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COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD111B/22	Course title: Communication skills training in the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of specific activities oriented towards training communication skills of individuals with intellectual disabilities. 3. Designing a training program for an individual/group with intellectual disabilities. A score of at least 93% is required for an A grade, at least 85% is required for a B grade, at least 77% is required for a C grade, at least 69% is required for a D grade, and at least 60% is required for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%.	
Learning outcomes of the course: Course Objective: The aim of the course is to provide a basic theoretical and practical background to the development of communication skills in individuals with intellectual disabilities. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competencies: master the knowledge related to communication in general and communication of individuals with mental disabilities; know specific limitations/limitations in communication in individuals with mental disabilities; can describe specific communication problems of a symptomatic nature that affect the communication of individuals with mental disabilities; can take into account communication specifics in training forms using experiential learning; can design a specific activity for communication training with the possibility of creating a short-term or long-term training program.	
Course contents: Fundamentals and principles of communication for individuals with a mental disability. Communication and access to information in the context of international and national documents	

guaranteeing the rights of persons with disabilities. Restrictions on communication and access to information for persons with disabilities in different areas of life according to the type of disability (health care, education, social services, employment, public institutions, etc.). Selected aspects of communication in individual assessment, decision-making and counselling. Impaired communication ability of individuals with mental disabilities. Rehearsal forms of developing communication in individuals with mental disabilities.

Recommended or required literature:

- FEČÍKOVÁ, M. a kol. 2007. Tréning zručností pre prácu s ľuďmi s mentálnym postihnutím v zariadeniach sociálnych služieb. Bratislava: ZPMP, 2007. 65 s. , ISBN: 978-80-969077-6-2.
- HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.
- KOLLÁR, Z., VALIŠOVÁ, A. 2009. Analýza vyučování. Praha: Grada, 2009. 232 s. ISBN 978-80-247-6700-0.
- LECHTA, V. 2000. Symptomatické poruchy reči u detí. Bratislava: UK, 2000. ISBN 80-223-1395-5.
- NEWMAN, S. et al. 2004. Hry a činnosti pro vývoj dítěte s postižením. Praha: Portál, 2004. ISBN 8071788724.
- NOVOSAD, L. 2009. Poradenství pro osoby se zdravotním a sociálním znevýhodněním. Praha: Portál, 2009, 272 s. ISBN 978-80-7367-509-7.
- VOTAVA, J. et. al. 2005. Ucelená rehabilitace osob se zdravotním postižením. Praha: Univerzita Karlova v Praze, Karolinum, 2005, 207 s., ISBN 80-246-0708-5.
- ŠAROUNOVÁ, J. 2014. Metody alternativní a augmentativní komunikace. Vydání první. Praha: Portál, 2014. ISBN 9788026207160.
- ŠKVARENINOVÁ, O. 2004. Rečová komunikácia. Bratislava: SPN, 2004. ISBN 80-08-00290-9.
- Dohovor OSN o právach osôb so zdravotným postihnutím. Dohovor Rady Európy na ochranu ľudských práv a základných slobôd.
- Európska charta regionálnych alebo menšinových jazykov. Európska stratégia pre oblasť zdravotného postihnutia 2010 – 2020: obnovený záväzok vybudovať Európu bez bariér
- VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): dr hab. Mieczysław Dudek

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD101C/22	Course title: Competences of a special educator in counseling facilities
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - knows and is oriented in the professional standards for pedagogical and professional staff with regard to their own profession; - knows the organisation and management of counselling facilities; - perceives the importance of continuing education for the development of his/her own personal and professional competences.	
Course contents: Theoretical background - competences and their meaning, personal requirements and professional competences required of a special educator. Professional standards for pedagogical and professional staff. Professional competences in relation to the pupil/client and his/her specificities Professional competences in relation to the intervention/education process. Professional competences in relation to own professional growth and self-development. Continuing education opportunities for special educators.	

Recommended or required literature:

DEVITO, J. A. 2008. Základy mezilidské komunikace. Praha: Grada, 2008. 978-80-247-2018-0.
PETLÁK, E., HUPKOVÁ, M. Sebareflexia a kompetencie v práci učiteľa. Bratislava : Iris , 2004. 135 s. ISBN 80-89018-77-7.

KOVÁŘOVÁ, R. 2008. Postavení a kompetence speciálního pedagoga v rámci integračního procesu na běžné škole. Ostrava : Ostravská univerzita v Ostravě, 2008. 85 s.

Aktuálne predpisy so spracovaním informácií: profesijné štandardy pre jednotlivé kategórie a podkategórie pedagogických zamestnancov a odborných zamestnancov škôl a školských zariadení.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): PhDr. Paula Maliňáková, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD100C/22	Course title: Competences of a special pedagogue in special pedagogic facilities
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - knows and is oriented in the professional standards for pedagogical and professional staff with regard to their own profession; - knows the organisation of special-educational establishments; - perceives the importance of continuing education for the development of his/her own personal and professional competences.	
Course contents: Theoretical background - competences and their meaning, personal requirements and professional competences required of a special educator. Professional standards for pedagogical and professional staff. Professional competences in relation to the pupil/client and his/her specificities Professional competences in relation to the intervention/education process. Professional competences in relation to own professional growth and self-development. Continuing education opportunities for special educators.	

Recommended or required literature:

DEVITO, J. A. 2008. Základy mezilidské komunikace. Praha: Grada, 2008. 978-80-247-2018-0.
PETLÁK, E., HUPKOVÁ, M. Sebareflexia a kompetencie v práci učiteľa. Bratislava : Iris , 2004. 135 s. ISBN 80-89018-77-7.

KOVÁŘOVÁ, R. 2008. Postavení a kompetence speciálního pedagoga v rámci integračního procesu na běžné škole. Ostrava : Ostravská univerzita v Ostravě, 2008. 85 s.

Aktuálne predpisy so spracovaním informácií: profesijné štandardy pre jednotlivé kategórie a podkategórie pedagogických zamestnancov a odborných zamestnancov škôl a školských zariadení.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): prof. Viktor Hladush, DrSc., doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD112A/22	Course title: Creating an individual educational program
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 2 hours per semester: 13 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper and its presentation (oriented to the presentation of a specific individual program); 3. final oral examination. A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: Masters the knowledge and knowledge related to the issue of integration of children and pupils with special educational needs; demonstrates knowledge of the material and technical spatial and personnel support of school integration; can design an individual educational programme for children and pupils with intellectual disabilities; can evaluate the progress, stagnation and regression of a child/pupil with intellectual disabilities educated according to an individual educational programme.	
Course contents: Basic concepts related to school integration. Rights and obligations of the pupil and the legal representative in the integration process. School integration procedure. Conditions for the educational process of an integrated pupil. Documentation. Individual educational programme of a pupil with special educational needs. School management in relation to school integration. Educational process in the classroom with integrated pupils. Verification of knowledge, assessment and classification. Termination of school integration. Creation and implementation of individual education programmes.	

Recommended or required literature:

HUDECOVÁ, A. et al. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.

HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.

KOVÁČOVÁ, B. 2012. Diagnostické a intervenčné kompetencie pedagóga v podpore inkluzívnej edukácie. In: Osobnosť učiteľky/učiteľa verzus osobnosť dieťaťa. - Zvolen : Spoločnosť pre predškolskú výchovu, 2012. - S. 38-42. - ISBN 978-80-8139-006-7.

LECHTA, V. 2010. Transdisciplinárne aspekty inkluzívnej pedagogiky. Trnava : EMIT plus, 2010. 321 s. ISBN 978-80-970623-2-3.

2. LECHTA, V. et al. 2012. Inkluzívna edukácia ako multidimenzionálny výchovný problém. Bratislava: Iris, 2012. 233 s. ISBN 978-80-892568-2-2.

VÍTKOVÁ, M. 2004. Integrativní speciální pedagogika. Brno : Paido, 2004. 263 s. ISBN 80-7315-071-9-7.

ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. 207 s. ISBN 978-80-262004-4-4.

Školské vzdelávacie programy vybraných špeciálnych základných škôl.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 12

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

Name of lecturer(s): Mgr. Marcela Čarnická, PhD., doc. PaedDr. Vlasta Belková, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD101S/22	Course title: Defense of the final thesis
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site	
Credits: 15	Working load: 375 hours
Recommended semester/trimester: 3., 4..	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Grade: At least 93% is required for an A grade, at least 85% for a B grade, at least 77% for a C grade, at least 69% for a D grade and at least 60% for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: The student will be able to present the results of the thesis in front of a professional committee. He/she will adequately demonstrate theoretical skills related to the process of thesis development, formulate the background and motivation for the choice of the thesis. Presents significant research findings in a logical and comprehensible manner and sufficiently argues his/her findings. Is able to formulate recommendations for pedagogical practice. Is able to take his/her own stance on the limitations and comments of the reviews.	
Course contents: Presentation of the basic theoretical background before the expert committee. Justification of the significance and aim of the thesis. Clarification of the research part of the thesis, description of methods, tasks and important findings. Presentation of Recommendations for the practice of the special educator. Reading of the supervisor's and opponent's testimonials. Taking a position on the limits, issues and comments from the testimonials. Discussion. Completion of the thesis defense.	
Recommended or required literature: GONDA, V. 2001. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava, Elita 2001. ISBN 80-8044-077-8. KEITH F. P. 2008. Základy kvantitatívneho šetrení. Praha: Portál, 2008. ISBN 978-80-7367-381-9. MEŠKO, D. 2004. Akademická príručka. Martin, Osveta 2004. ISBN 80-8063-150-6. SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: IKAR – Pegas 2005. Smernica dekana Pedagogickej fakulty KU.	
Language of instruction: Slovak	
Notes:	

Course evaluation:					
Assessed students in total: 17					
A	B	C	D	E	FX
41.18	29.41	5.88	17.65	5.88	0.0
Name of lecturer(s):					
Last modification: 27.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD105A/22	Course title: Diagnostics and prognosis in special pedagogy
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 3 hours per semester: 26 / 39 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. a midterm test. 3. project work At least 93% is required for a grade of A, at least 85% for a grade of B, at least 77% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course the student will acquire the following knowledge, skills and competences: he/she will gain an overview of the possibilities of special-pedagogical diagnostics with regard to target groups; he/she will know the appropriate diagnostic methods and procedures; he/she will know the specifics of diagnostics with regard to individual areas of individual development; he/she will get acquainted with the possibilities of using individual situations for the purpose of diagnostics; he/she will know the requirements for his/her own competences, knowledge and abilities necessary for the mastery of the diagnostics process.	
Course contents: Theoretical foundations of special-educational diagnostics. Special-pedagogical diagnostics in individual developmental periods (early, preschool and school age, adulthood, old age). Specifics and procedures of diagnostics with regard to different types of disabilities (mental, physical, sensory, autistic spectrum disorders, behavioural disorders...). Specifics and diagnostic procedures for children with developmental risks. Clinical and test methods in special-educational diagnostics. Diagnosis of motor, perceptual, communication, social skills, self-care. Laterality, orientation examinations of sensory organs. Diagnosis of school maturity/readiness. Play as a diagnostic situation. Drawing as a diagnostic situation. Work activity as a diagnostic situation. Special-	

educational prognostics. Requirements for the skills and competences of the special educator for the diagnostic process.

Recommended or required literature:

KASTELOVÁ, A. Diagnostika v špeciálnopedagogickom poradenstve. Bratislava :IRIS, 2014. 379 s. ISBN 978-80-89726-09-7.

KOMPOLT, P., TIMKOVÁ, B. 2010. Pedagogická diagnostika a akčný výskum. Bratislava: Univerzita Komenského.

KOVÁČOVÁ, B. 2012. Diagnostické a intervenčné kompetencie pedagóga v podpore inkluzívnej edukácie. In: Osobnosť učiteľky/učiteľa verzus osobnosť dieťaťa. - Zvolen : Spoločnosť pre predškolskú výchovu, 2012. - S. 38-42. - ISBN 978-80-8139-006-7.

KOVÁČOVÁ, B. 2013. Diagnostika priestorovej orientácie cez aktívne konanie dieťaťa. In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava : Dr. Josef Raabe, 2013. - S. 1-6. - ISBN 978-80-89182-63-3.

KOVÁČOVÁ, B. 2013. Diagnostikovanie oslabenia optickej a akustickej pamäti u dieťaťa v predškolskom veku. In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. - Bratislava : Dr. Josef Raabe, 2013. - S. 1-10. - ISBN 978-80-89182-63-3.

KOVÁČOVÁ, B. 2014. Diagnostikovanie sebaobslužných činností v predškolskom veku . In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. - Bratislava : Dr. Josef Raabe, 2014. - S. 1-16. - ISBN 978-80-89182-63-3.

KOVÁČOVÁ, B. 2014. Diagnostikovanie integrability prostredia materskej školy. In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava : Dr. Josef Raabe, 2014. - S. 1-26. - ISBN 978-80-89182-63-3.

KOVÁČOVÁ, B. 2014. Diagnostikovanie sebaobslužných činností v predškolskom. In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava : Dr. Josef Raabe, 2014. - S. 1-10. - ISBN 978-80-89182-63-3.

PŘINOSILOVÁ, D. 2007. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.

TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: Mabag, 2008. ISBN 978-80-89113-60-6.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 35

A	B	C	D	E	FX
31.43	14.29	22.86	17.14	5.71	8.57

Name of lecturer(s): dr hab. Mieczyslaw Dudek

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD103B/22	Course title: Education of pupils with ASD
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, fulfillment of the conditions of max. 2 excused absences,;elaboration of a seminar paper ; 2. knowledge final test A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - the student will acquire basic theoretical knowledge about autism spectrum disorders, - the student is able to apply the acquired knowledge in practical skills (preparation for a lesson) with a pupil with an autism spectrum disorder, - the student is able to apply the acquired knowledge in practical skills (preparation for a lesson) with a pupil with an autism spectrum disorder, - the student will acquire the specifics towards teaching pupils with ASD with emphasis on the acceptance of the triad typical for the disorder, - the student will become familiar with the methods and principles used in the derivation and acquisition of the curriculum with a pupil with autism spectrum disorder in the different educational areas.	
Course contents: Classification of autism spectrum disorders. The triad of autism spectrum disorders. Early intervention for children with autism spectrum disorder. Working with the family of an individual with autism spectrum disorder. Principles of structured learning. Application of structured learning at different times in a child's life. Methods used in the education of pupils with autism spectrum	

disorder. Key areas of development for pupils with autism spectrum disorder. Advice and methodological support for individuals with autism spectrum disorder.					
Recommended or required literature: BAZALOVÁ, B. 2012. Poruchy autistického spektra v kontextu české psychopedie. Brno : Masarykova univerzita, 2012. 278 s. ISBN 978-80-210-5930-6. ČADILOVÁ, V. ŽAMPACHOVÁ, Z. 2008. Strukturované učení – Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha : Portál, 2008. 405 s. ISBN 978-80-7367-475-5. NOVÁKOVÁ, J. 2013. Biodromální vývoj jedinců s poruchami autistického spektra v kontextu podpory a vzdělávání. Brno: Masarykova univerzita, 2013. 288 s. ISBN 978-80-210-6661-8. THOROVÁ, K. 2012. Poruchy autistického spektra : dětský autismus, atypický autismus, Aspergerův syndrom, dezintegrační porucha. 2 vyd. Praha : Portál, 2012. 465 s. ISBN 978-80-262-0215-8. Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.					
Language of instruction: Slovak					
Notes:					
Course evaluation: Assessed students in total: 12					
A	B	C	D	E	FX
41.67	41.67	16.67	0.0	0.0	0.0
Name of lecturer(s): PaedDr. Martina Magová, Ph.D.					
Last modification: 27.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD106B/22	Course title: Experiential art in the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper focusing on the use of different types of art using experiential learning; 3. elaboration of a project (thematically oriented on the intersections of different types of art). 4. A grade of A requires a minimum of 93%, a grade of B requires a minimum of 85%, a grade of C requires a minimum of 77%, a grade of D requires a minimum of 69%, and a grade of E requires a minimum of 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - know the characteristics of the basic concepts related to art and experiential education, - master the orientation in activating and innovative methods and their possibilities of use in the pedagogy of the mentally handicapped; - acquire skills in the practical application of different types of art; - be able to express feelings, ideas and be able to motivate individuals with intellectual disabilities appropriately; - can implement various activities when working with an individual or with a group.	
Course contents: Experiential learning and its importance in special education. Pedagogical and psychological aspects of experiential pedagogy. Art and aesthetic education. Activity, creativity and experiential learning. Activating and innovative methods (play, situational method, staging method, project method, work with books, methods of creative dramatics/dramatic education). The creative personality of the special educator.	

Recommended or required literature:

BIARINCOVÁ, P. 2020. Art action v tvorbe človeka počas životnej cesty. Ružomberok : VERBUM, 2020. ISBN 978-80-561-0787-4.

KOVÁČOVÁ, B., VALEŠOVÁ MALECOVÁ, B. 2018. Biblioterapia v ranom a predškolskom veku. Bratislava: Univerzita Komenského v Bratislave, 2018. ISBN 978-80-223-4487-6.

HANULIAKOVÁ, J. 2020. Pedagogika voľného času a výchova vo voľnom čase. Dubnica nad Váhom : VŠ DTI, 2020. ISBN 978-80-8222-008-3.

HANUŠ, R., CHYTILOVÁ, L. 2009. Zážitkové pedagogické učení. Praha: Grada, 2009. ISBN 978-80-247-2816-2.

ŠVÁBOVÁ, B. 2012. Riekanky a detské hry v predprimárnom období. Ružomberok : VERBUM, 2012. ISBN 978-80-8084-858-3.

ŠVÁBOVÁ, B. 2014. Fenomén rozprávky v detskom svete a tvorivá dramatika. Ružomberok : VERBUM, 2014. ISBN 978-80-561-0166-7.

ŠVÁBOVÁ, B. 2017. Rozvoj komunikácie v inkluzívnom školskom prostredí v predprimárnom období vzdelávania. Ružomberok : VERBUM, 2017. ISBN 978-80-561-0494-1.

ŠVÁBOVÁ, B. 2021. Ľudová kultúra sprostredkovaná metódami tvorivej dramatiky v škole. Ružomberok: VERBUM, 2021. ISBN 978-80-561-0887-1.

UHRINOVÁ, M., PRACHÁROVÁ, I. 2020. Zážitkové učenie ako významný determinant rozvoja prírodovednej gramotnosti. Ružomberok : VERBUM, 2020. ISBN 978-80-561-0780-5.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD115A/22	Course title: Final thesis seminar 1
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 1	Working load: 25 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Course completion requirements and method of verification of acquired knowledge, skills and competences: The course is taken by students who have an approved thesis topic at the Department of Computer Science. During the semester, the student will participate in a joint course in the Department of Computer Science. The student will do a research on the topic according to the assignment of his/her thesis in AIS and will work on the theoretical part of the thesis, consulting individually with his/her thesis supervisor about the specifics of the thesis. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To master the basic methodological and methodological procedures of thesis development. To know the appropriate literary sources, procedures for processing the theoretical part of the thesis, to create and compile the thesis outline, to identify the main key concepts and categories for the successful elaboration of the thesis. Learning outcomes Upon completion of the course the student will acquire the following knowledge, skills and competences: - The student will master the methodological and methodological procedures of thesis development, - will have an overview of the appropriate literary sources, procedures for processing the theoretical part of the thesis, - will be able to create and compile an outline of the thesis, identify the main key concepts and categories for the successful elaboration of the thesis, be able to elaborate the thesis under the guidance of the supervisor.	
Course contents: Brief outline of the course: Study of the literature and preparation of a research paper. Preparation of the theoretical part of the thesis.	

Recommended or required literature:

Gavora, P.: Úvod do pedagogického výskumu. Bratislava, Univerzita Komenského 2008.
Gavora, P. a kol.: Elektronická učebnica pedagogického výskumu [online]. Bratislava, Univerzita Komenského 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/>
Meško, D. – Katuščák, D. – Findra, J. a kol.: Akademická príručka. Martin, Osveta 2005.
Silverman, D. : Ako robiť kvalitatívny výskum. Bratislava, Ikar – Pegas 2005.
Staroňová, K.: Vedecké písanie. Ako písať akademické a vedecké texty. Martin, Osveta 2011.
Smernica dekana Pedagogickej fakulty KU č. 6/2020 o ukončení štúdia na PF KU v Ružomberku.

Language of instruction:**Notes:****Course evaluation:**

Assessed students in total: 13

A	B	C	D	E	FX
69.23	15.38	7.69	7.69	0.0	0.0

Name of lecturer(s): PaedDr. Martina Magová, Ph.D.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD116A/22	Course title: Final thesis seminar 2
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 4.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Course completion requirements and method of verification of acquired knowledge, skills and competences: Participation in consultations with the thesis supervisor. Preparation and submission of the thesis. A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To master the methodological and methodological procedures of creating a diploma thesis. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - The student masters the procedures of thesis development, - the student is able to use the literary-comparative method and others, the student is able to compile a diploma thesis under the guidance of the supervisor.	
Course contents: Brief outline of the course: Analysis and analysis of selected appropriate literary sources. Reading list. Work with literature. Preparation of excerpts, etc. Preparation of thesis outline. Abstract, thesis descriptors and preliminaries. Preparation of the theoretical part of the thesis.	

Recommended or required literature:

Gavora, P.: Úvod do pedagogického výskumu. Bratislava, Univerzita Komenského 2008.
Gavora, P. a kol.: Elektronická učebnica pedagogického výskumu [online]. Bratislava, Univerzita Komenského 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/>
Meško, D. – Katuščák, D. – Findra, J. a kol.: Akademická príručka. Martin, Osveta 2005.
Silverman, D. : Ako robiť kvalitatívny výskum. Bratislava, Ikar – Pegas 2005.
Staroňová, K.: Vedecké písanie. Ako písať akademické a vedecké texty. Martin, Osveta 2011.
Smernica dekana Pedagogickej fakulty KU č. 6/2020 o ukončení štúdia na PF KU v Ružomberku.

Language of instruction:

slovak

Notes:**Course evaluation:**

Assessed students in total: 32

A	B	C	D	E	FX
65.63	18.75	12.5	3.13	0.0	0.0

Name of lecturer(s):

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD105B/22	Course title: Interest activity in education outside the classroom
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar thesis aimed at the preparation of one meeting of an interest group with the content of their choice for pupils with intellectual disabilities; 3. elaboration of a project (annual thematic educational plan of the interest group). To obtain an A grade, at least 93 %, a B grade at least 85 %, a C grade at least 77 %, a D grade at least 69 % and an E grade at least 60 %. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - master the analysis of the theoretical foundations of interest activities, - can describe the essence and methodology of the activity in the interest unit, - can adequately design, implement and evaluate the activity of the interest group meetings in accordance with the current trends in leisure education; - be able to create an interesting project for a leisure activity meeting. - can work independently and creatively in the production of written preparation for extra-curricular activities, - is able to create a set of ideas for activities in an interest group for pupils with intellectual disabilities and intact pupils at the primary level of the school system; - is able to create a set of ideas for activities in an interest group for pupils with intellectual disabilities and intact pupils at the primary level of the school system - be able to evaluate his/her own pedagogical activity.	
Course contents:	

Interests of primary pupils, pupils with social and health disadvantages. Institutions of education outside the classroom. Legislative conditions, measures and possibilities for the realization of leisure activities of pupils in schools, school educational institutions, special educational institutions, cultural and social classes, organizations and civic associations. Theory and methodology of education outside the classroom. The mission, aims and objectives of education outside the classroom. Forms of education outside the classroom. Interest activity - characteristics, essence, specifics. Organisational forms of interest activities. Means of interest activities with pupils of primary education, pupils with mental disabilities. Methodology of activity in the interest unit at the primary level of education. Structure of the meeting of the interest unit. Planning, implementation and evaluation of the activity in the interest group. Creation of the thematic educational plan of the interest group. Methodology for the implementation of excursions, walks and trips. Discussions, school competitions, quizzes, Olympiads. Promotion of inclusion through leisure activities. Practical implementation and analysis of student-led interest activities.

Recommended or required literature:

HAŠKOVÁ, V. 2016. Obsah a metodika činnosti v záujmových útvaroch. In Pedagogické diskusie. ISSN 1339-217. 2016, roč. 2, č. 3, s. 57-70.

HAŠKOVÁ, V. 2015. Možnosti podpory inklúzie v záujmových útvaroch. In HREBEŇÁKOVÁ, L. –

KUŠNÍROVÁ, V. 2018. Podpora inklúzie vo výchove vo voľnom čase. Ružomberok: Verbum. 140 s. ISBN 978-80-561-0541-2.

NOVOTNÁ, E. 2017. Pedagogika voľného času: teória výchovy mimo vyučovania a vo voľnom čase. Prešov: Rokus. 220 s. ISBN 978-80-89510-58-0.

PAČNÁROVÁ, M., KUŠNÍROVÁ, V. 2021. Pedagogická prax v materskej škole a školskom klube detí. Levoča: MTM. 97 s. ISBN 978-80-8215-026-4.

PÁVKOVÁ, J. 2008. Pedagogika volného času: teorie, praxe a perspektivy výchovy mimo vyučování a zařízení volného času. Praha: Portál. 221 s. ISBN 978-80-7367-423-6.

ŠARNIKOVÁ, G., HAŠKOVÁ, V. (eds.). 2016. Edukace dětí a mládeže ve volném čase III. Ružomberok: Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku. 299 s. ISBN 978-80-561-0348-7.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): PhDr. Paula Maliňáková, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD101A/22	Course title: Methodology in special pedagogy and pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper and its presentation of a specific method chosen in the planning of the research part of the final thesis) . 3. final test aimed at checking the knowledge of methodology in special pedagogy and pedagogy of the mentally handicapped There will be a written test during the semester: a minimum of 93% is required for a grade of A, a minimum of 85% is required for a grade of B, a minimum of 77% is required for a grade of C, a minimum of 69% is required for a grade of D, and a minimum of 60% is required for a grade of E. The written test will be administered during the semester. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - acquire basic theoretical knowledge about the methodology of pedagogical and special pedagogical research, - to define the differences between qualitative and quantitative research, - can characterise the most commonly used methods in pedagogical and special education research, - can analyse the information preparation of research, - can identify a research topic, can define research problems and can define research questions, - can identify variables and form hypotheses, - can apply the acquired knowledge in practical skills (development of a research project).	
Course contents: Characterising science and research. Defining the difference between qualitative and quantitative research. Information preparation for research. Choosing a research topic, defining research	

problems and questions. Determination of variables and hypothesis formation (hypothesis formation, confirmation or disconfirmation of hypotheses). Choice of the research population (basic and sample, random, stratified, intentional, available, sample size). Definition and characterization of the most commonly used methods in educational and special education research (observation, questionnaire, assessment scales, interview, knowledge and skills tests, sociometry, semantic differential, experiment). Data processing and interpretation. Research project for the final thesis.

Recommended or required literature:

GAVORA, P. 2001. Úvod do pedagogického výskumu. Bratislava : Univerzita Komenského, 2001. 236 s. ISBN 8022316288.

GAVORA, P. 2007. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava : Univerzita Komenského, 2007. 229 s. ISBN 9788022323178.

HLADUSH, V. et al. 2019. Utváranie diagnostických a prognostických kompetencií špeciálneho pedagóga/Formation of diagnostic and prognostic competence of the Master of Special Education. In: Ukrajina. Zdravja naciji: Ukrajinskyj instytut strategičnych doslidžeň Ministerstva ochoroni zdravja Ukrainy. č. 2 (55) (2019), s. 26-32.

CHRÁSKA, M. 2007. Metody pedagogického výskumu. Praha : Grada, 2007. 265 s. ISBN 9788024713694.

LAJČIAKOVÁ, P., TABÁČKOVÁ, K. 2010. Ako spracovať výskum. Ružomberok : Verbum, 2010. 180 s. ISBN 9788080845377.

PANČOCHA, K., VAĐUROVÁ, H. 2007. Aktuální směry výzkumu ve speciální pedagogice. Brno : MSD, 2007. 160 s. ISBN 9788086633923.

SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar, 2005. 327 s. ISB 8055109044.

ŠVAŘÍČEK, R., ŠEĐOVÁ, K. 2007. Kvalitativní výzkum v pedagogických vědách. Praha : Portál, 2007. 377 s. ISBN 9788073673130.

Vzdelávacie programy pre žiakov s mentálnym postihnutím pre primárne vzdelávanie.

