interpretation of specific methods. Competences: the graduate is able to compile a psychodiagnostic battery to diagnose the observed psychological processes. The student is able to administer psychodiagnostic tests and questionnaires for children and adolescents adults and interpret the results. The student is able to formulate psychodiagnostic conclusions and recommendations.	
<b>Brief outline of the course:</b> 1. General issues of psychological assessment of children and youth (theoretical models). Situation of psychological assessment and its specifics in childhood. Qualitative and quantitative analysis of psychodiagnostic findings, idiographic and nomothetic approach. 2. Diagnosis, systems of diagnostic classification (problem formulation, assessment questions, diagnostic hypothesis, method choice, diagnosis construction, differential diagnosis, developmental diagnosis, characteristics of children assessment, sources of diagnosis, DSM V, ICD 10.	

3. Normal development and influences on problem development (biological predisposing factors, Personal maintaining factors, Contextual pre-disposing factors, Contextual maintaining factors)
  4. Assessment methods of early development - neonatal and developmental scales (NBAS, NAPI, Gesell developmental scales, Bayley developmental scales)
  5. Assessment of early and preschool development. Evaluation of intellectual abilities Evaluation of speech and language. Autism and pervasive developmental disorders (WISC III, IV, S-B 4,5, WJ IE, Kaufman ABC, SON-R, CARS)
  6. Assessment of school achievement. School maturity vs. school readiness. Partial learning disabilities. Tests of special abilities and individual mental functions. (Reading and spelling, Mathematics, Visual, visuospatial and visuoconstructive skills, Motor skills, Memory functions). Paintings - a developmental approach. Draw-a-Person test (DAP) - analysis of samples.
  7. Problems of middle childhood - Assessment of external and internal troubles (ADHD/ADD, behaviour disorders, emotional troubles, neurotic problems)
  8. Evaluation of personality, interpersonal relationships - the questionnaire techniques, projective techniques. Drawing tests - evaluation of drawing expressions of the child.
- The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

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

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

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

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

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

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 804

A	B	C	D	E	FX
30.6	21.89	22.76	9.45	8.83	6.47

**Provides:** prof. PhDr. Margita Mesárošová, CSc., Mgr. Simona Ďurbisová, PhD.

**Date of last modification:** 24.01.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ DYNT/16	<b>Course name:</b> Psychodynamic Therapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PTER/08	
<b>Conditions for course completion:</b> Course completion conditions: 40% assessment during semester, 60% exam Assessment during semester: short test and class presentation of selected topic. Min. the number of points obtained per semester required for admission to the examination is 21p A final evaluation is a sum of assessment during semester and exam: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 E = 51 - 59 FX = 0 - 50	
<b>Learning outcomes:</b> Upon successful completion of this course, students will gain an overview of the historical and theoretical background of contemporary psychodynamic thinking. Students master basic terminology and are able to describe and explain therapeutic models used in adults and children. They also know individual and group approaches and their properties.	
<b>Brief outline of the course:</b> Theoretical outline: Historical - Classical and contemporary Freudians, C. G. Jung, Abraham, Ferenczi Budapest school, S. Ferenczi Ego-Psychology, A. Freud Classical and contemporary Kleinians, M. Klein The Bionian branch of the Kleinian School, W. Bion Winnicott's branch of the Object-Relations Theory D. Winnicott, Self-Psychology - H. Kohut Relational Psychoanalysis. S. Mitchell French School -J. Lacan Practical outline: Core of psychodynamic method and Setting Clinical situation	

<b>Recommended literature:</b> Etchegoyen, R. H. (1991). The fundamentals of psychoanalytic technique. (P. Pitchon, Trans.). H. Karnac (Books) Ltd. ISBN-10: 185575455 Fonagy, P., & Target, M. (2003). Psychoanalytic theories: Perspectives from developmental psychopathology. Whurr publishers. ISBN: 9780415934886 Gabbard, G. O., Litowitz, B. E., & Williams, P. (Eds.). (2012). Textbook of psychoanalysis, 2nd Ed. American Psychiatric Pub. ISBN: 9781585624102					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 103					
A	B	C	D	E	FX
71.84	17.48	5.83	1.94	2.91	0.0
<b>Provides:</b> Mgr. Martin Babík, Ivica Uhríková, MSc.					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PRAXP/19	<b>Course name:</b> Psychological Practice
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 10d <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDO/08	
<b>Conditions for course completion:</b> The professional practise consists of 75 hours (10 working days), which the student can complete continuously at one workplace or at two workplaces (at least 37.5 hours / 5 working days each). Procedure before starting the practise: 1. the student can choose the institution in his home country where he has prior consent to complete the internship 2. student fills in the form (available at the teacher, „Request for practise“ (the name of a student, the name of the institution, the address of the institution) and send it by e-mail to the teacher of the subject (this is the form for the institution, but it is filled in by the student, for the necessary detailed information about the selected institution 3. the teacher checks the selected institution and then sends the student an opinion and an application form, which the student submits at the beginning of the internship at the workplace. Procedure after completing the internship: The student will electronically send the teacher an official confirmation of completion of the practise confirmed by the institution (stamp and signature, form available from the teacher). At the same time, student will prepare a practice report, which he will send to the teacher in electronic form. The content of the report should be an overview of activities completed during the practise at the workplace. Psychological Practise should be completed and reported until end of summer semester of 2 year of study. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: Through practice, the student should get acquainted with the practical activities of a psychologist. The content of the practice should be the observation of psychological examination, the psychological process counseling, intervention and prevention, which are performed by a workplace psychologist. Skills: He should gain experience in conducting psychological documentation, be able to carry out basic psychological activities with the client as an anamnestic interview, administer and evaluate psychological methods and prepare a psychological report.	