Vzdelávací program ako súčasť štátneho vzdelávacieho programu schválilo Ministerstvo školstva Slovenskej republiky pod číslom CD-2008-18550/39582-1:914 dňa 26. mája 2009.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 17

A	B	C	D	E	FX
41.18	29.41	23.53	0.0	5.88	0.0

Name of lecturer(s): PaedDr. Martina Magová, Ph.D., doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD100A/22	Course title: Primary education in the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 4 hours per semester: 26 / 52 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper and its presentation (lesson proposal with orientation to the educational areas within the framework of the ISCED 1 Educational Programme for Pupils with Intellectual Disabilities); 3. final oral examination. There will be a written test during the semester: at least 93% is required for an A grade, at least 85% for a B grade, at least 77% for a C grade, at least 69% for a D grade, and at least 60% for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - master professional information and knowledge of theoretical and practical nature in the field of primary education content in the pedagogy of individuals with intellectual disabilities; - master the content of education in the pedagogy of individuals with intellectual disabilities; - identifies the impact of intellectual disability on the educational process, including the manifestations of a pupil with an intellectual disability; - can assess further options for the education and training of a pupil with an intellectual disability, - has basic practical experience in keeping school and educational institution documentation, which is binding for a special educator, - reflects and improves the effectiveness of his/her own professional activity; knows his/her personal disposition, values, strengths and weaknesses and can use them in special education practice.	
Course contents: The concept of primary education for pupils with mental disabilities. Education as a process and education as an outcome. Concretisation of the content of education (curriculum, syllabus,	

textbooks). Aspects for the selection of the content of primary education in the pedagogy of the mentally disabled. The issue of quality of life of pupils with mental disabilities in primary education. The content of education in variant A in a special primary school - curriculum, syllabus. Content of education in variant B in special primary school - curriculum, lesson plans. Content of education in variant C in special primary school - curriculum, lesson plans. Perspectives on the development of primary education for individuals with mental disabilities.

Recommended or required literature:

Odporúčaná literatúra:

BAZALOVÁ, B. 2014. Dítě s mentálním postižením a podpora jeho vývoje. Praha: Portál, 2014, 184 s. ISBN 978-80-262-0693-4.

BENDO VÁ, P., ZIKL, P. 2012. Dítě s mentálním postižením ve škole. Praha: Grada, 2012. 140 s. ISBN 9788024738543.

HLADUSH, V. et al. 2019. Utváranie diagnostických a prognostických kompetencií špeciálneho pedagóga/Formation of diagnostic and prognostic competence of the Master of Special Education. In: Ukrajina. Zdorovja naciji: : naukovo-praktyčnyj žurnal. Kyjiv (Ukrajina) : Ukrajinskýj instytut strategičnych doslidžen Ministerstva ochoroni zdorovja Ukrajiny. č. 2 (55) (2019), s. 26-32.

ORIEŠČÍKOVÁ, H. 2012. Pedagogika mentálne postihnutých. Ružomberok Verbum 2012, 156 s. ISBN 978-80-8084-866-8.

VALENTA, M. MICHALÍK, J. 2012. Mentální postižení v pedagogickém, psychologickém a sociálně-právním kontextu. Praha: Grada, 2012. 352 s. ISBN 978-80-247-8257-7.

VALENTA, M., MICHALÍK, J., LEČBYCH, M., et al., 2018. Mentální postižení. Praha: Grada Publishing, 2018. 387 s. ISBN 978-80-271-0378-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 17

A	B	C	D	E	FX
76.47	17.65	5.88	0.0	0.0	0.0

Name of lecturer(s): prof. Viktor Hladush, DrSc., PaedDr. Bohuslav Stupák, PhD., MBA

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD105C/22	Course title: Projecting in special pedagogical consultancy
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - know how to orient themselves in the basic issues of special-educational counselling, - knows how to conduct counselling in terms of different theoretical counselling concepts, - knows the basics of designing in special education counselling; - knows how to use actual intervention inputs, short and medium-term goals of the projects developed.	
Course contents: Designing in special education counseling. Counselling as relationship building and safe environment. The role of the counsellor - informant, expert or guide? The counselling contract. Ethics of counselling work. Transmission and countertransmission mechanisms. Psychodynamic, cognitive-behavioural and experiential approaches. Possibilities and limits. Individual and group counselling. Counselling work with the parent, counselling work with the child and joint work with parent and child. Specialist counselling in relation to target groups. Crisis counselling, short and medium term counselling.	

Recommended or required literature:

DRAPELA, V. J., HRABAL, V. 1995. Vybrané poradenské směry: teorie a strategie. Praha, Karolinum. 1995 ISBN 80-7184-011-4.

GABURA, J. 2013. Teória a proces sociálneho poradenstva. Bratislava: IRIS, 2013. ISBN 978-80-892-3892-7.

KASTELOVÁ, A., NÉMETH, O. 2013. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava, IRIS, 2013. ISBN 978-80-89238-86-6.

PREVENDÁROVÁ, J. 1998. Rodina s postihnutým dieťaťom. Nové Zámky – Dunajská Streda: Psychoprof, 1998. ISBN 80-967-1489-9.

ŠKOVIERA, A., MURÍNOVÁ, Ľ. 2012. Rodina a problémové dieťa vo výchovnej starostlivosti. Bratislava: FICE, NS v SR, 2012. ISBN 978-80-969253-5-3.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): doc. PaedDr. Vlasta Belková, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD115B/22	Course title: School in nature 1
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in summer field activities; 2. completion of the semester assignments; 3. development of a project with summer seasonal activities for individuals with intellectual disabilities.. A minimum of 93% is required for an A grade, a minimum of 85% is required for a B grade, a minimum of 77% is required for a C grade, a minimum of 69% is required for a D grade, and a minimum of 60% is required for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%.	
Learning outcomes of the course: Student: - knows how to apply selected summer seasonal activities - gains knowledge of the methodology and didactics of summer seasonal activities; - be able to navigate in the terrain and follow the main principles of movement and stay in nature; - master the use of selected means of physical education in nature; - acquire knowledge in the organisation of seasonal activities; - be able to evaluate the therapeutic and health benefits of physical activities for individuals with intellectual disabilities; - is able to implement selected outdoor physical education activities. The verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester course of the subject.	
Course contents: Basic knowledge about the school in nature. Organisation and provision of an outdoor school during the summer and transition season. Safety in the mountains and in nature, organisation and provision of hiking trips and courses. Nature conservation, outdoor activities and games. Orientation in	

nature. Games and activities applied in nature, their importance. Orientation in the terrain. Seasonal activities and their use in the outdoor school. Strengthening of limit areas in individuals with intellectual disabilities. Therapeutic physical education.					
Recommended or required literature:					
Language of instruction: Slovak					
Notes:					
Course evaluation: Assessed students in total: 4					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): PaedDr. Bohuslav Stupák, PhD., MBA					
Last modification: 27.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD116B/22	Course title: School in nature 2
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in winter field activities; 2. completion of the semester assignments; 3. development of a project with winter seasonal activities for individuals with intellectual disabilities.. A minimum of 93% is required for an A grade, a minimum of 85% is required for a B grade, a minimum of 77% is required for a C grade, a minimum of 69% is required for a D grade, and a minimum of 60% is required for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%.	
Learning outcomes of the course: The aim of the course is to provide basic theoretical knowledge and practical skills to ensure the organization and implementation of the use of winter seasonal activities with individuals with intellectual disabilities. Learning Outcomes: - be able to apply selected options for the use of winter seasonal activities - acquire knowledge of the methodology and didactics of the use of winter seasonal activities; - is able to navigate in the terrain and follow the basic principles of movement and stay in nature; - master the use of selected means of physical education in nature; - acquire knowledge in the organisation of seasonal activities; - be able to evaluate the therapeutic and health benefits of physical activities for individuals with intellectual disabilities; - be able to implement selected outdoor physical education activities.	
Course contents: The importance, organisation and provision of an outdoor school during the winter season. Safety in the mountains and in the countryside in winter, organisation and provision of hiking trips	

and courses. Winter sports activities and outdoor games, hiking equipment. Principles of child hardening. Basic knowledge and means used in outdoor school using activities on snow and ice, winter sports, the impact of being in the mountains on the body.

Recommended or required literature:

BLAHUTOVÁ, A. 2017 Technika a didaktika výučby lyžovania. Ružomberok: Verbum, 2017. ISBN: 978-80-561-0504-7.

BRTNÍK, J. 2008 Zimní hry na snehu i bez nej. Praha: Portál, 2008, 275 s. ISBN: 978-80-7367-399-4.

KAMPMILLEROVÁ, L. 2015 Športové výcviky v základnej škole: plavecký, korčuliarsky, lyžiarsky a snoubordingový: praktická príručka o organizácii športových výcvikov, s dokumentáciou s tým súvisiacou na CD. Bratislava: Jozef Raabe Slovensko, 2015, 138. s. ISBN: 978-80-8140-199-2.

STUPÁK, B. 2011 Pohybové hry v predprimárnom vzdelávaní 2011 Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2011. 138 s. ISBN: 978-80-8084-789-0.

ROCHOVSKÁ, I., STUPÁK, B., JOZEFČÁK, M. 2013 Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím III Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2013. 104 s. ISBN 978-80-561-0017-2.

TREML, J. 2004. Lyžování dětí. Praha: Grada Publishing, 2004. 105 s. ISBN: 80-247-0682-2.

ŽIDEK, J., VEISOVÁ, M. 2012 Zjazdové lyžovanie. Bratislava: UK, FTVŠ, 2012. 90 s. ISBN: 978-80-223-3312-2.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): PaedDr. Bohuslav Stupák, PhD., MBA

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD108A/22	Course title: School management and legislation
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 1 hours per semester: 26 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: The condition for passing the subject is theoretical knowledge of the basic functions and systems of school management with an emphasis on the processes of education and school management and of legal regulations in the field of education management. Final assessment: the student prepares a seminar paper in the field of school management and legislation Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The aim of the subject is to know the starting points and current trends in education and school management and to know the structure of legal regulations in the field of education and training. Education results (knowledge, skills and competences): - Know the relationships between the control system and the controlled system of the school or school facility - To acquire knowledge in the field of planning, organizing, management and control process - Know the starting points and current trends in human resource management, know the areas of human resource management - Understand the process of managing a school or school facility - Know how to search for a legal regulation, including its temporal versions, through the public administration information system – Slov-Lex Verification of the level of acquired knowledge, skills and competences: In order to verify the degree of acquisition of relevant knowledge, skills and competence of the student, colloquia will be held within the lectures.	
Course contents: 1. Management and school management (their characteristics)	

2. Planning in terms of schools and school facilities
3. Strategic planning
4. Organizational processes, structure and organizational division
5. Human resources management
6. School marketing
7. Control activity, external versus internal evaluation
8. Generally binding legal regulations
9. Rules for creating internal guidelines related to the management of schools and school facilities

Recommended or required literature:

Recommended reading:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov, UK Bratislava, 2014. 228 s. ISBN 9788022336215

HORVÁTHOVÁ, K., MANNIOVÁ, J., 2008. Úvod do školského manažmentu. Bratislava, 2008. ISBN 978-80-969178-660

HORVÁTHOVÁ, K. 2010. Kontrola a hodnotenie v školskom manažmente. Bratislava: IURA EDITION, 2010. ISBN 978-80-8078-329-7

OBDRŽÁLEK, Z. 2011. Reflexia školského manažmentu a vzdelávania školských manažérov. Bratislava : IURA EDITION, 2011. ISBN 978-80-8078-397-6

JABLONSKÝ, T., Matúšová, S: Vzdelávacia politika Európskej únie. Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2012. - 207 s. ISBN 978-80-8084-905-4.

JABLONSKÝ, T., PISOŇOVÁ, M. : (Old) new approaches to the implementation of the vocational education I. In: Technológia vzdelávania : vedecko-pedagogický časopis. - ISSN 1335-003X. - Roč. 19, č. 9 (2011), s. 6-10.

JABLONSKÝ, T. Vzdelávanie a školstvo - výzvy, sklamanie, očakávanie = Education and School System - Challenges, Disappointments, Expectations. In: Studia Scientifica Facultatis Paedagogicae : Universitas Catholica Ružomberok. - ISSN 1336-2232, Roč. 16, č. 1 (2017), s. 13-18.

Právne predpisy v oblasti regionálneho školstva (Slov-Lex)

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
92.31	7.69	0.0	0.0	0.0	0.0

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Ján Kamod'a, PhD., doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 24.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD103A/22	Course title: Social and communication skills training for special educators 1
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 3 hours per semester: 13 / 39 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper of a specific case with problematic communication and subsequent proposal of measures for the practice of a special educator. 3. Final group colloquium. At least 93% is required for a grade of A, at least 85% is required for a grade of B, at least 77% is required for a grade of C, at least 69% is required for a grade of D, and at least 60% is required for a grade of E. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student acquires the following knowledge, skills and competences: knows the terminological background towards pedagogical communication; uses the means of verbal and non-verbal communication; is able to reflect on the problems occurring in special-pedagogical communication; knows the determinants that affect special-pedagogical communication with individuals with mental disabilities.	
Course contents: Terminological foundations of pedagogical communication. Verbal and non-verbal communication in the work of a special educator. Means of verbal and non-verbal communication in the work of a special educator. Actors of communication and social interaction. Determinants influencing the social-communication process. Problems occurring in special-educational communication. Functions of special-educational communication. Communication competences of the special educator. Social competences of the special educator. Self-knowledge and self-diagnosis in the work of a special educator.	

Recommended or required literature:

KUBEROVÁ, H. 2014. Psychohygiena v živote a v práci učiteľov. Tradície a inovácie vo výchove a vzdelávaní modernej generácie učiteľov IX. Ružomberok : VERBUM, 06. 2014. ISBN 978-80-561-0091-2 Ružomberok. ISBN 978-80-561-0134-6.

KUBEROVÁ, H. 2014. Duševné zdravie (psychohygiena) v živote a v práci učiteľov. Mental health (psych hygiene) in the life and work of teachers. Aimjaková, B., Rochovská, I., Ružomberok: VERBUM, 2014. ISBN 978-80-561-0115-5.

HUPKOVÁ, M., PETLÁK, E. 2004. Sebareflexia a kompetencie v práci učiteľa. Bratislava : Iris, 2004. 135 s. ISBN 80-89018-77-7.

PETLÁK, E. FENYVESIOVÁ, L. 2009. Interakcia vo vyučovaní. Bratislava : IRIS, 2009. 137 s. ISBN 978-80-89256-31-0.

TIŠŤANOVÁ, K. 2012. Špecifiká pedagogického komunikovania. Ružomberok : VERBUM, 2012. 143 s. ISBN 978-80-8084-885-9.

TIŠŤANOVÁ, K. 2016. Hodnotenie v školskej praxi. Bratislava : IRIS, 2016. 182 s. ISBN 978-80-89726-74-5.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 40

A	B	C	D	E	FX
50.0	32.5	10.0	5.0	0.0	2.5

Name of lecturer(s): Mgr. Marcela Čarnická, PhD., Ing. Zuzana Brčiaková, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD107A/22	Course title: Social and communication skills training for special educators 2
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 3 hours per semester: 13 / 39 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper of a specific case with problematic communication and subsequent proposal of measures for the practice of a special educator. 3. Final group colloquium. At least 93% is required for a grade of A, at least 85% is required for a grade of B, at least 77% is required for a grade of C, at least 69% is required for a grade of D, and at least 60% is required for a grade of E. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: he/she will master the social-communication skills of a special educator in relation to the family of a pupil with different types of disabilities, a pupil/client with different types of disabilities, teamwork with professional and pedagogical staff, and the collective of an integrated pupil; he/she will be familiar with the determinants influencing the social-communication process; he/she will be able to apply the appropriate methods and strategies used for the training of social-communication skills.	
Course contents: Social-communication skills of the special educator when working with a family of a student/client with various types of disabilities. Social-communication skills of a special educator when working with a pupil/client with different types of disabilities. Social-communication skills of the special educator in teamwork with professional and pedagogical staff. Social-communication skills of the special educator in working with the class team of an included pupil. Determinants influencing the social-communication process in the work of a special educator. Possibilities for more effective communication of the special educator. Strategies used to train social-communication skills.	

Recommended or required literature:

KUBEROVÁ, H. 2014. Psychohygiena v živote a v práci učiteľov. Tradície a inovácie vo výchove a vzdelávaní modernej generácie učiteľov IX. Ružomberok : VERBUM, 06. 2014. ISBN 978-80-561-0091-2 Ružomberok. ISBN 978-80-561-0134-6.

KUBEROVÁ, H. 2014. Duševné zdravie (psychohygiena) v živote a v práci učiteľov. Mental health (psych hygiene) in the life and work of teachers. Akimjaková, B., Rochovská, I., Ružomberok: VERBUM, 2014. ISBN 978-80-561-0115-5.

HUPKOVÁ, M., PETLÁK, E. 2004. Sebareflexia a kompetencie v práci učiteľa. Bratislava : Iris, 2004. 135 s. ISBN 80-89018-77-7.

PETLÁK, E. FENYVESIOVÁ, L. 2009. Interakcia vo vyučovaní. Bratislava : Iris, 2009. 137 s. ISBN 978-80-89256-31-0

TIŠŤANOVÁ, K. 2012. Špecifiká pedagogického komunikovania. Ružomberok : Verbum, 2012. 143 s. ISBN 978-80-8084-885-9.

TIŠŤANOVÁ, K. 2016. Hodnotenie v školskej praxi. Bratislava : Iris, 2016. 182 s. ISBN 978-80-89726-74-5.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 35

A	B	C	D	E	FX
57.14	28.57	11.43	2.86	0.0	0.0

Name of lecturer(s): PhDr. Paula Maliňáková, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD102A/22	Course title: Social pathology of the family and its prevention
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper on a selected socio-pathological phenomenon in the family with special emphasis on the intervention of the special educator. 3. Final group colloquium with emphasis on the presentation of the semester work and acquired knowledge. At least 93% is required for a grade of A, at least 85% for a grade of B, at least 77% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course the student will acquire the following knowledge, skills and competences: acquire basic theoretical knowledge and terminology in the field of theoretical knowledge of family pathology and can explain the specifics of clinical families; can define and characterize the family in terms of a systems approach and identify family problems related to its pathology; apply the acquired knowledge in identifying significant problems in the family; can adequately explain the causes of family problems and compile a family history; can design and justify optimal solutions to interventions from the perspective of a special educator in cooperation with other helping professions; can use the possibilities of preventing and solving life crisis situations; can implement the prevention of violence against children, violence against women and prevention of elder abuse; is familiar with the basic documents and programmes aimed at helping victims of violence at home and abroad.	
Course contents: Family - the primary socializing agent. Systemic understanding of the family. Socio-pathological phenomena in family functions. Crisis in the family, causes of crises. Pathology of the family - marital and family life. Domestic violence. Domestic violence in partner relations. Child abuse,	

abuse and neglect. Abuse, exploitation and ill-treatment of the elderly. Alcoholism in the family as a socio-pathological phenomenon, causes, developmental stages, impact on family life. Non-alcohol addiction in the family and its consequences on family functionality. Analysis of factors and causes of the emergence of socio-pathological phenomena in the family. The role of the special educator in the prevention and resolution of individual socio-pathological phenomenon.

Recommended or required literature:

HUDECOVÁ, A., ŠAVRNOCHOVÁ, M. 2020. Alkoholizmus v rodine a rodina s dieťaťom s fetálnym alkoholovým syndrómom FAS. In: HUDECOVÁ, A. HUDECOVÁ, A. et al. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.

HUDECOVÁ, A. 2020. Rodina s dieťaťom so syndrómom týrané, zneužívané a zanedbávané (CAN). In: HUDECOVÁ, A. et al. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.

HUDECOVÁ, A. 2019. Náhradná starostlivosť šanca pre deti z ohrozených rodín. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0710-2.

HUDECOVÁ, A. 2016. Ochrana detí so syndrómom CAN. In: STACHOŇ, M., HANS-JORGEN WALLIN WEIHE (EDS) Sociálna práca a súčasnosť. Slovensko-nórske perspektívy. Hertervig Akademisk Kirkegaten 40, Stavanger, 2016. ISBN 978-82-8217-2264.

HUDECOVÁ, A. a kol. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.

HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.

HUDECOVÁ, A., BROZMANOVÁ GREGOROVÁ, A. a kol. 2009. Sociálna práca s rodinou. PF UMB Banská Bystrica: ISBN 978-80-8083-845-4.

MÁTEL, A. SHAVEL, M. et al. 2011. Aplikovaná sociálna patológia v sociálnej práci. Bratislava : VŠ ZaSP sv. Alžbety, 2011. ISBN 978-80-8132-009-5.

ŠAVRNOCHOVÁ, M. 2011. Sociálne poradenstvo pre rodinných príslušníkov závislého klienta v kontexte spoluzávislosti. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-557-0833-1.

VODÁČKOVÁ, D. a kol. 2007:Krizová intervence. Praha, Portál: ISBN 9788073673420.

Zákon č. 36/2005 Z.Z. o rodine a o zmene a doplnení niektorých zákonov

Zákon č. 305/2005 Z. z. o sociálno-právnej ochrane a sociálnej kuratele a zmene a doplnení niektorých zákonov.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 18

A	B	C	D	E	FX
83.33	11.11	0.0	0.0	0.0	5.56

Name of lecturer(s): dr hab. Mieczyslaw Dudek, PhDr. Gabriela Siváková, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD110B/22	Course title: Social skills training in the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of specific activities oriented to the training of social skills of individuals with mental disabilities. 3. Designing a training program for an individual/group with mental disabilities aimed at developing social skills. A score of at least 93% is required for an A rating, at least 85% is required for a B rating, at least 77% is required for a C rating, at least 69% is required for a D rating, and at least 60% is required for an E rating. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide a basic theoretical and practical background to the development of social skills in individuals with intellectual disabilities, with the possibility of creating a short-term individual or group training program. Learning outcomes: After completing the course, the student will acquire the following knowledge, skills and competences: acquire interpersonal perception skills, social perception skills; master the components and structure of communication, communication patterns, types of interpersonal communication, possibilities and limitations of communication; acquire the ability to create and maintain relationships ; be able to solve social problems; be able to communicate effectively in social relationships and different situations; effectively apply basic social skills (empathy, assertiveness. ..); the ability to adapt to the situation and choose effective forms and procedures of behaviour; can assess the suitability of the acquired competences in real life.	
Course contents:	

Form social-psychological skills (acceptance of the pupil, empathy and authenticity of the teacher, communication skills, appreciation, adequate handling of difficult situations). Ability to pay focused attention to others; ability to empathise with other people's feelings; support for others. Acting openly, actively and cooperatively in a team; confidence in others' abilities and enjoyment of shared successes; easy integration with new team members and team building. Competence and responsibility; ability to make realistic judgements about people and their abilities, to show trust, to give them protection; to create conditions for working independently and effectively; to convey information in a focused way; to make quick decisions with the involvement of those affected by the decision; ability to enthuse and motivate others; charisma. Anticipate conflict. uncomfortable conversations; accurately name problems and work together to find possible solutions. Developing general communication and other social-psychological dispositions; verbal, nonverbal communication. Increasing (developing) and by training cultivating the ability to reflect on oneself and other people (to draw the student's attention to his/her strengths and reserves in dealing with people). Mapping personal communication or perceptual styles, cultivating expression and acceptance of emotions, developing sensitivity to nonverbal communication. Basic social skills such as leading a conversation, active listening, empathic skills. Identifying and knowing emotions and feelings, understanding the feelings of others. Assertiveness and empathy, empathic skills, identifying and knowing emotions and feelings, expressing feelings and emotions appropriately.

Recommended or required literature:

- ČAPEK, R. 2013. Učitel a rodič. Spolupráce, třídní schůzka, komunikace. Praha: Grada, 2013. 200 s.
- KOLLÁR, Z., VALIŠOVÁ, A. 2009. Analýza vyučování. Praha: Grada, 2009. 232 s. ISBN 978-80-247-6700-0.
- KOVAŘÍKOVÁ, M. 2020. Krizové situace ve škole. Praha: Grada, 2020. 128 s. ISBN 9788024727318.
- MIKULÁŠTÍK, M. 2010. Komunikační dovednosti v praxi. 2., doplněné a přepracované vydání. Praha: Grada, 2010. 328 s. ISBN 978-80-247-8070-2.
- NELEŠOVSKÁ, A. Pedagogická komunikace v teorii a praxi. Praha: Grada, 2005. 172 s. ISBN 978-80-247-8671-1.
- PRAŠKO, J. 2007. Jak vybudovat a posílit sebedůvěru. Praha: Grada, 2007. 256 s. ISBN 978-80-247-6913-4.
- PRŮCHA, J. 2020. Psychologie učení. Teoretické a výzkumné poznatky pro edukační praxi. Praha: Grada, 2020. 272 s. ISBN 9788027128532.
- SOLOVSKÁ, V. a kol. 2013. Rozvoj dovedností dospělých lidí s mentálním postižením. Praha: Portál, 2013. ISBN 978-80-262-0369-8
- STEHLÍKOVÁ, J. 2016. Rozvíjanie empatie v pomáhajúcich profesiách. Banská Bystrica: Belianum, 2016. 197 s. ISBN: 978-80-557-1140-9.
- ŠAROUNOVÁ, J. 2014. Metody alternativní a augmentativní komunikace. Praha: Portál, 2014. 152 s. ISBN 978-80-262-0716-0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): dr hab. Mieczysław Dudek
Last modification: 27.08.2022
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD119B/22	Course title: Special art education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; 3. elaboration of a project using methods and techniques of special art education. A grade of A requires a minimum of 93%, a grade of B requires a minimum of 85%, a grade of C requires a minimum of 77%, a grade of D requires a minimum of 69%, and a grade of E requires a minimum of 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide the basic theoretical and practical background of special art education with possible penetration into art therapy in the process of supporting individuals with intellectual disabilities. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competencies: knows the theoretical background of special art education in the pedagogy of the mentally disabled; has mastered the basics of the procedural aspect of special art education; knows how to specify art material and books suitable for working with a pupil with mental disabilities; is able to create suggestions for activities in special art education and is able to adequately verify them in a practical context; can use specific methods and techniques of special art education; can differentiate the differences between special art education and art therapy; knows the use of employment and action in school-oriented art therapy; can design a support programme for a pupil with an mental disability using art therapy.	
Course contents:	

Fundamentals of special art education. Procedural aspect of special art education. Point, line and shape. Creation and principles of creation. Art materials and media. Benefits and paradigms of play with art materials. Activities using special art education for individuals with intellectual disabilities. Basic art techniques in art education. Psychotherapeutic directions and principles in art therapy. Individual and group work in art therapy. Experiential art therapy as part of group and individual forms.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

GUILLAUME, M., KOVÁČOVÁ, B. 2010. Art vo vzdelávaní. Trnava: Pedagogická fakulta TU, 2010. ISBN 978-80-8082-401-3.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : VERBUM : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

ŠUPŠÁKOVÁ, B. 1999. Projekty a alternatívne formy vo výtvarnej výchove. Bratislava: Gradient, 1999. ISBN80-967231-4-6.

ŠUPŠÁKOVÁ, B. 2013. . Detský výtvarný prejav: od čmáraníc k obrazom a ich významom. Bratislava: DOLIS, 2013. ISBN 978-80-970419-1-5.

ŠICKOVÁ-FABRICI, J. 2006. Arteterapia - úžitkové umenie? Bratislava : PETRUS , 2006. 273 s. ISBN 80-89233-10-4.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): PhDr. Paula Maliňáková, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD117B/22	Course title: Special didactics of the educational field Art and culture - art education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, continuous fulfillment of the requirements, max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational field of Art and Culture - Art Education; 3. Knowledge final test. A minimum of 93% is required for a grade of A, a minimum of 85% is required for a grade of B, a minimum of 77% is required for a grade of C, a minimum of 69% is required for a grade of D, and a minimum of 60% is required for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide basic theoretical and practical background towards special didactics focused on the educational area of Art and Culture - Art Education. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: The student will acquire basic theoretical knowledge of special didactics focused on the educational field of Art and Culture - Art Education; the acquired knowledge can be applied in practical skills (preparation for the lesson); the student can analyze, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with mental disabilities; learns the specifics of the teaching of subjects in the educational field of Arts and Culture - Art Education; learns the methods and principles used in the derivation and acquisition of the curriculum in the educational field of Arts and Culture - Art Education for pupils with mental disabilities; learns the techniques used in the educational field of Arts and Culture - Art Education for pupils with mental disabilities.	

Course contents:

The position of the educational area of Art and Culture (the subject of art education) in the Educational Programme for Pupils with Mental Disabilities in Primary Education. The definition of the subject of art education in the educational area of Arts and Culture for pupils with intellectual disabilities. The specifics of teaching the subject of art education in the field of art and culture in a special primary school in terms of teacher training, in terms of the subject, in terms of pupils with different degrees of intellectual disability and in terms of the environment (where the teaching takes place). Didactic principles in the subject of art education in the special didactics of the educational field of Art and Culture. Teaching methods in the subject of art education in the special didactics of the educational field of Art and Culture. Organisational forms of teaching art education in special didactics of the educational field of Art and Culture. Surface art techniques, theoretical information on the laws of drawing. Surface art techniques, theoretical information on the laws of graphics. Surface art techniques, theoretical information on the laws of painting. Spatial art techniques, theoretical information on the laws of modelling. Spatial art techniques, theoretical information on the laws of combined techniques in space. Evaluation of artistic expression. Material and technical support in the teaching of special didactics of the educational field of Art and Culture (subject of art education). Characteristic features of children's drawing. Intersubject relations in special didactics of the educational area of Art and Culture (subject of art education) in a special primary school.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : Verbum : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

ROCHOVSKÁ, I., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 3. Ružomberok : Verbum, 2013. 104 s. ISBN 978-80-561-0017-2.

ŠICKOVÁ-FABRICI, J. 2006. Arteterapia - úžitkové umenie? Bratislava : Petrus , 2006. 273 s. ISBN 80-89233-10-4.