Competences: The graduate will be able to autonomously carry out basic practises of a psychologist, work with a client, apply adequate psychological methods and conduct relevant documentation.	
<b>Brief outline of the course:</b> The professional practise consists of 75 hours (10 working days), which the student can complete continuously at one workplace or at two workplaces (at least 37.5 hours / 5 working days each). The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> The student follows the recommendations of the workplace.	
<b>Course language:</b> English	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 712	
abs	n
98.74	1.26
<b>Provides:</b> Mgr. Simona Ďurbisová, PhD.	
<b>Date of last modification:</b> 24.01.2025	
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPER/10	<b>Course name:</b> Psychologist as a HR Specialist
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PPR/08	
<b>Conditions for course completion:</b> Requirements for semester: - Case study (25 points, minimum 13 points), for detailed information please see electronic noticeboard - Seminar paper (25 points, minimum 13 points), for detailed information please see electronic noticeboard - required minimum is 26 points Requirements for exam: - oral form, maximum 50 points (minimum 26 points) Final evaluation (sum of all points): - minimum 52 points for exams and semesterr	
<b>Learning outcomes:</b> Subject Psychologist as HR specialist deepens the knowledge gained in the course Work Psychology and Organizational Psychology (master's degree). The aim of education is that students will be able to independently prepare and lead complex selection procedures, implement employee performance management systems and development programs. During course students will acquire (from knowledge perspective): - insight how to apply obtained knowledge from Organizational psychology to praxis - deeper knowledge from following areas: recruitment and selection of employees, employee's performance evaluation, their development and coaching. - orientation in psychodiagnostics methods and procedures used in the field Besides, students can enlarge their skills in: - lead job interview without supervision - lead complex selection process – assessment center and development center under supervision - prepare personal profile of candidates - prepare evaluation material from selection process for client (company) - provide feedback to candidates and clients from complex selection process - implementation of performance management program and provide employees feedback about their performance (meaning 360 degree feedback system)	
<b>Brief outline of the course:</b>	

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

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

**Recommended literature:**

Church, A. H. (Ed.). (2019). The handbook of strategic 360 feedback. Oxford University Press.

Cox, E., Bachkírova, T., & Clutterbuck, D. (Eds.). (2018). The complete handbook of coaching (Third edition). Sage.

Dessler, G. (2017). Human resource management (Fifteenth Edition). Pearson Higher Education.

Fleenor, J. W., Taylor, S., & Chappelow, C. (2020). Leveraging the impact of 360-degree feedback (Second edition). Berrett-Koehler Publishers.

Mathis, R. L. (2019). Human resource management (16th edition). Cengage Learning.

Noe, R. A. (2020). Fundamentals of human resource management.

**Course language:**

Slovak, English

**Notes:**

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

**Course assessment**

Total number of assessed students: 324

A	B	C	D	E	FX
51.54	37.96	6.48	1.85	2.16	0.0

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

**Date of last modification:** 03.08.2022

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



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTVO/08	<b>Course name:</b> Psychology of Creativity
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Test, essay in middle of term, creativity developmental programme (50 points) Written final test (50 points) Final exam: written test Final evaluation (sum of all points): For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> The aim of the course is to give students an explanation of the basics of knowledge of the psychology of creativity with an emphasis on cognition, development of creative abilities and development of creative personality. After completing the course, the student is able to use knowledge of the nature of the process of creativity, creative personality, creative abilities, the possibilities of assessing creativity at the level of understanding, analysis and synthesis, practical application, as well as their critical evaluation. Can create a specific program for developing creativity based on theoretical knowledge and the needs of the target group. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> 1 Subject matter and methods of psychology of creativity. 2 Concept of creativity. 3 Creative abilities and skills. 4 Creative personality. 5 Creativity and intelligence. 6 Creativity and talent. 7 Motivation of creativity. 8 Methods of exploring creativity. 9 Methods for developing creativity. 10 Creativity as a mechanism for personal development. 11 Specifics of developing creativity in selected groups: gifted, socially disadvantaged, minorities. 12 The creation and verification of the effectiveness of programme approaches to developing creativity. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> Runco, M. Creativity: Theories and Themes: Research, Development, and Practice.	

<p>Elsevier Science &amp; Technology, 2007</p> <p>Rože, Līga, and Emīls Kālis. "Is There A Link Between Creativity And School Grades? Research With 9th Grade Students." International Journal Of Psychology: A Biopsychosocial Approach / Tarptautinis Psihologijos Zurnalas: Biopsichosocialinis Požiūris no. 16 (June 2015): 7-22.</p> <p>Runco, Mark A. "Creativity." Annual Review of Psychology 55, no. 1 (February 2004): 657-687.</p> <p>Runco, M. A. (2003). Education for Creative Potential. Scandinavian Journal Of Educational Research, 47(3), 317.</p> <p>Terry Dartnall – Ed.. (2002) Creativity, Cognition, and Knowledge: An Interaction: Westport, CT. Praeger.</p> <p>Anna Craft (2000) Creativity across the Primary Curriculum:Framing and Developing Practice. London.Routledge.</p> <p>Robert J. Sternberg (2003) Wisdom, Intelligence, and Creativity Synthesized. Contributors:. Cambridge, England. Cambridge University Press.</p> <p>R. Keith Sawyer, Vera John-Steiner, Seana Moran, Robert J. Sternberg, David Henry Feldman, Jeanne Nakamura, Mihaly Csikszentmihalyi. (2003). Creativity and Development. New York: Oxford University Press.</p> <p>Patti Drapeau (2014) Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving. Alexandria, VA. ASCD.</p>					
<p><b>Course language:</b> Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b> Total number of assessed students: 16</p>					
A	B	C	D	E	FX
81.25	6.25	6.25	0.0	6.25	0.0
<p><b>Provides:</b> prof. PhDr. Margita Mesárošová, CSc.</p>					
<p><b>Date of last modification:</b> 18.09.2023</p>					
<p><b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.</p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PROZ/09	<b>Course name:</b> Psychology of Decision-Making
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Students are evaluated based on class activity during the semester (10 points) and on the project from the selected area of decision-making (30 points). Final exam (60 points) consists of theoretical as well as of practical questions and more than 30 points is needed to pass the exam. Practical questions ask about the application of studied decision-making processes in concrete situations. Points during semester 40. Minimum number of points needed to enter an exam: 21 Written exam – 60 points 31 points necessary Final evaluation A = 91-100, B = 81-90, C = 71-80, D = 61-70, E = 51-60, FX = 50 and less The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> <b>Knowledge</b> Students will gain a basic understanding of the psychology of decision making. They will become familiar with the main models of decision making and judgment, historical aspects, and factors influencing decision making. <b>Skills</b> Students will be able to apply the knowledge of decision psychology in everyday life and in psychological practice. They will be able to identify the main errors in decision-making and ways of preventing them. <b>Competencies</b> Students will be able to assess the most appropriate way of assessing and making decisions about a particular problem and how to help others in their decision-making. The information is updated annually on the electronic course bulletin board in AiS2, alternatively in the UPJŠ LMS or MS Teams environment Translated with DeepL.com (free version)	
<b>Brief outline of the course:</b> 1. Subject of psychology of decision-making (DM). Basic terms. Approaches in psychology of DM 2. History of DM. Basic models of DM	