ŠVÁBOVÁ, B. Aktivizácia jednotlivcov s mentálnym postihnutím dramaterapiou. Ružomberok : VERBUM, 2013.

ŠVÁBOVÁ, B. Metódy tvorivej dramatiky v edukačnom procese v predprimárnom a primárnom vzdelávaní. Ružomberok : PF Ružomberok, 2008. VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 12

A	B	C	D	E	FX
41.67	41.67	8.33	8.33	0.0	0.0

Name of lecturer(s): PhDr. Paula Maliňáková, PhD.

Last modification: 27.08.2022
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD118B/22	Course title: Special didactics of the educational field Art and culture - music education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, continuous fulfillment of the requirements, max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational field of Arts and Culture - Music Education; 3. Knowledge final test. A minimum of 93% is required for a grade of A, a minimum of 85% is required for a grade of B, a minimum of 77% is required for a grade of C, a minimum of 69% is required for a grade of D, and a minimum of 60% is required for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide basic theoretical and practical background towards special didactics focused on the educational field of Art and Culture - Music Education. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: The student will acquire basic theoretical knowledge of special didactics focused on the educational field of Arts and Culture - Music Education; the acquired knowledge can be applied in practical skills (preparation for the lesson); the student will be able to analyze, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with intellectual disabilities; learn the specifics of the teaching of subjects in the educational field of Arts and Culture - Music Education; become familiar with the methods and principles used in the derivation and acquisition of the curriculum in the educational field of Arts and Culture - Music Education for pupils with mental disabilities; become familiar with the musical activities	

and activities used in the educational field of Arts and Culture - Music Education for pupils with mental disabilities.

Course contents:

The position of the educational area Arts and Culture (subject of music education) in the Educational Programme for pupils with mental disabilities in primary education. The definition of the subject of music education in the educational area of Arts and Culture for pupils with intellectual disabilities. The specific features of the teaching of the subject of music education in the educational area of arts and culture in a special primary school in terms of teacher training, in terms of the subject, in terms of pupils with varying degrees of mental disability and in terms of the environment (where the teaching takes place). Didactic principles in the subject of music education in the special didactics of the educational field of Arts and Culture. Teaching methods in the subject of music education in the special didactics of the educational field of Arts and Culture. Organisational forms of teaching music education in special didactics of the educational field of Art and Culture. Musical activities and their application in music education for pupils with mental disabilities. Problems of music perception and music listening in pupils with mental disabilities. Aesthetic and educational work with song. Children's musical creativity and its importance in the development of musicality of a child with intellectual disabilities. Musical instruments and possibilities of their use in music education lessons in special primary school. Intersubjective relations in special didactics of the educational field of Art and Culture (subject of music education) in a special primary school.

Recommended or required literature:

BARANOVÁ, E. 2008. Hudobná výchova zaujímavá a netradične : (hudobná hra a kreativita). Ružomberok : Katolícka univerzita, 2008. 91 s. ISBN 978-80-8084-292-5.

BARANOVÁ, E. 2001. Ako učiť hudobnú výchovu? Ružomberok : Katolícka univerzita , 2001. 99 s. ISBN 80-89039-03-0.

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : Verbum : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

ROCHOVSKÁ, I., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 3. Ružomberok : Verbum, 2013. 104 s. ISBN 978-80-561-0017-2.

ŠUPOVÁ, Ľ. 2013. Hudobná výchova : námety a aktivity. Bratislava : Josef Raabe Slovensko, 2013. 134 s. ISBN 978-80-8140-094-0.

ŠVÁBOVÁ, B. Aktivizácia jednotlivcov s mentálnym postihnutím dramaterapiou. Ružomberok : VERBUM, 2013.

ŠVÁBOVÁ, B. Metódy tvorivej dramatiky v edukačnom procese v predprimárnom a primárnom vzdelávaní. Ružomberok : PF Ružomberok, 2008. VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0

Language of instruction:

Slovak

Notes:

Course evaluation:					
Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): PhDr. Paula Maliňáková, PhD.					
Last modification: 27.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD113B/22	Course title: Special didactics of the educational field Health and exercise
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper towards special didactics focused on the educational area of Health and Movement; 3. Knowledge final test. A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide the student with the basic theoretical and practical background towards special didactics focused on the educational area of Health and Movement. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competences: The student will acquire basic theoretical knowledge of special didactics focused on the educational area of Health and Movement; the student will be able to apply the acquired knowledge in practical skills (preparation for a lesson); the student will be able to analyse, synthesise, compare and transfer information regarding the complexity of the curriculum in the education of pupils with intellectual disabilities; learn the specifics of the teaching of subjects in the educational field of Health and Movement; become familiar with the methods and principles used in the development and teaching of the educational field of Health and Movement for pupils with intellectual disabilities.	
Course contents: The position of the educational area of Health and Movement in the Educational Programme for Pupils with Intellectual Disabilities in Primary Education. The definition of subjects in the	

educational area of Health and Movement for pupils with intellectual disabilities. The specificities of teaching Health and Movement subjects in a special primary school from the point of view of teacher training, from the point of view of the subject, from the point of view of pupils with different degrees of intellectual disability and from the point of view of the environment (where the teaching takes place). The specificities of the teaching of Health and Movement subjects in special primary school for pupils with intellectual disabilities (physical, functional and psychological development of pupils with intellectual disabilities). Didactic principles in special didactics of the educational area of Health and Movement. Teaching methods in special didactics of the educational field of Health and Movement. Organisational forms of teaching special didactics of the educational area of Health and Movement. Specifics of assessment of abilities and skills of pupils with intellectual disabilities in the educational field of Health and Movement. Motor learning (course, phases) and its specifics in pupils with intellectual disabilities. Contraindications and inappropriate exercises for pupils with intellectual disabilities. Safety in the teaching of special didactics in the educational field of Health and Movement.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : Verbum : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

ROCHOVSKÁ, I., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 3. Ružomberok : Verbum, 2013. 104 s. ISBN 978-80-561-0017-2.

STUPÁK, B. 2012. Basketbal v didaktickej komunikácii primárneho vzdelávania. Ružomberok : Verbum, 2012. 142 s. ISBN 978-80-8084-860-6.

STUPÁK, B. 2011. Pohybové hry v predprimárnom vzdelávaní . Ružomberok : Verbum, 2011. 138 s. ISBN 978-80-8084-789-0.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
30.77	61.54	7.69	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Bohuslav Stupák, PhD., MBA

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD104A/22	Course title: Special didactics of the educational field Language and communication
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational field of Language and Communication. 3. Final knowledge test At least 93% is required for a grade of A, at least 85% for a grade of B, at least 77% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: the student acquires basic theoretical knowledge of special didactics focused on the educational area of Language and Communication; the acquired knowledge can be applied in practical skills (preparation for a lesson); the student can analyze, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with mental disabilities; learn the specificities of teaching subjects in the educational field of Language and Communication to pupils with different degrees of mental disability; become familiar with the methods used to train reading and writing in the education of pupils with mental disabilities; learn the specificities of the derivation and acquisition of grammatical material in the education of pupils with mental disabilities.	
Course contents: The position of the educational area Language and Communication in the Educational Programme for Pupils with Mental Disabilities in Primary Education. Definition of subjects in the educational area Language and communication for pupils with intellectual disabilities. The specifics of teaching subjects in the educational area of Language and Communication in a special primary school from the point of view of teacher training, from the point of view of the subject and from the point of	

view of pupils with different degrees of mental disability. Didactic principles in special didactics of the educational field of Language and Communication. Teaching methods in the teaching of special didactics of the educational field of Language and Communication. Organisational forms of teaching special didactics of the educational field of Language and Communication. Development of communication abilities and skills in pupils with intellectual disabilities. Characteristics of graphomotor skills, areas and phases of training of graphomotor skills in pupils in special primary school. Methods of practicing writing and reading in pupils with mental disabilities. The specifics of the derivation and acquisition of grammatical learning in the education of pupils with mental disabilities (criteria for the creation of spelling exercises and dictations for pupils with mental disabilities). Language-communication teaching for pupils with intellectual disabilities (phonetic-phonological level of language, lexical-semantic level of language, morphological-syntactic level of language, pragmatic level of language). Communication-speech education and its application in the education of pupils with mental disabilities. Literary education in the education of children and pupils with mental disabilities. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with mental disabilities in the educational field of Language and Communication. Therapeutic and formative approaches in the education of children and pupils with mental disabilities (bibliotherapy, drama therapy).

Recommended or required literature:

BEDNÁŘOVÁ, J., ŠMARDOVÁ, V. 2006. Rozvoj grafomotoriky. Jak rozvíjet kreslení a psaní. Brno : Computer Press, 2006. 80 s. ISBN 8025109771.

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

HLEBOVÁ, B. 2009. Základy špeciálnej didaktiky slovenského jazyka a literatúry. Prešov : Vydavateľstvo Prešovskej univerzity, 2009. 175 s. ISBN 978-80-806-8958-2.

KOVÁČOVÁ, B. 2020. 44 hier na podporu práce s knihou pre deti predškolského veku : pracujeme s knihou netradične s deťmi od 3 do 6 rokov. Hliník nad Hronom : Reziliencia, 2020. 64 s. ISBN 978-80-972277-8-4.

KOVÁČOVÁ, B., VALEŠOVÁ MALECOVÁ, B. 2018. Biblioterapia v ranom a predškolskom veku. Bratislava : Univerzita Komenského v Bratislave, 2018. 160 s. ISBN 978-80-223-4487-6.

PALENČÁROVÁ, J., KESSELOVÁ, J., KUPCOVÁ, J. 2004. Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2004. 221 s. ISBN 801000328x.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
53.85	46.15	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Martina Magová, Ph.D.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD104B/22	Course title: Special didactics of the educational field Man and nature
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational area of Man and Nature. 3. Knowledge final test A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - the student will acquire basic theoretical knowledge of special didactics focused on the educational area of Human and Nature, - the student is able to apply the acquired knowledge in practical skills (preparation for a lesson), - the student is able to analyse, synthesise, compare and transfer information regarding the complexity of the curriculum in the education of pupils with intellectual disabilities, - the student learns the specifics towards teaching subjects in the educational area of Man and Nature, - the student will become familiar with the methods and principles used in the derivation and acquisition of the curriculum in the educational area of Man and Nature for pupils with mental disabilities.	
Course contents: The position of the educational area of Man and Nature in the Educational Programme for Pupils with Intellectual Disabilities in Primary Education. The definition of subjects in the educational area of Man and Nature for pupils with intellectual disabilities. The specifics of the teaching of	

subjects in the educational area of Man and Nature in a special primary school from the point of view of teacher training, from the point of view of the subject, from the point of view of pupils with different degrees of intellectual disability and from the point of view of the environment (where the teaching takes place). Didactic principles in special didactics in the educational field of Man and Nature. Teaching methods in the special didactics of the educational field of Man and Nature. Organisational forms of teaching in special didactics of the educational field of Man and Nature. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational field of Man and Nature. Intersubject relations in special didactics of the educational area of Man and Nature in a special primary school.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : VERBUM : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

PETROVIČ P. 2017. Vyučovanie prírodovedných predmetov v špeciálnej základnej škole vo svetle encykliky Laudato Si' . Ružomberok : VERBUM , 2017. 71 s. ISBN 978-80-561-0464-4.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

UHRINOVÁ, M. 2018. Prírodovedné a spoločenskovedné poznávanie detí v kontexte edukácie. Ružomberok : VERBUM , 2018. 135 s. ISBN 978-80-561-0592-4.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): Ing. Zuzana Brčiaková, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD109B/22	Course title: Special didactics of the educational field Man and society
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational area of Man and Society; 3. Knowledge final test. A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide basic theoretical and practical background towards special didactics focused on the educational area of Man and Society. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: The student will acquire basic theoretical knowledge of special didactics focused on the educational area of Human and Society; the acquired knowledge can be applied in practical skills (preparation for the lesson); the student can analyze, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with mental disabilities; learn the specifics of the teaching of subjects in the Human and Social Education area; become familiar with the methods and principles used in the derivation and acquisition of the Human and Social Education curriculum for pupils with mental disabilities.	
Course contents: The position of the educational area of Human and Society in the Educational Programme for Pupils with Intellectual Disabilities in Primary Education. The definition of subjects in the educational area of Man and Society for pupils with intellectual disabilities. The specifics of the teaching of	

subjects in the Human and Social Education area in a special primary school in terms of teacher training, in terms of subject matter, in terms of pupils with different degrees of intellectual disability and in terms of the environment (where the teaching takes place). Didactic principles in special didactics in the educational field of Human and Society. Teaching methods in the teaching of special didactics in the educational field of Man and Society. Organisational forms of teaching special didactics in the educational field of Human and Society. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational field of Human and Society. Intersubjective relations in special didactics of the educational area of Human and Society in a special primary school.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KRAJČÍRIKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : VERBUM : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

ROCHOVSKÁ, I., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 3. Ružomberok : VERBUM, 2013. 104 s. ISBN 978-80-561-0017-2.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

UHRINOVÁ, M. 2018. Prírodovedné a spoločenskovedné poznávanie detí v kontexte edukácie. Ružomberok : VERBUM , 2018. 135 s. ISBN 978-80-561-0592-4.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
38.46	61.54	0.0	0.0	0.0	0.0

Name of lecturer(s): Mgr. Marcela Čarnická, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD102B/22	Course title: Special didactics of the educational field Man and the world of work
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar thesis towards special didactics focused on the educational area of Man and the World of Work. 3. Knowledge final test A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - the student will acquire basic theoretical knowledge of special didactics focused on the educational area of Man and the world of work, - the student is able to apply the acquired knowledge in practical skills (preparation for a lesson), - the student is able to analyse, synthesise, compare and transfer information regarding the complexity of the curriculum in the education of pupils with intellectual disabilities, - the student will acquire specifics towards teaching subjects in the educational area of Man and the world of work, - the student becomes familiar with the methods and principles used in the derivation and acquisition of knowledge, skills and habits in the educational area of Man and the world of work for pupils with intellectual disabilities.	
Course contents: The position of the educational area Man and the world of work in the Educational Programme for pupils with intellectual disabilities in primary education. The definition of subjects in the educational area of Man and the world of work for pupils with intellectual disabilities. The	

specificities of teaching the subjects of the educational area of Man and the World of Work in a special primary school in terms of teacher training, in terms of the subject, in terms of pupils with different degrees of intellectual disability and in terms of the environment (where the teaching takes place). Didactic principles in special didactics in the educational field of Man and the world of work. Teaching methods in the teaching of special didactics in the educational field of Man and the world of work. Organisational forms of teaching special didactics of the educational field of Man and the world of work. Material, technical and spatial provision (e.g. school workshops, school grounds) for teaching the subjects of the educational area of Man and the World of Work in a special primary school. Hygiene and safety at work during the teaching of subjects in the educational field of Man and the world of work in a special primary school. Formation and acquisition of knowledge, skills and habits in special didactics of the educational field of Man and the world of work. Specifics of working with different types of material in special didactics of the educational area of Man and the world of work. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational field of Human and World of Work. Intersubject relations in special didactics of the educational area of Man and the world of work in a special primary school.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

HUČÍK, J. 2007. Profesijná príprava žiakov s mentálnym postihnutím . Martin : Osveta, 2007. 159 s. ISBN 978-80-8063-260-1.