3. DM process. Biological correlates of DM 4. Rationality of DM. Critique of rationality 5. Reasoning 6. Hypothesis testing 7. Judgment. Cognitive biases and heuristics. Specific questions of probability judgment 8. Risk perception 9. Group DM 10. Game theory 11. Morality and DM 12. Individual differences in DM The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.					
<b>Recommended literature:</b> Hardman, D. (2009). Judgment and Decision Making: Psychological Perspectives. John Wiley and Sons. Hastie, R., Dawes, R. M. (2010). Rational Choice in an Uncertain World. The Psychology of Judgment and Decision Making. Second edition. Sage.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 314					
A	B	C	D	E	FX
39.17	31.85	15.92	12.1	0.64	0.32
<b>Provides:</b> doc. Ing. Mgr. Jozef Bavoľár, PhD.					
<b>Date of last modification:</b> 03.09.2024					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ORG/15	<b>Course name:</b> Psychology of Organisations
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for the semester (PSm_en): - Written test focusing on verifying acquired knowledge (maximum 20p., min. 11p.) - Activity during seminars focusing on application of acquired knowledge and development of related skills and competencies (max. 4p., min. 0,5p.); for more information, follow the course's electronic noticeboard and information in MsTeams. - Presentation of the assignment (max. 8p.) and preparation of essay (max. 8p.) focusing on the application of acquired knowledge and further development of related skills and competencies (min. 10p.); for more information, follow the course's electronic noticeboard and information in MsTeams. - For semester student is obliged to receive minimum 20,5p. <b>Overall evaluation:</b> - 40 points for semester (min. 20,5p) and 60 points for exam (min 30,5p), together minimum 51p. The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Course: Organizational Psychology expands on the knowledge gained in the course Basics of Work Psychology, taught at the bachelor's level, and elevates it to a new level with an emphasis on research and practice in the field of organizational psychology. The goal of the education is for students to acquire comprehensive and interconnected knowledge, which they can subsequently implement in solving specific tasks and problems posed by clients, who are organizations or their members, using scientifically based methods and systemic solutions, while being aware of various complications that may arise. Knowledge: In the course, students will gain knowledge about the current state of understanding in selected research and practice topics within organizational psychology, such as organizational culture and climate, organizational changes, employee leadership, motivation, job satisfaction and related constructs, identification, and problem-solving. The created knowledge base and related development of skills and competencies enable the application of acquired knowledge of organizational psychology in practice. Skills: Students will expand their practical skills in ways to deal with the need for organizational change and employee resistance during its implementation, strategic solutions to various practical	

<p>problems of clients (e.g., organizational management) related to employee management and motivation, increasing job satisfaction, ensuring loyalty, addressing negative phenomena in the workplace, preventing burnout, etc. The systematic development of skills is based on competencies of work and organizational psychologists (classified based on three areas, namely, knowledge of work and organizational psychology theory, research skills, and professional skills) as described by Roothmann and Cooper (2022).</p> <p>Competencies: Graduates are capable of identifying problematic and inefficient processes and phenomena within an organization and subsequently proposing optimization based on scientifically verified methods. Students are aware of and can anticipate complications that may arise in the process.</p>
<p><b>Brief outline of the course:</b></p> <p>Basic signs of organizations. Organization as an activity and as a social entity. Types of organizations. Organizations and management. Structure of organizations. Organizational culture. Changes in organizations and development. Organizational commitment and citizenship. Group processes, group influence. Working group and team. Leadership. Decision making in organizations. Organizational justice. Conflicts and its solution. Negative phenomena in organizations - aggression.</p> <p>The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.</p>
<p><b>Recommended literature:</b></p> <p>Mandatory literature</p> <p>Riggio, R., &amp; Johnson, S. K. (2022). Introduction to industrial/organizational psychology (Eight edition). Routledge.</p> <p>Rothmann, S., &amp; Cooper, C. L. (2022). Work and Organizational Psychology (3rd vyd.). Routledge.</p> <p>Jex, S. M., &amp; Britt, T. W. (2014). Organizational psychology: A scientist-practitioner approach (3rd ed). J. Wiley &amp; Sons, Inc.</p> <p>Recommended literature</p> <p>Spector, P. E. (2021). Industrial and Organizational Psychology: Research and Practice (8th Edition). Wiley,</p> <p>Dědina, J., Cejthamr, V. (2005). Management a organizační chování. Grada</p> <p>Ones, D. S. (2018). The SAGE handbook of industrial, work and organizational psychology. SAGE Publications</p> <p>Balzac, S. R. (2014). Organizational Psychology for Managers. Springer New York.</p> <p>Example of recommended journal article:</p> <p>Prochazka, J., Kacmar, P., Lebedova, T., Dudasova, L., &amp; Vaculik, M. (2023). The Revised Compound Psychological Capital Scale (CPC-12R): Validity and Cross-Cultural Invariance in an Organizational Context. International Journal of Mental Health and Addiction. <a href="https://doi.org/10.1007/s11469-023-01135-6">https://doi.org/10.1007/s11469-023-01135-6</a></p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p> <p>Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.</p>