KRAJČÍRKOVÁ, Ľ., et al. 2013. Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 2. Ružomberok : VERBUM : Katolícka univerzita, 2013. 102 s. ISBN 978-80-561-0016-5.

KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava : Univerzita Komenského , 2014. 132 s. ISBN 978-80-223-3737-3.

VALÁŠEK, F. 2014. Námety výrobkov z prírodných a odpadových materiálov pre žiakov s mentálnym postihnutím v predmete pracovné vyučovanie. Ružomberok : VERBUM : Katolícka univerzita , 2014. 87 s. ISBN 978-80-561-0152-0.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD107B/22	Course title: Special didactics of the educational field Man and values
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper towards special didactics focused on the educational area of Human Beings and Values; 3. Knowledge final test. A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide basic theoretical and practical background towards special didactics focused on the educational area of Man and Values. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: The student will acquire basic theoretical knowledge of special didactics focused on the educational area of People and Values; he/she will be able to apply the acquired knowledge in practical skills (preparation for a lesson); he/she will be able to analyse, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with intellectual disabilities; learn the specifics of the teaching of subjects in the educational field of People and Values; become familiar with the methods and principles used in the derivation and acquisition of the curriculum in the educational field of People and Values for pupils with mental disabilities.	
Course contents: The position of the educational area of People and values in the Educational Programme for pupils with intellectual disabilities in primary education. The definition of subjects in the educational area	

of People and values for pupils with intellectual disabilities. The specifics of teaching the subjects of the educational area of Man and Values in a special primary school from the point of view of teacher training, from the point of view of the subject, from the point of view of pupils with different degrees of intellectual disability. Didactic principles in special didactics of the educational area of people and values. Teaching methods in the teaching of special didactics of the educational area of people and values. Organisational forms of teaching special didactics of the educational area of Man and values. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational area of People and values. Intersubjective relations in special didactics of the educational area Human and values in special primary school.

Recommended or required literature:

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

CHANASOVÁ, Z. 2014. Vybrané kapitoly z literatúry pre deti so zameraním na výchovu k cnostiam Ružomberok : Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2014. 80 s. ISBN 978-80-561-0158-2

TURIAK, E. 2016. Človek a svet hodnôt. Ružomberok : Verbum, 2016. 122 s. ISBN 978-80-561-0380-7.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 17

A	B	C	D	E	FX
94.12	5.88	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Zuzana Chanasová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD106A/22	Course title: Special didactics of the educational field Mathematics and work with information
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 8 / 8 hours per semester: 104 / 104 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of a seminar paper towards special didactics focused on the educational area of Mathematics and Information Work. 3. Knowledge final test A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: the student will acquire basic theoretical knowledge of special didactics focused on the educational area of Mathematics and Information Work; the acquired knowledge can be applied in practical skills (preparation for a lesson); the student will be able to analyze, synthesize, compare and transfer information regarding the complexity of the curriculum in the education of pupils with mental disabilities; learn the specifics of the teaching of subjects in the educational field of Mathematics and information work; become familiar with the methods and principles used in the derivation and acquisition of mathematical skills in the education of pupils with mental disabilities.	
Course contents: The status of the educational area of Mathematics and Information Work in the Educational Programme for Pupils with Intellectual Disabilities in Primary Education. The definition of subjects in the educational area of Mathematics and information work for pupils with intellectual disabilities. The specifics of teaching subjects in the educational area of Mathematics and Information in a special school from the point of view of teacher training, from the point of view of the subject and from the point of view of pupils with different degrees of intellectual disability. Didactic principles in special didactics of the educational field of Mathematics and Information Work. Teaching	

methods in the teaching of special didactics of the educational field of Mathematics and information work. Organisational forms of teaching special didactics of the educational area of Mathematics and information work. Specifics of examination, evaluation and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational area of Mathematics and Information Work. The use of didactic software in the educational area of Mathematics and Information Work in a special primary school. Didactic approach to word problems in pupils with intellectual disabilities. Specifics of examination, assessment and control of knowledge, abilities and skills of pupils with intellectual disabilities in the educational area of Mathematics and Information Work. Intersubjective relations in special didactics of the educational area of Mathematics and Information Work in special primary school.

Recommended or required literature:

BLAŽKOVÁ, R. BLAŽKOVÁ, R., MATOUŠKOVÁ, K., VAŇUROVÁ, M., BLAŽEK, M. 2000. Poruchy učení v matematice a možnosti jejich nápravy. Brno: Paido, 2000. 94 s. ISBN 80-85931-89-3.

FROBISHER, A. (preklad: Kamrlová, B.), 2015. Didaktika matematiky I. : porozumieť, riešiť, počítať. Bratislava : Josef Raabe Slovensko, 2015. 169 s. ISBN 978-80-8140-180-0.

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

KAMENICKÝ, M. 2016. Didaktika matematiky a Špeciálna didaktika matematiky . Ružomberok : Verbum, 2016. 160 s. ISBN 978-80-561-0373-9.

ORIEŠČIKOVÁ, H. 2013. Špeciálna didaktika matematiky. Ružomberok : Verbum : Katolícka univerzita, 2013. 191 s. ISBN 978-80-5610-003-5.

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

VAŇKOVÁ, J. BEDNÁŘIKOVÁ, A. 2015. Informačné a komunikačné technológie vo vyučovacom procese žiakov s mentálnym postihnutím. Ružomberok : Verbum : Katolícka univerzita , 2015. 68 s. ISBN 978-80-561-0250-3.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 12

A	B	C	D	E	FX
75.0	8.33	16.67	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Monika Homolová, prof. Viktor Hladush, DrSc.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD114B/22	Course title: Special drama education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; 3. development of a project using special drama education. A grade of A requires a minimum of 93%, a grade of B requires a minimum of 85%, a grade of C requires a minimum of 77%, a grade of D requires a minimum of 69%, and a grade of E requires a minimum of 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: Course Objective: The aim of the course is to orientate in the methodology of drama education and to acquire the skills of practical application of drama education in various model situations. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: to know the basic concepts, history, content, methods of dramatic education; to be able to independently and creatively apply the acquired knowledge and skills in practice in solving various model situations; to know the games and exercises using dramatic play, dramatization, pantomime, improvisation and puppet play; be able to express through movement and the use of words dramatic situations of fairy tales; gain experience in performing with props and puppets; be able to apply appropriate dramatic play as a special educator with an emphasis on the development of cognition for individuals with intellectual disabilities.	
Course contents: Theoretical foundations of drama education. History of dramatic education in Slovakia and abroad. Status of dramatic education in school conditions. Aims and content of dramatic education. Dramatic education and interdisciplinary resources. Dramatic education and theatre. Methods,	

means and techniques of dramatic education (improvisation, interpretation, role-play, dramatic play, characterisation exercises, non-verbal techniques - pantomime and etude, dramatisation, puppet and puppet play). The structure of the dramatic process, the importance of warm-up games. Working with props (real, proxy and imaginary props. Preparation, realization, presentation of the processing of the fairy tale/etude in front of the group. Diagnostics, measurement and evaluation techniques in drama activities (observation of children in practice in active activities). Space and equipment of the room for the implementation of dramatic activities. Personality of the drama teacher, creator and organizer of dramatic activities, principles of the personality of the drama teacher.

Recommended or required literature:

BEKÉNIOVÁ, Ľ. Tvorivá dramatika v edukačnom procese. Bratislava : Metodicko- pedagogické centrum, 2012.

KOVÁČOVÁ, B. Práca s bábkou. Námety pre pedagógov v materskej škole. Bratislava : Univerzita Komenského v Bratislave, 2011.

MACHKOVÁ, E. Úvod do studia dramatické výchovy. Praha: ARTAMA, 1998.

MACHKOVÁ, E. Metodika dramatické výchovy. Zásobník dramatických her a improvizácií. Praha: Sdružení pro tvořivou dramaturgii, 2005.

MACHKOVÁ, E. Jak se učí dramatická výchova. Didaktika dramatické výchovy. Praha: AMU, 2007.

MAJZLANOVÁ, K. Dramatoterapia v liečebnej pedagogike. Bratislava: IRIS, 2004.

PODHÁJECKÁ, M. a kol. Edukačnými hrami poznávame svet. Prešov: PU v Prešove, 2006.

ŠVÁBOVÁ, B. Tvorivá dramatika v inkluzívnej materskej škole. Ružomberok : VERBUM, 2018.

ŠVÁBOVÁ, B. Rozvoj komunikácie v inkluzívnom školskom prostredí v predprimárnom období vzdelávania. Ružomberok : VERBUM, 2017.

ŠVÁBOVÁ, B. Fenomén rozprávky v detskom svete a tvorivá dramatika. Ružomberok : Verbum, 2014. 80.

ŠVÁBOVÁ, B. Aktivizácia jednotlivcov s mentálnym postihnutím dramaterapiou. Ružomberok : VERBUM, 2013.

ŠVÁBOVÁ, B. Metódy tvorivej dramatiky v edukačnom procese v predprimárnom a primárnom vzdelávaní. Ružomberok : PF Ružomberok, 2008. ZENTKO, J - CHANASOVÁ, Z. Dramatizačné techniky v materskej škole. Ružomberok: VERBUM, 2011.

VALENTA, J. Metódy a techniky dramatické výchovy. Praha : Grada, 2008.

VALENTA, M. Dramaterapie. Praha : GRADA, 2007

VALENTA, J. Metódy a techniky dramatické výchovy. Praha: GRADA, 2008

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 3

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

Name of lecturer(s): doc. PaedDr. Zuzana Chanasová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD108B/22	Course title: Special literary education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration and presentation of a seminar paper (oriented to the description of specific activities with the book) 3. presentation of a portfolio of activities resulting from special literary education. A grade of A must be earned with at least 93%, a grade of B must be earned with at least 85%, a grade of C must be earned with at least 77%, a grade of D must be earned with at least 69%, and a grade of E must be earned with at least 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide the basic theoretical and practical background of special literary education with possible penetration into bibliotherapy in the process of supporting individuals with intellectual disabilities. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills, and competencies: knows the theoretical background of special literary education in the pedagogy of the mentally handicapped; has mastered the basics of the procedural aspect of special literary education; is able to concretise literary material and books suitable for working with a pupil with an intellectual disability; is able to make suggestions for activities in special literary education and is able to adequately validate them in a practical context; can use specific methods and techniques of special literary education; can differentiate between special literary education and bibliotherapy; knows the use of employment and action in school-oriented bibliotherapy; can design a support programme for a pupil with an intellectual disability using bibliotherapy.	
Course contents:	

Foundations of the theory of special literary education. Areas of special literary education. The process of special literary education. Diagnostics and strategies in special literary education. Functions of the literary text and its use in working with individuals with disabilities. Appropriate books and literary material to create. Definition of basic terms in the context of bibliotherapy. Bibliotherapy in a special education context. Active and passive bibliotherapy. Creation of scenarios for bibliotherapy sessions.. Practical bibliotherapy.

Recommended or required literature:

CHANASOVÁ, Z. 2014. Vybrané kapitoly z literatúry pre deti so zameraním na výchovu k cnostiam. Ružomberok: Verbum, 2014. ISBN 978-80-561-0158-2.

KOVÁČOVÁ, B. 2010. Vývinovo orientovaná biblioterapia vo včasnej intervencii. In: Včasná intervencia orientovaná na rodinu. Bratislava : Univerzita Komenského, 2010. - S. 180-199. - ISBN 978-80-223-2915-6.

KOVÁČOVÁ, B., VALEŠOVÁ MALECOVÁ, B. 2018. Biblioterapia v ranom a predškolskom veku. Bratislava: Univerzita Komenského v Bratislave, 2018.

ŠVÁBOVÁ, B. 2012. Riekanky a detské hry v predprimárnom období. Ružomberok : VERBUM, 2012.

ŠVÁBOVÁ, B. 2014. Fenomén rozprávky v detskom svete a tvorivá dramatika. Ružomberok : VERBUM, 2014.

VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2005. ISBN 80-86723-13-5.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 22

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

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD110A/22	Course title: Special pedagogical consultancy 3
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 3 hours per semester: 26 / 39 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, involvement in discussion and activity in seminars , max. 2 excused absences, 2. elaboration of a seminar paper aimed at solving practical tasks and model situations related to social counselling of a specific case 3. Final oral examination. A grade of A requires a minimum of 93%, a grade of B requires a minimum of 85%, a grade of C requires a minimum of 77%, a grade of D requires a minimum of 69%, and a grade of E requires a minimum of 60%. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: The student after successful completion of the course: know how to characterize the period of senior age and its most common problems; learn and know how to characterize the needs of seniors; can argue and clarify myths and prejudices related to the period of senior age; know the theoretical approaches in counseling activities; are aware of the factors influencing the implementation of social counseling for the elderly; can analyse counselling situations with emphasis on different types of clients; can define and identify the problems of seniors as clients; can critically assess specific situations that occur in the counselling process; know and can analyse and synthesize the information conveyed in the use of counselling activities for the senior period.	
Course contents: The roles of counseling in working with seniors. Theoretical foundations of special-educational counselling with emphasis on social counselling in the context of work with seniors. Legislative anchoring of counselling - counselling institutions. Counselling process, conditions, approaches, principles, principles and forms of counselling process. Social counsellor, social client and social counselling intervention. Communication in counselling. Specific forms of social counselling.	

Spiritual counselling. The importance of counselling in the helping professions. Risks and clients at risk in the counselling process. Ethical aspects of counselling. Conducting a counselling interview.

Recommended or required literature:

GABURA, J. 2013. Teória a proces sociálneho poradenstva. Iris: Bratislava, 2013. ISBN: 978-8089238-92-7.

GABURA, J., PRUŽINSKÁ, J. 1995. Poradenský proces. Praha: Slon, 1995. ISBN 80-85850-10-9.

HUDECOVÁ, A. a kol. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.

HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.

HUDECOVÁ, A., BROZMANOVÁ GREGOROVÁ, A. a kol. 2009. Sociálna práca s rodinou. PF UMB Banská Bystrica: ISBN 978-80-8083-845-4.

NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodněním. Praha, Portál, 2009. ISBN 978-80-7367-509-7.

RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta, Palackého univerzita v Olomouci, 2003. ISBN 978-80-7435-066-5.