<b>Course assessment</b>					
Total number of assessed students: 835					
A	B	C	D	E	FX
50.18	30.9	12.22	5.87	0.72	0.12
<b>Provides:</b> doc. Mgr. Pavol Kačmár, PhD., PhDr. Katarína Kušnírová, PhD.					
<b>Date of last modification:</b> 24.09.2024					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PPR/08	<b>Course name:</b> Psychology of Work
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for semester: - Leading and presentation of coaching interview (30 points, minimum 16 points), for detailed information please see electronic noticeboard and MS teams - activity during course (10 points) - required minimum is 21 points Requirements for exam: - written form, maximum 60 points (minimum 31 points) Final evaluation (sum of all points): - minimum 52 points for exams and semester The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in MS Teams environment.	
<b>Learning outcomes:</b> Subject Work psychology enrich knowledge obtained through subjects Basics of Work psychology and Psychology of Organizations. Main aim of education is that students will acquire the ability to do comprehensive analysis of individual client's needs from work psychology perspective, they will be able to apply their knowledge in systematic solutions setting among different companies. Students will get (from knowledge perspective): - insight how to apply obtained knowledge from work psychology to praxis - knowledge in field of setting of employee performance management systems, development of employees and recruitment - orientation in used methods and approaches in different practical topics of work psychology Besides, students can broaden their experiences and skillsets in: - work and job analysis, job description and specification creation - preparation of selection process and lead job interview under supervision - work with specific test psychodiagnostics method from work psychology field - work with other often used methods in this field - preparation of employee performance management system - lead the coaching interview under supervision Students will also learn the following competences: - actively shape the selection process	



- actively participate in the design of systems for employee evaluation, development and motivation  
The information will be yearly specified on the electronic noticeboard (aj black board môže byť)  
of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.

**Brief outline of the course:**

1. Work psychologist then and now, ethical principles
2. Methods of work psychology, research in work psychology
3. Job analyses, HR planning,
4. Employees recruitment and selection,
5. Employees development
6. Employees performance management
7. Job insecurity and job loss, work counselling
8. Coaching and menthoring
9. Challenges inthe future for work psychology

**Recommended literature:**

1. Rothmann, S., Cooper, C. L., & Rothmann, S. (2022). Work and organizational psychology (Third Edition). Routledge, Taylor & Francis Group.
2. Levy, P. E. (2017). Industrial/organizational psychology: Understanding the workplace. Worth Publishers, Macmillan Learning.
3. Arnold, J., & Randall, R. (2016). Work psychology: Understanding human behaviour in the workplace (Sixth Edition). Pearson.
4. Spector, P. E. (2021). Industrial and Organizational Psychology: Research and Practice (8th Edition). Wiley,
5. Patterson, F. (2020) Work Psychology. Pearson Education Limited

**Course language:**

Slovak, English

**Notes:**

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

**Course assessment**

Total number of assessed students: 775

A	B	C	D	E	FX
42.71	30.84	18.19	4.52	3.23	0.52

**Provides:** doc. Ing. Mgr. Jozef Bavoľár, PhD., PhDr. Katarína Kušnírová, PhD.

**Date of last modification:** 14.01.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SPRAC/15	<b>Course name:</b> Psychology of Work and Organisations
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan	
<b>Learning outcomes:</b> Verification of acquired student competencies in accordance with the graduate profile	
<b>Brief outline of the course:</b> . Psychology of work and organization. Subject. Subdisciplines. The activity of a work psychologist, tasks, ethical principles, competencies, application. 2. Methods of work psychology, their division, and use. Basic psychological methods and their application in the work area. 3. Analysis of work and work activities, methods 4. Recruitment and selection of employees, procedure, methods, decision-making models 5. Conducting a selection interview and its specifics in occupational psychology. 6. Interactive diagnostics: Assessment/Development Centre. 7. Development, training, and education of employees, cycle, and methods. 8. Employee evaluation, evaluation process, methods, and the role of occupational psychologists. 9. Manager – his characteristics, leadership styles, specifics of his selection, and further development. 10. Team, workgroup, typology, models, methods for working with groups, negative phenomena at the workplace 11. Negative phenomena at the workplace, characteristics, impacts. Counterproductive work behavior (absences, late arrivals, turnover). Workaholism. Technophilia. Burnout - triggers, symptoms, MBI Questionnaire. Mobbing, mobber. Bossing. 12. Basic characteristics of organizations. Organization as a department and as an activity. Signs of formal organizations. Organization and management. Organizational behavior. 13. Culture of the organization. Definitions of organizational culture. Manifestations of organizational culture. The power of corporate culture. Organizational culture and management. 14. Structure of the organization. Characteristics and function of the structure of the organization. Principles of creating an organizational structure. Line of authority and division of labor as a basis for creating an organizational structure. Types of organizational structures.	

15. Work motivation. Theories of motivation and areas of work. Theories of content (needs) - theories of Maslow, Alderfer, Herzberg. Procedural theories – motivation and expectations, justice, attributions. 16. The position of the psychologist in prison conditions.					
<b>Recommended literature:</b> 1. Rothmann, S., Cooper, C. L., & Rothmann, S. (2015). Work and organizational psychology (Second Edition). Routledge, Taylor & Francis Group. 2. Levy, P. E. (Paul E. (2017). Industrial/organizational psychology: Understanding the workplace. Worth Publishers, Macmillan Learning. 3. Arnold, J., & Randall, R. (2016). Work psychology: Understanding human behaviour in the workplace (Sixth Edition). Pearson.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 130					
A	B	C	D	E	FX
33.85	41.54	12.31	10.0	2.31	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 01.04.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PTER/08	<b>Course name:</b> Psychotherapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> The final evaluation is a combination between semester activities 40p and an exam at the end of the semester. - Active participation during seminars is in form of active class participation and discussion - presentation of the read book - short video presentation of selected psychotherapeutic techniques and their demonstration an explanation in class Basis of exam test with next analysis and discussion about case study (maximum 60 points) Final evaluation (sum of all points): For A is needed minimum 91points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less In case of absence, it is necessary to inform the teacher in advance and clarify the reason for the absence. <b>Book presentation:</b> In the first seminar lesson, each student selects the psychotherapy book which he/she will read and present in class. For the seminar lesson, the student will prepare 20 minutes presentation about the selected book, personal understanding of the book, relevant associations, criticism, and interesting examples or knowledge from a book. The student's presentation is intended to be an interactive, cooperative effort involving the entire class. The class ends with a 10-minute discussion of the presentation. Students are encouraged to express their views of the book and their learning experience. <b>Psychotherapy video presentation:</b> The student record and prepare a short video displaying a demonstration of specific therapeutic technic. In the in-class presentation, he explains demonstrated technic, the therapeutically theoretical basis of technic. Clarify for which psychological/ psychiatric problem is this technique recommended. The information will be yearly specified on the electronic noticeboard of the course in AiS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: The student is familiar with various concepts and problems related to the field of psychotherapy as a therapeutic psychological intervention. He/she knows the basic theoretical	