ŠAVRNOCHOVÁ, M. 2011. Sociálne poradenstvo pre rodinných príslušníkov závislého klienta v kontexte spoluzávislosti. Ružomberok: Verbum, Katolícka univerzita v Ružomberku, ISBN 978-80-557-0833-1.

VODÁČKOVÁ, D. a kol. 2007: Krízová intervence. Praha: Portál, 2007. ISBN 9788073673420.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 39

A	B	C	D	E	FX
41.03	23.08	0.0	15.38	5.13	15.38

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD111A/22	Course title: Special pedagogical consultancy 4
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 3 hours per semester: 26 / 39 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration and presentation of a seminar paper (oriented to the description of a specific problem in inclusive education) 3. final oral examination on the knowledge of inclusive education, its possibilities and limits A minimum of 93% is required for a grade of A, a minimum of 85% for a grade of B, a minimum of 77% for a grade of C, a minimum of 69% for a grade of D, and a minimum of 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: he/she will acquire basic theoretical knowledge about the integrativeness of schools; he/she will become familiar with the system of inclusive education, and the organization of counselling as part of inclusive education; he/she will be able to apply the acquired knowledge in understanding the provision of pedagogical counselling in the context of supporting the child/pupil as a unique personality; he/she will be able to analyze, synthesize and compile the mediated information on the use of counselling facilities from the point of view of the family and the expert, the different types and specific counselling activities.	
Course contents: Inclusive school. Inclusive education as an innovative philosophy of education. Indicated groups of inclusive education. Procedural aspect of inclusive education from the perspectives of different helping professions. Current counselling system in Slovakia. Approaches to counselling, counselling according to target groups. Working with the client in the process of counselling. Forms and methods of counselling work. Ethical principles of counselling. Supervision in counselling. The different phases of the counselling process. Record keeping and documentation. Roles of counselling in the inclusive process when working with children and pupils with special educational	

needs. Preparation of educators and environment for inclusive education in formal and informal process (praxeological dimension). Assessment tools for inclusive education.

Recommended or required literature:

- CULLEY, S., BOND, T. 2008. Integrativní přístup v poradenství a psychoterapii. Praha: Portál.
- JABLONSKÝ, T. et al. 2019. Interdisciplinary and Intradisciplinary Strategies in Educational Situations in the Care for Intact Pupils and Pupils with Specific Needs. vyd. Dublin (Írsko) : ISBCRTI, 2019. 113 s. ISBN 978-0-9957986-9-4.
- KOVÁČOVÁ, B. 2016. Kompenzačné a špeciálne učebné pomôcky pre žiaka so špeciálnymi výchovno-vzdelávacími potrebami. In: Integrácia v škole : sprievodca predpismi a poradca riaditeľa školy v procese školskej integrácie. Bratislava : Dr. Josef Raabe Slovensko, 2016. ISBN 978-80-8140-250-0, S. 1-22.
- KOVÁČOVÁ, B. 2019. S inklúziou od raného veku : dieťa s odlišnosťou a jeho vstup do kolektívu. Reziliencia, 2019. 100 s. ISBN 978-80-972277-5-3.
- LECHTA, V. (ed.). 2010. Inkluzivní pedagogika. Praha: Portál. 2010. ISBN 978-80-7367-679-7.
- LEVČÍKOVÁ, M. a kol. 2002. Výchova a vzdelávanie žiakov so špeciálnymi výchovnovzdelávacími potrebami v stredných školách. Bratislava: ŠPÚ.
- NEUBAUEROVÁ, L., JAVORSKÁ, M., NEUBAUER, K. 2012. Ucelená rehabilitace osob s postižením centrální nervové soustavy . Hradec Králové: Gaudeamus, 2012. ISBN 978-80-7435-640-7.
- NOVOSAD, L. 2009. Poradenství pro osoby se zdravotním a sociálním znevýhodněním. Praha: Portál, 2009. ISBN 978-80-7367-509-7.
- ŘÍČAN, P. Cesta životem (Vývojová psychologie), 2. prepracované vydanie. Praha: Portál, 2006. ISBN 80-7367-124-7.
- ORAVCOVÁ, J. 2013. Poradenstvo pomáhajúcich profesií. Banská Bystrica: PF UMB, 2013, ISBN 978-80-557-0540-8.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 37

A	B	C	D	E	FX
48.65	18.92	13.51	2.7	2.7	13.51

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD109A/22	Course title: Special pedagogical practice 1
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 3 hours per semester: 13 / 39 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: The course concludes with a case presentation and a portfolio of individual special education sessions delivered in a special school, a mainstream school or a school where pupils with special educational needs are registered. A minimum of 93% is required for an A grade, 85% for a B grade, 77% for a C grade, 69% for a D grade and 60% for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - can concentrate knowledge, information about the educational process of individuals with intellectual disabilities; - is able to compile a hospital record, preparations for direct teaching. - Demonstrates the ability to make sound theoretical preparations for teaching. - Applies theoretical knowledge to practical skills in the field. - Can carry out observation of the educational process, - is able to provide a full educational process in a special school and a practical school; - be able to participate in the comprehensive rehabilitation of pupils with intellectual disabilities and other individuals with special educational needs; - can provide specialist interventions to all ages of individuals with special educational needs up to school leaving. 	
Course contents: The aim of the internship is active observation of the educational process led by the special educator in the school, analysis of the educational and rehabilitation processes of special education counseling. The student provides special educational support in counseling settings as part of the comprehensive rehabilitation of individuals with special educational needs. He or she also provides specialized interventions to individuals of all ages with special educational needs from birth to the satisfaction of their special educational needs. It provides professional activities and services to	

children and students with special educational needs through interdisciplinary special education, therapeutic, counseling, educational, preventive, methodological, and other professional activities.

Recommended or required literature:

KOVÁČOVÁ, B. 2018. Asistent učiteľa v škole, Verbum Ružomberok, 2018. ISBN 978-80-561-0578-8.

OPATŘILOVÁ, D. 2006. Pedagogicko-psychologické poradenství a intervence v raním a předškolním věku. MU Brno, 2006, ISBN 80-210-3977-9.

VÍTKOVÁ, M. 2003. Otázky speciálně pedagogického poradenství. Základy, teorie, Praxe, MU Brno, 2003, ISBN 80-86633-08-X.

NOVOSAD, L. 2000. Základy speciálního poradenství, Portál Praha, 2000, ISBN 80-7178-197-5.

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program, Portál Praha, 2001, ISBN 978-80-262-0044-4.

KAPRÁLEK, K., BELECKÝ, Z. 2004. Jak napsat a používat individuální vzdělávací program, Portál Praha, 2004 ISBN 80-7178-887-2.

Vzdělávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

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

Name of lecturer(s): PaedDr. Martina Magová, Ph.D.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD114A/22	Course title: Special pedagogical practice 2
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 3 hours per semester: 13 / 39 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. Continuous evaluation is carried out on the basis of the hospital record, preparation for direct activities with students. 2. The final assessment is based on the complete material of the analyses and the evaluation of the direct activity (portfolio). The portfolio of special education practice has a precisely marked structure and includes a final evaluation by the trainee teacher. The student submits the portfolio from the continuous practice to the didactician for evaluation, followed by a colloquial examination. A minimum of 93% is required for an A grade, 85% for a B grade, 77% for a C grade, 69% for a D grade and 60% for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - be able to make preparations for individual lessons in the context of a specific subject in a given year; - be able to apply knowledge from special pedagogical didactics; - design preparation for direct teaching; - analyses the educational and rehabilitation processes of special-educational counselling; - can demonstrate direct application of theoretical knowledge and practical skills in the field	
Course contents: The aim of special-educational practice is active observation of the educational process, keeping a hospital record, preparation for direct teaching. Direct application of theoretical knowledge and practical skills in the field. Preparation for teaching. Carrying out the exercises with the analysis from the special-pedagogical point of view. Study of pupils' personal documentation. Guidance for students on teaching practice. Portfolio evaluation.	

Recommended or required literature:

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program, Portál Praha, 2001, ISBN 978-80-262-0044-4.

Školské vzdelávacie programy vybraných špeciálnych základných škôl.

Praxový denník.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 34

A	B	C	D	E	FX
91.18	8.82	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Jana Hrčová, Ph.D.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD100B/22	Course title: Special work education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration and presentation of a seminar paper (oriented to the description of specific jobs 3. presentation of a portfolio of activities resulting from special work education) At least 93% is required for a grade of A, at least 85% for a grade of B, at least 77% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - Knows the theoretical basis of special work education in the pedagogy of the mentally disabled; - has mastered the basics of the procedural aspect of special work education; - has mastered the basics of the procedural aspect of special work education; - has mastered the basics of special work education; - knows how to specify the material and aids suitable for working with a pupil with intellectual disabilities; - can make suggestions for activities in special work education and can adequately test them in a practical context; - can apply specific methods and techniques of special work education; - can differentiate the differences between special occupational education and occupational therapy; - knows the use of employment and management in school-based occupational therapy; - knows how to design a support program for a student with an intellectual disability using occupational therapy.	
Course contents:	

Foundations of special work education theory. Areas of special work education. The process of special work education. Means of special work education. Terminological systems and legislative bases in special work education. Assessment processes in special work education. Diagnostics and strategies in special work education. Vocational rehabilitation and employment of individuals with intellectual disabilities. Compensatory aids and technical resources in special work education. Definition of basic terms in the context of occupational therapy. Objectives of occupational therapy. Activity, employment and action in occupational therapy. Areas of support in occupational therapy. Support programme with elements of occupational therapy within activities of daily living. Practical occupational therapy.

Recommended or required literature:

KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava: UK, 2014. ISBN 978-80-223-3737-3.

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha : Grada Publishing. 2011. ISBN 978-80-247-2699-1.

KUBÍNKOVÁ, D., KŘÍŽOVÁ, A. 2007. Ergoterapie. Olomouc: Univerzita Palackého. ISBN 978-80-7367-583-7.

ORIEŠČIKOVÁ, H. 2013. Pracovné vyučovanie v A variante v špeciálnej základnej škole. In: Dieťa s nepriaznivým zdravotným stavom v kontexte sociálnej práce a špeciálnej pedagogiky / Kraków : Salwator, 2013. ISBN 978-83-7580-379-2, CD-ROM, s. 237-268.

ORIEŠČIKOVÁ, H. 2008. Pracovná výchova v špeciálnej materskej škole.

In: Týždeň vedy a techniky na Pedagogickej fakulte Katolíckej univerzity v Ružomberku : zborník prednášok z týždňa európskej vedy, Ružomberok 24.-28. novembra 2008. Ružomberok : Pedagogická fakulta Katolíckej univerzity v Ružomberku, 2009. - ISBN 978-80-8084-426-4, S. 172-177.

ORIEŠČIKOVÁ, H. 2014. Profesijsná orientácia jednotlivcov s mentálnym postihnutím.

In W drodze ku dorosłości - wyzwania i szanse dla procesu edukacji i rehabilitacji osób z niepełnosprawnością : tom pierwszy, 2014. [1. wyd.]. - Katowice : Wydawnictwo Gnome, 2014. - ISBN 978-83-63268-28-2, S. 33-45

VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2005. ISBN 80-86723-13-5.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
84.62	15.38	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD102C/22	Course title: Specifics of documentation in counseling facilities
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - Knows the organization and management of counselling facilities; - understands the meaning of the statutes, organizational regulations, work regulations of a counselling establishment; - knows how to apply different methods of evaluation in a counselling establishment; - knows and understands how to work with the ISCED 1 national curriculum for pupils with intellectual disabilities, intellectual and multiple disabilities; - knows and understands how to work with the ISCED 1 national curriculum for pupils with intellectual disabilities, intellectual and multiple disabilities, - knows how to provide documentation with individual processing of knowledge about a client with intellectual disabilities; - perceives the importance of further education for the improvement of own personal and professional competences.	
Course contents: Know the types of pedagogical documentation, its specifics with a focus on special-educational facilities, work plans of facilities, other documentation of facilities. Understand the methodology of creation and application of documentation according to the needs and specifics of special-	

educational establishments, know their statutes, organisational regulations, working regulations, personal statements and evaluation methods. Application of the methods of keeping documentation of special-educational establishments, knowledge of the forms, methods of handling them. Knowing and working with the state educational programme ISCED 1 for pupils with special educational needs.

Recommended or required literature:

Školský zákon č. 245/2008

Zákon č. 596/2003 Z.z. o štátnej správe v školstve a školskej samospráve v znení neskorších predpisov,

Vyhláška SR č.320/2008 Z.z o základnej škole v znení neskorších predpisov,

Vyhláška SR č. 322/2008 Z.z. o špeciálnych školách v znení neskorších predpisov,

Vyhláška č. 326/2008 Z.z o druhoch a náležitostiach vysvedčení a ostatných školských tlačív,

Zákon č. 503/2007 Z.z. o archívoch a registratúrach v znení neskorších predpisov a v znení zákona

č.216/2007,

Vyhláška Ministerstva vnútra SR 247/2007 Z.z., ktorou sa vykonávajú niektoré ustanovenia zákona o

archívoch a registratúrach,

Vyhláška MŠ SR č.9/2006 Z.z. o štruktúre a obsahu správ o VVČ, jej výsledkoch a podmienkach škôl a ŠZ, Metodický pokyn č.1/2009-R o hodnotení žiakov základnej školy.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): PaedDr. Martina Magová, Ph.D.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:

prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD103C/22	Course title: Specifics of documentation in special educational facilities
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - Knows the organization and management of special education institutions; - knows knowledge about individual re-education programmes, forms and methods of education and training applied in the process of re-education, about educational groups, diagnostic groups, protective measures when working with clients; - knows how to apply various methods of assessment in special education institutions; - knows how to provide documentation with individual processing of knowledge about a client with intellectual disability; - perceives the importance of further education for the improvement of own personal and professional competences.	
Course contents: Information on the specifics of documentation kept on pupils with behavioural disorders in a diagnostic centre, re-education centre, therapeutic-educational sanatorium. Familiarisation with and application of the documentation of pupils with SEN, according to which the activities in the institutions are governed. Knowledge and implementation of the State Educational Programme in work and school educational programmes.	

Recommended or required literature:

KOVÁČOVÁ, B., TICHÁ, E. 2015. Teoretické východiská porúch správania, UK, Bratislava 2015, ISBN 978-80-223-3994-0, EAN 9788022339940.

ROSOVÁ, D. 2018. Preventívny program pre žiakov s poruchami správania, Equilibria, Košice 2018, ISBN 978-80-8143-218-7.

Žiak s poruchami správania v základnej a strednej škole, Metodicko-informatívny materiál. 2013. ŠPÚ, Bratislava 2013.