<p>foundations that are necessary for understanding specific theories of psychotherapy, knows and is familiar with the most widespread psychotherapeutic directions.</p> <p>Skills: The student knows how to set the goals of a therapeutic session, what a therapeutic session should look like, masters relaxation and art therapy techniques, techniques for managing stress and anxiety</p> <p>Competencies: The student is able to work with a client using selected psychological means of intervention and therapeutic techniques. He/she is able to conduct a psychotherapeutic interview. He/she practically uses selected psychotherapeutic techniques.</p> <p>Information is specified annually on the electronic bulletin board of the subject in AiS2, alternatively in the LMS UPJŠ or the MS Teams environment.</p>
<p><b>Brief outline of the course:</b></p> <ol style="list-style-type: none"> <li>1. Psychotherapy as a discipline and activity; Types of psychotherapy; Psychotherapy aims; training in psychotherapy.</li> <li>2. Integrative psychotherapy framework; effective factors in psychotherapy; Indications for psychotherapy.</li> <li>3. Praxis of psychotherapy.</li> <li>4. Basic questions and communication skills in psychotherapeutic interview</li> <li>5. Intake and initial psychological session.</li> <li>6. Psychoanalytic and Psychodynamic psychotherapy</li> <li>7. Cognitive therapy</li> <li>8. Behavioral therapy</li> <li>9. Person centered therapy.</li> </ol> <p>The subject will contain theoretical information, concrete cases of clients, training-specific psychotherapy techniques and skills. Experience on yourself.</p> <p>The information will be yearly specified on the electronic noticeboard of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.</p>
<p><b>Recommended literature:</b></p> <p>Study literature:</p> <p>Malocco, D, E. (2015) Psychotherapy approaches and theories.</p> <p>Prochaska, J. O., Norcross, J. C. (2009). Systems of Psychotherapy: A Transtheoretical Analysis. USA.</p> <p>Additional readings</p> <p>David J. Berghuis, L. Mark Peterson, Timothy J. Bruce. (2014). The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates. Wiley.</p> <p>Petruska Clarkson and Stefanie Wilson (2003) The Therapeutic Relationship London and Philadelphia, Whurr Publishers.</p> <p>Michael Neenan, Windy Drydem (2006) Cognitive therapy in a Nutshell. SAGE publication.</p> <p>Michael Neenan, Windy Drydem (2006) Rational Emotive Behaviour Therapy in a Nutshell. SAGE publication.</p> <p>Roger Casemore (2011) Person-Centred Counselling in a Nutshell Sage Publications Ltd; Second edition .</p> <p>Susan Howard (2011) Psychodynamic Counselling in a Nutshell Sage Publications Ltd; Second edition.</p> <p>Wedding, D., Corsiny, R. J. (2010). Current Psychotherapies. USA.</p> <p>Wampolt, B. E. (2012). The Basics of Psychotherapy: An Introduction to Theory and Practice. USA: APA.</p>
<p><b>Course language:</b></p> <p>English</p>

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 784					
A	B	C	D	E	FX
45.92	24.49	15.56	9.06	2.55	2.42
<b>Provides:</b> doc. PhDr. Beata Gajdošová, PhD., doc. Mgr. Monika Hricová, PhD.					
<b>Date of last modification:</b> 06.02.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					

## COURSE INFORMATION LETTER

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

<b>Course assessment</b>					
Total number of assessed students: 61					
A	B	C	D	E	FX
78.69	16.39	0.0	4.92	0.0	0.0
<b>Provides:</b> Mgr. René Šebeňa, PhD., univerzitný docent					
<b>Date of last modification:</b> 03.08.2022					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ROR/08	<b>Course name:</b> Rorschach Method
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> 1. Each student has to prepare one written ROR protocol. 2. Final evaluation will be based on continuous evaluation of the student's semestral work (oral answers, activity) plus written ROR protocol (see point No1) Final marks will be given according to 50/50 ratio. The information will be yearly specified on the electronic notice board (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> 1. To understand in deep essence of projective methods, especially RoR 2. To get knowledge and basic skills in work with RoR (administration, preparation of summary data, and partially, also basics of interpretation). Acquaint with various types of scoring (using the Comprehensive System by Dr. John E. Exner). Acquaint with various types of scoring (information on R-pass coding provided by Prof. Lily Rothschild-Yakar in the range of 14 hours). The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Introduction into projective methods: classification of methods, essence, the ways of work. History and development in Rorschach method. Administration, coding and interpretation of RoR. Non-conventional work with RoR and RoR - modifications. Lectures: 1. Brief overview of projective methods: Theoretical issues, classification. Advantages and limits of projective assessment. 2. History of Rorschach test: Preliminaria. Herman Rorschach and his work. European and American schools: Behn, Bohm, Beck, Hertz, Klopfer. Exner and his comprehensive system. Exner, J.E. (1969): The Rorschach Systems. New York: Grune and Stratton Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p.3 - 41 3. Administration and steps in work with Rorschach test: Preparation for taking test. Introducing test and response phase. Inquiry, scoring and interpretation. Exner, J.E. (2003): The Rorschach. A Comprehensive System. New York: Wiley p. 45 - 67 4. Scoring: Location and Developmental quality.	

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 68 - 84

5. Scoring: Determinants I.: Form, movements and colors. Assessment of form quality

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 85 - 103, 120 - 125

6. Scoring: Determinants II.: Shading determinants, Form dimension and Pairs.

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 104 - 119

7. Scoring: Contents, Popularity and Special scores.

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p.125 - 130, 134 - 146

8. Structural summary.

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 147 - 157

9. Basics of interpretation: Principles. Exner's approach to interpretation Ror: clusters

Exner, J.E. (2003):The Rorschach. A Comprehensive System. New York: Wiley p. 217 - 230

The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.

**Recommended literature:**

Exner, J. E. (2002). The Rorschach, A comprehensive system, Vol. 1, Basic Foundations (4th edition). New York: Wiley.

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 450

A	B	C	D	E	FX
34.22	47.11	18.0	0.44	0.0	0.22

**Provides:** Mgr. Zuzana Hermanová

**Date of last modification:** 08.09.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SKOP/08	<b>Course name:</b> School Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/PDE/08	
<b>Conditions for course completion:</b> Course completion conditions: the teaching of the subject will be realized by a combined method. Course completion conditions: 50% continuous assessment, 50% exam; Ongoing evaluation: 1 assignment and 1 assessment (total 20b) - the student identifies, compares and applies knowledge, acquires skills; seminar paper (30 b) - student describes, interprets, classifies and applies knowledge; Conditions for admission to the exams: 35 points, of which 20 points from the test Exam: written, test form (max 50b) - the student can apply theoretical knowledge in practice; The final evaluation is a simultaneous continuous evaluation and testing: A = 90 - 100 points B = 80 - 89 points C = 70 - 79 points D = 60 - 69 points E = 51 - 59 points FX = 0 - 50 points	
<b>Learning outcomes:</b> <b>Knowledge:</b> After completing the discipline, students have the theoretical basis of school psychology, they know the specifics of the field of school psychology, they are able to recognize, interpret, process, construct and connect the knowledge and skills acquired in various areas of psychology, they are able to develop their competences for solving problems in school practice, reflect on the possibilities and pitfalls of the work of a school psychologist. <b>Skills:</b> They know the methods and forms of work that lead to increased efficiency, independence, and responsibility. Students have developed basic skills in their use, they can use creative and non-traditional methods in the work of a school psychologist and are able to apply them in practice at the required level with an emphasis on the development of professional skills in the given subject, which are necessary for the high-quality application of the graduate in practice. <b>Competencies:</b>	

The role of the teacher in this approach is to enable the student to try out and experience the principles of being student-oriented in the sense of interest in students' opinions, respect for students, their individuality, emphasis on the student's responsibility and internal motivation, ensuring the diversity of teaching materials and the possibility of choosing different paths and methods to achieve one goal.

**Brief outline of the course:**

Vertical and horizontal structure of work of school psychologist, sequential model, the process of change and its management.

Selected psychological trends and their reflection in the work of school psychologist.

School culture, social class and school climate, school atmosphere and the class model of quality of life in the school environment.

Challenging situations in the school environment of the learner, difficult situations in the school environment from a position of teacher biopsychosocial factors sustaining, enhancing and promoting the health of teachers and pupils.

Educationally problematic behaviour, coping, unobtrusive educationally disruptive problem behaviour, mediation as an alternative way of resolving conflicting situations in the work of school psychologist.

Professional and non-professional forms of support and control the work of school psychologist.

Consulting, advisory, therapeutic and supervisory activities, crisis intervention in the work of school psychologist.

Career development as a lifelong process, choice of profession as a vital developmental role, occupational training, career guidance and counselling in the work of school psychologist.

Consulting, intervention, diagnostic activity of school psychologist in relation to family.

Primary, secondary and tertiary prevention of drug use in the prevention phase, a prevention strategy work, the effectiveness of the prevention work in the work of school psychologist.

Unit 1 Professional forms of control and help in school practice; educational guidance and counselling. Teacher's personality. Psychological aspects of job satisfaction of school staff. Biopsychosocial factors sustaining, enhancing and promoting the health of school staff. Positive psychology in school practice, coping with the difficulties of life, social support, prevention of loss of enthusiasm. Biopsychosocial factors damaging and destroying health.

Unit 2 The concept of school psychological services. The development of educational psychology in Slovakia and abroad. The mission of school and school psychology. The role of school psychologists in school; activities of school psychologist in relation to pupils, teachers, parents. Intergenerational relationships at school, demands of the teaching profession and school psychology. Ethical standards of school psychologist work.

Unit 3 Selected psychological trends and perspectives of education in terms of school psychology. The role of school psychologist in the educational process - learning in the school context and types of learning. Learning styles. Circadian rhythms in the teaching process. Psychological factors and circadian rhythms.

Unit 4 Control and management of the classroom. Coping with school stress. School climate and school trends. Decision-making within guidance. Prevention of risky behaviour of adolescents and young adults. Effective strategies for preventing drug use. Crisis management in the school environment.

**Recommended literature:**

Gajdošová, E., Pilková, J., Roľková, H., & Valihorová, M. (2020). Školská psychológia a psychológ v edukačnej praxi. IPV Inštitút priemyselnej výchovy, 323 s.

Štech, S., Zapletalová, J.: Úvod do školní psychologie. Praha: Portál 2013.

Harrison, P.L. Thomas, A. (Eds). Best practices in school psychology VI. NASP; 6th edition (2014).

Merrell, K.W., Ervin, R.A., Peacock, G.D. School Psychology for the 21st Century, Second Edition: Foundations and Practices. The Guilford Press, 2012

D’Onofrio, A.A. Guide for Counselors and Health Care Professionals. New York: Springer, 2007.

Bray, M. A., Kehle, T.J. The Oxford Handbook of School Psychology. 2012, DOI: 10.1093/oxfordhb/9780195369809.001.0001

Jimerson, S.R., Oakland, T.D., Farrell, P.T. The Handbook of International School Psychology, Sage 2007.

D’Amato, R.C., Sheridan, S.M., Phelps, L.Lopez, E.C. Psychology in the Schools, School Psychology

Review, School Psychology Quarterly and Journal of Educational and Psychological Consultation Editors

Collaborate to Chart School Psychology’s Past, Present, and “Futures” School Psychology Quarterly, Vol. 18, No. 4, 2003, pp. 347–351

Canadian Journal of School Psychology

Journal of School Psychology

School Psychology Quarterly

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 167

A	B	C	D	E	FX
82.04	14.37	3.59	0.0	0.0	0.0

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

**Date of last modification:** 05.09.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ CM/13	<b>Course name:</b> Seaside Aerobic Exercise
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks- aerobics, water exercise, yoga, Pilates and others	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - perform basic aerobics steps and basics of health exercises, - conduct verbal and non-verbal communication with clients during exercise, - organise and manage the process of physical recreation in leisure time	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Basic aerobics – low impact aerobics, high impact aerobics, basic steps and cuing 2. Basics of aqua fitness 3. Basics of Pilates 4. Health exercises 5. Bodyweight exercises 6. Swimming 7. Relaxing yoga exercises 8. Power yoga 9. Yoga relaxation 10. Final assessment Students can engage in different sport activities offered by the sea resort – swimming, rafting, volleyball, football, table tennis, tennis and other water sports in particular.	
<b>Recommended literature:</b> 1. BUZKOVÁ, K. 2006. Fitness jóga. Praha: Grada. 167 s.	

2. ČECHOVSKÁ, I., MILEROVÁ, H., NOVOTNÁ, V. Aqua-fitness. Praha: Grada. 136 s.
3. EVANS, M., HUDSON, J., TUCKER, P. 2001. Umění harmonie: meditace, jóga, tai-či, strečink. 192 s.
4. JARKOVSKÁ, H., JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. 209 s.
5. KOVAŘÍKOVÁ, K. 2017. Aerobik a fitness. Karolium, 130 s.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 62

abs	n
9.68	90.32

**Provides:** Mgr. Agata Dorota Horbacz, PhD.

**Date of last modification:** 29.03.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVa/11	<b>Course name:</b> Sports Activities I.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Min. 80% of active participation in classes.	
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
<b>Brief outline of the course:</b> Brief outline of the course: The Institute of physical education and sport at the Pavol Jozef Šafárik University offers 20 sports activities: aerobics; aikido, basketball, badminton, body-balance, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, fitness, indoor football, SM system, step aerobics, table tennis, chess, volleyball, tabata, cycling. Additionally, the Institute of physical education and sport at the Pavol Jozef Šafárik University offers winter courses (ski course, survival) and summer courses (aerobics by the sea, rafting on the Tisza River) with an attractive programme, sports competitions with national and international participation.	
<b>Recommended literature:</b> BENCE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal: Tréning hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal. Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.	



STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 15781

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
85.74	0.06	0.0	0.0	0.0	0.04	9.0	5.15

**Provides:** Mgr. Patrik Berta, Mgr. Agata Dorota Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Ladislav Kručanica, PhD., Mgr. Richard Melichar, Mgr. Petra Tomková, PhD., Mgr. Marcel Čurgali, Mgr. Alena Buková, PhD., univerzitná docentka, doc. PaedDr. Ivan Uher, MPH, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Zuzana Küchelová, PhD., Mgr. Ferdinand Salonna, PhD.

**Date of last modification:** 07.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVb/11	<b>Course name:</b> Sports Activities II.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> active participation in classes - min. 80%.	
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
<b>Brief outline of the course:</b> Brief outline of the course: The Institute of physical education and sport at the Pavol Jozef Šafárik University offers 20 sports activities aerobics; aikido, basketball, badminton, body-balance, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, fitness, indoor football, SM system, step aerobics, table tennis, chess, volleyball, tabata, cycling. Additionally, the Institute of physical education and sport at the Pavol Jozef Šafárik University offers winter courses (ski course, survival) and summer courses (aerobics by the sea, rafting on the Tisza River) with an attractive programme, sports competitions with national and international participation.	
<b>Recommended literature:</b> BENCE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal:Tréning hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal.Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.	

STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 13799

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
83.85	0.49	0.01	0.0	0.0	0.04	11.17	4.43

**Provides:** Mgr. Agata Dorota Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Marcel Čurgali, Mgr. Patrik Berta, Mgr. Ladislav Kručanica, PhD., Mgr. Richard Melichar, Mgr. Petra Tomková, PhD., Mgr. Alena Buková, PhD., univerzitná docentka, doc. PaedDr. Ivan Uher, MPH, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Zuzana Küchelová, PhD., Mgr. Ferdinand Salonna, PhD.

**Date of last modification:** 07.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PSVKM/16	<b>Course name:</b> Students' Scientific Conference in the Field of Psychology (MA)
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Presentation of a research contribution. A submission of the research contribution in a written form and its critical evaluation and defense at the student scientific conference. Guidelines for the research contribution: A maximum of 10 standard pages. A structure of the research contribution: - title - name of an author - abstract - keywords - introduction - method - results - discussion - conclusion – references The information are specified yearly on the electronic noticeboard of the course in AIS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Presentation and defense of a research contribution in the field of psychology to an audience at the student scientific conference at the Department of Psychology. The information are specified yearly on the electronic noticeboard of the course in AIS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Project preparation, implementation of the research project, processing and analysis of the research findings, preparation of a research report. Presenting the results of the research at the student scientific conference. A submission of a written form of the scientific research. Consultation of the scientific assumptions, methods, analysis and writing of the contribution with the consultant. The information are specified yearly on the electronic noticeboard of the course in AIS2, aleternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b>	

Todd, Z., Nerlich, B., McKeown, S., & Clarke, D. D. (Eds.). (2004). Mixing methods in psychology: The integration of qualitative and quantitative methods in theory and practice. New York: Psychology Press.

Harper, D., & Thompson, A. R. (Eds.). (2011). Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners. John Wiley & Sons.

**Course language:**

Slovak language, English language

**Notes:**

**Course assessment**

Total number of assessed students: 21

abs	n
100.0	0.0

**Provides:** Mgr. René Šebeňa, PhD., univerzitný docent

**Date of last modification:** 16.09.2021

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ LKSp/13	<b>Course name:</b> Summer Course-Rafting of TISA River
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks: carrying a canoe, entering and exiting a canoe, righting a canoe, paddling	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - implement the acquired knowledge in different situations and practice, - implement basic skills to manipulate a canoe on a waterway, - determine the right spot for camping, - prepare a suitable material and equipment for camping.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Assessment of difficulty of waterways 2. Safety rules for rafting 3. Setting up a crew 4. Practical skills training using an empty canoe 5. Canoe lifting and carrying 6. Putting the canoe in the water without a shore contact 7. Getting in the canoe 8. Exiting the canoe 9. Taking the canoe out of the water 10. Steering a) The pry stroke (on fast waterways) b) The draw stroke	

11. Capsizing 12. Commands	
<b>Recommended literature:</b> 1. JUNGER, J. et al. Turistika a športy v prírode. Prešov: FHPV PU v Prešove. 2002. ISBN 8080680973. Internetové zdroje: 1. STEJSKAL, T. Vodná turistika. Prešov: PU v Prešove. 1999. Dostupné na: <a href="https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==">https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==</a>	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 232	
abs	n
36.64	63.36
<b>Provides:</b> Mgr. Dávid Kaško, PhD.	
<b>Date of last modification:</b> 29.03.2022	
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ KP/12	<b>Course name:</b> Survival Course
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines, - effective performance of all the tasks defined in the course syllabus	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and should: - acquire knowledge about safe stay and movement in natural environment, - obtain theoretical knowledge and practical skills to solve extraordinary and demanding situations connected with survival and minimization of damage to health, - be able to resist and face situations related to overcoming barriers and obstacles in natural environment, - be able implement the acquired knowledge as an instructor during summer sport camps for children and youth within recreational sport.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Principles of conduct and safety in the movement in unfamiliar natural environment 2. Preparation and guidance of a hike tour 3. Objective and subjective danger in the mountains 4. Principles of hygiene and prevention of damage to health in extreme conditions 5. Fire building 6. Movement in the unfamiliar terrain, orientation and navigation 7. Shelters 8. Food preparation and water filtering 9. Rappelling, Tyrolian traverse 10. Transport of an injured person, first aid	



<b>Recommended literature:</b>	
1. JUNGER, J. et al. Turistika a športy v prírode. Prešov: Fakulta humanitných a prírodných vied PU v Prešove. 2002. 267s. ISBN 80-8068-097-3.	
2. PAVLÍČEK, J. Člověk v drsné přírodě. 3. vyd. Praha: Práh. 2002. ISBN 8072520598.	
3. WISEMAN, J. SAS: příručka jak přežít. Praha: Svojtka & Co. 2004. 566s. ISBN 8072372807.	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 461	
abs	n
46.2	53.8
<b>Provides:</b> Mgr. Ladislav Kručanica, PhD.	
<b>Date of last modification:</b> 16.05.2023	
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/TT/23	<b>Course name:</b> Trauma and Therapy
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08	
<b>Conditions for course completion:</b> The continuous activity (30 points), quiz (20 points), case study analysis (40 points) and student presentation (40 points) together form an assessment structure with a total of 130 points. The student will be awarded credits if he/she achieves at least 60 percent of the maximum points in the final assessment.	
<b>Learning outcomes:</b> Knowledge: The student will gain an overview of current knowledge in the field of trauma psychology, including the risks of developing post-traumatic stress disorder (PTSD), accompanying symptoms of crisis situations and potential protective factors. Based on current theoretical approaches and research findings, he will acquire a deeper understanding of clinical strategies and interventions aimed at managing the consequences of psychological trauma. At the same time, he will be able to reflect on the specifics of the cultural, social and individual context of persons affected by traumatic events. Skills and competences: In the area of practical skills, the student will acquire the ability to assess acute stress reactions, identify short-term and long-term consequences of trauma, including symptoms of PTSD, and analyze specific cases of persons affected by traumatic events. Competencies. The student can apply specific psychological intervention procedures and therapeutic strategies in the context of trauma. Students are expected to have an active approach and independent study of professional literature.	
<b>Brief outline of the course:</b> Stress, Crisis, Trauma Trauma and Stressor-related disorders - diagnosis, assessment Trauma: prevention, consequences, neurobiology and coping Resilience: theoretical concepts and applications Strong Emotions and Trauma Psychological First Aid, Psychosocial Support Psychological Crisis Intervention Trauma-focused psychotherapeutic interventions Loss and Grief Intervention Children and Trauma: developmental and gender aspects	

Children and Trauma: therapeutical intervention Specific populations and trauma					
<b>Recommended literature:</b> Briere, J. N., & Scott, C. (2015). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment (2nd ed., DSM-5 update). Sage Publications. • Fisher, J. (2021). Transforming the Living Legacy of Trauma: A Workbook for Survivors and Therapists. PESI Publishing. • Herman, J. L. (2015). Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror. Basic Books. • Levine, P. A. (2015). Trauma and Memory: Brain and Body in a Search for the Living Past. North Atlantic Books. • Maté, G. (2022). The Myth of Normal: Trauma, Illness, and Healing in a Toxic Culture. Avery. • Ogden, P., & Fisher, J. (2015). Sensorimotor Psychotherapy: Interventions for Trauma and Attachment. W. W. Norton & Company. • Porges, S. W. (2017). The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe. W. W. Norton & Company. • Shapiro, F. (2017). Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures (3rd ed.). The Guilford Press.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 35					
A	B	C	D	E	FX
82.86	14.29	2.86	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Monika Hricová, PhD., PhDr. Lucia Hrešková, PhD.					
<b>Date of last modification:</b> 24.04.2025					
<b>Approved:</b> prof. PhDr. Margita Mesárošová, CSc.					