Vzdelávací program pre žiakov s poruchami správania. Vzdelávací program ako súčasť štátneho vzdelávacieho programu schválilo Ministerstvo školstva SR pod číslom CD-2008-18550/39582-1:914 dňa 26.5.2009 .

Vyhláška č. 323/2008 Z. z. Vyhláška Ministerstva školstva Slovenskej republiky o špeciálnych výchovných zariadeniach

Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): PaedDr. Martina Magová, Ph.D.

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD100S/22	Course title: State final exam - Special pedagogy and pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site	
Credits: 16	Working load: 400 hours
Recommended semester/trimester: 3., 4..	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: The state examination consists of an assessment of answers to theoretical and practical questions from the state examination subjects of the study programme Special Education and Education of the Mentally Handicapped: 1. Compendium of Special Education 2. Primary education in the pedagogy of the mentally handicapped 3. Special pedagogical diagnostics and prognostics in the pedagogy of the mentally handicapped 2. Special pedagogical diagnostics and prognostics in the pedagogy of the mentally handicapped 4. Special subject didactics in the pedagogy of the mentally handicapped At least 93% is required for an A grade, at least 85% for a B grade, at least 77% for a C grade, at least 69% for a D grade, and at least 60% for an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: By passing the state examination, the student is able to act as an independent special educator and to solve specific didactic tasks in the given study programme. He/she is able to systematically apply the acquired professional knowledge.	
Course contents: Theses from individual parts of the state examination in a given study programme are available and published on the department's website with validity for the respective academic year.	
Recommended or required literature: Literature is part of the compulsory courses of the study programme.	
Language of instruction: Slovak	
Notes:	

Course evaluation:					
Assessed students in total: 20					
A	B	C	D	E	FX
60.0	5.0	20.0	5.0	5.0	5.0
Name of lecturer(s):					
Last modification: 26.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPED/ ULCA-MD01C/22	Course title: Teacher self-management Learn & Lead 1
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Plan of my journey - Development of a modern teacher (project - written (word or picture) and oral presentation of the project in front of the class) - 70% - Final assessment at the end of the semester Is the student on the path of a team player/teacher? The aim of the evaluation is not to evaluate the student, but to find out where he/she has progressed during the relevant semester. Every student who submits the project and presents it has completed it and has 100% Active participation in lectures and exercises (participation in excursion) - 30% - Continuous assessment Supervision by responsible educators	
Learning outcomes of the course: The aim of the course is to develop students' potential in areas related to management and self-management and to prepare them for the application of skills related to leadership in an educational environment. Further strengthen and expand the key competencies of future teachers in the areas of metacognition, communication, resilience and orientation in a global context, which are important for their professional development, while they will be able to apply L&L principles to all areas. After completing the course, they will be able to plan and implement their professional growth and self-development; they will be able to identify with the professional role and the school. Acquires the basics of teacher management and self-management. He/she will be able to master strategies for using his strengths and compensating for weaknesses, with his/her proactive approach he/she will stimulate and inspire those around him/her. The student will gain knowledge about leadership and leader skills that can be used in the school environment. The student will strengthen the following skills: adequately communicate, cooperate and build relationships with others, solve problems and conflicts cooperatively. By completing the subject, the student develops the following competencies: being able to express his opinion, create and reflect his own identity, make responsible decisions and purposefully manage his own life. He/she will feel the need to actively seek opportunities for his/her further development and will be able to set goals for his/her professional development. He/she will be able to apply the rules of effective communication, be able to fulfill tasks in a team, be able to cooperate effectively, accept the division of roles, actively participate in the management of teamwork (while respecting the principles of L&L).	

<p>He/she will be able to actively listen and respect the opinions of others, he/she will be able to appreciate the efforts of others, he/she performs his work in a team reliably.</p> <p>He/she will be able to use effective strategies to manage stressful situations in his/her work and personal life (resilience and frustration tolerance); observe the principles of psychohygiene at school</p> <p>He/she will be able to develop his/her competences in accordance with the needs of the society's development, to inspire and stimulate his/her colleagues in the given field.</p> <p>He/she will be aware of the need to connect education with the wider socio-cultural, economic and political context.</p>
<p>Course contents:</p> <ol style="list-style-type: none"> 1. Self management and self management tools 2. Types of leaders and skills of leaders 3. Learn&Lead school excursion 4. Leader in school environment 5. Emotional intelligence and authenticity 6. Decision-making and decision-making processes 7. Responsibility, self-confidence and humility 8. Team work and group dynamics 9. Team communication 10. Inspiring and motivating others 11. Working with time
<p>Recommended or required literature:</p> <p>Bielešov, D., Koreňová, S. Sebariadenie a manažérska etika v školskom prostredí. Wolters Kluwer, 2021.</p> <p>Blanchard, K., Johnson, S. Minútový manažér, 1993.</p> <p>Spencer, J. Kam sa podel môj syr? 1993.</p> <p>Muhlfeit, J., Costi, M. Pozitívny líder. 2017.</p> <p>Trojanová, I., Trojan, V. Príbeh zmeny. 2016.</p> <p>Chynoradská, J. 9 princípov moderného človeka Uč sa a veď! 2019.</p> <p>Košuriak, J. Povolanie. 2014.</p> <p>Covey, S., R. 7 návykov vysokoefektívnych ľudí. 2010.</p> <p>S. Rollnick, S. G. Kaplan, R. Rutschman. Motivační rozhovory ve škole. 2017.</p> <p>John. P. Kotter. Leading Change. 1996.</p> <p>Virginia Satir. Peoplemaking. 2010.</p> <p>Dilts, R. From Coach to Awakener. 2003.</p> <p>Heifetz, R. Adaptive Leadership. 2014.</p> <p>Goleman, D. The New Leaders. 2003.</p> <p>Pedler, M. The Learning Company. 1996.</p> <p>Senge, P. The Fifth Discipline, and Schools that Learn. 2012.</p> <p>Capra, F. The Web of Life. 1999</p> <p>Dornyei, Z., Kubanyiova, M. Motivating Learners, Motivating Teachers. 2014.</p>
<p>Language of instruction:</p> <p>Slovak, English</p>
<p>Notes:</p>

Course evaluation:					
Assessed students in total: 6					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): PhDr. Slavomíra Bellová, PhD., RNDr. Štefan Tkačík, PhD., Mgr. Daniel Markovič, PhD., Ing. Jana Jacková, PhD., doc. PhDr. Angela Almašiová, PhD., doc. PhDr. Markéta Rusnáková, PhD.					
Last modification: 07.03.2023					
Supervisor(s):					
Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPED/ ULCA-MD02C/22	Course title: Teacher self-management Learn & Lead 2
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisites: KPED/ULCA-MD01C/22	
Requirements for passing the course: My vision of a modern teacher of the 21st century – me in about 3 years. SMART goal (project – written (word or picture) and oral presentation of the project in front of the class) - 70% - Final assessment at the end of the semester The aim of the evaluation is not to evaluate the student, but to find out where he/she has progressed during the relevant semester. Every student who submits and presents the project has completed it and has 100% Realization of the lesson led by the student - 30% - Continuous assessment Within the realized lesson, not only the student's conduct of the lesson is evaluated, but also the method of his/her preparation and the use of the student's knowledge to prepare for this lesson. At the same time, the student must demonstrate how he/she used the principles of L&L in preparing for the lesson.	
Learning outcomes of the course: The aim of the course is to develop students' potential in areas related to management and self-management and to prepare them for the application of skills related to leadership in an educational environment. Further strengthen and expand the key competencies of future teachers in the areas of metacognition, communication, resilience and orientation in a global context, which are important for their professional development, while they will be able to apply L&L principles to all areas. After completing the course, they will be able to plan and implement their professional growth and self-development; they will be able to identify with the professional role and the school. He/she will know and be able to apply the principles of L&L in practice (Be courageous, Be active, Be a team player, Be intuitive, Be open, Be persistent, Be patient, Be grateful , Believe and act!)	
Course contents: 1. Identifying responsibilities in the implementation of L&L pedagogical practice 2. 9 principles of Learn&Lead 3. Observation of Learn&Lead lesson 4. Consultations of Learn&Lead observation 5. Preparation for the lesson through Learn&Lead principles 6. Preparation for the lesson through Learn&Lead principles 7. Realization of the lesson	

8. Self-reflection of the lesson
9. Group reflection of the lesson
10. Supervision session with a Learn&Lead teacher

Recommended or required literature:

Bieleszová, D., Koreňová, S. Sebariadenie a manažérska etika v školskom prostredí. Wolters Kluwer, 2021.

Blanchard, K., Johnson, S. Minútový manažér, 1993.

Spencer, J. Kam sa podel môj syr? 1993.

Muhlfeit, J., Costi, M. Pozitívny líder. 2017.

Trojanová, I., Trojan, V. Príbeh zmeny. 2016.

Chynoradská, J. 9 princípov moderného človeka Uč sa a veď! 2019.

Košturiak, J. Povolanie. 2014.

Covey, S., R. 7 návykov vysokoefektívnych ľudí. 2010.

S. Rollnick, S. G. Kaplan, R. Rutschman. Motivační rozhovory ve škole. 2017.

John. P. Kotter. Leading Change. 1996.

Virginia Satir. Peoplemaking. 2010.

Dilts, R. From Coach to Awakener. 2003.

Heifetz, R. Adaptive Leadership. 2014.

Goleman, D. The New Leaders. 2003.

Pedler, M. The Learning Company. 1996.

Senge, P. The Fifth Discipline, and Schools that Learn. 2012.

Capra, F. The Web of Life. 1999

Dornyei, Z., Kubanyiova, M. Motivating Learners, Motivating Teachers. 2014.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): RNDr. Štefan Tkačík, PhD., Ing. Jana Jacková, PhD., Mgr. Daniel Markovič, PhD., PhDr. Slavomíra Bellová, PhD., doc. PhDr. Markéta Rusnáková, PhD.

Last modification: 07.03.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD104C/22	Course title: The third sector and non-governmental organizations
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. completion of mid-term assignments; A grade of A requires at least 93%, a grade of B requires at least 85%, a grade of C requires at least 77%, a grade of D requires at least 69%, and a grade of E requires at least 60%. Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%	
Learning outcomes of the course: After completing the course the student will acquire the following knowledge, skills and competences: he/she knows and can explain the basic principles, features and functions of the third sector in the context of contemporary society; he/she is oriented in the individual types of NGOs, he/she can classify NGOs in the typology of organizations; he/she knows an overview of the current state of the third sector in Slovakia; he/she knows the basic aspects of the functioning of individual legal forms of NGOs; he/she can analyze the relations between the third sector, the state and the business sector.	
Course contents: Civil society and the third sector - basic background and concepts. Third sector and NGOs - definition, characteristics, typology of NGOs according to different criteria. Historical examples of NGOs before 1989. Third sector in Slovakia after 1989. Third sector in Slovakia and abroad today. Legal regulation of NGOs in Slovakia. NGOs as legal entities, civil associations, foundations, non-investment funds, non-profit organizations providing services of general interest conditions of establishment, formation, functioning and termination.	

Recommended or required literature:

BEŇÁKOVÁ, N., KALINÁČOVÁ, Z.. 2000. Ako založiť mimovládnu organizáciu. Bratislava 2000, ISBN 80-88928-32-1

BROZMANOVA GREGOROVA A., et al. 2009. Tretí sektor a mimovládne organizácie,. Pedagogická fakulta, Banská Bystrica 2009, ISBN 978-80-8083-805-8.

KUVÍKOVÁ, H. 2004. Neziskové organizácie v Európskej únii. Banská Bystrica 2004, ISBN 80-8055-937-

MAJCHRÁK, J., STREČANSKÝ, B., BÚTORA, M.: 2004. Keď ľahostajnosť nie je odpoveď. Príbeh občianskeho združovania na Slovensku po páde komunizmu. Bratislava 2004, ISBN 80-88935-73-3

Zákon č. 38/1990 Zb. o združovaní občanov, Zákon č. 147/1997 Z. z. o neinvestičných fondoch

Zákon č. 34/2002 Z. z. o nadáciách, Zákon č. 35/2002 Z. z. o neziskových organizáciách poskytujúcich všeobecne prospešné služby

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 0

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

Name of lecturer(s): PaedDr. Bohuslav Stupák, PhD., MBA

Last modification: 27.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD113A/22	Course title: Therapeutic approaches in special pedagogy and the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, making concrete proposals within the framework of a support program for individuals with intellectual and other disabilities; 2. design and partial validation of a support program in a specific group of individuals with disabilities; 3. oral examination of knowledge of therapeutic approaches in a selected group of individuals with intellectual or other disabilities. A minimum of 93% is required to receive an A grade, a minimum of 85% is required to receive a B grade, a minimum of 77% is required to receive a C grade, a minimum of 69% is required to receive a D grade, and a minimum of 60% is required to receive an E grade. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: acquire basic knowledge about therapeutic approaches, their possibilities and limits when working with individuals with intellectual disabilities; be able to apply knowledge in understanding the provision of counselling as part of counselling activities and at the same time consider it as part of a comprehensive social rehabilitation; be able to analyze, synthesize and compare mediated information about the use of expressive therapies and therapeutic approaches; is able to develop a support programme using elements of a specific therapeutic approach; is proficient in basic approaches to conducting individual consultations and group meetings; is able to differentiate appropriate approaches within expressive and therapeutic approaches when working with an individual and their family.	
Course contents: Basic definition of expressive therapies and therapeutic approaches. Therapies in special education. Procedural aspect of therapy. Means of therapy. Classification and basic description of therapies	

in special education. Resources of the therapeutic community. Psychodynamic and cognitive-behavioral approaches. The therapeutic community as a system of work of the institution. Structural elements of the system. Rituals and traditions as part of therapeutic approaches and community identity building. Assessment activities and practices in the therapeutic-educational process.

Recommended or required literature:

Odporúčaná literatúra:

GUILLAUME, M., KOVÁČOVÁ, B. 2010. Art vo vzdelávaní. Trnava: PdF TU, 2010. ISBN 978-80-8082-401-3.

KANTOR, J. – LIPSKÝ, M. – WEBER, J. a kol. 2009. Základy muzikoterapie. Praha : Grada, 2009. 296 s. ISBN 978-80-247-2846-9.

KOVÁČOVÁ, B. 2016. Expresívno-tvarová (pre)dispozícia skupinovej arteterapie v poradenskom procese. In: Prolegoména skupinovej arteterapie orientovanej na adolescenta so zdravotným znevýhodnením Bratislava : Univerzita Komenského v Bratislave, 2016. ISBN 978-80-223-4160-8.

KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava: UK, 2014. ISBN 978-80-223-3737-3.

KOVÁČOVÁ, B. 2015. Liečebná pedagogika 2 : tvorba a evalvácia programu v liečebnej pedagogike. Bratislava : Univerzita Komenského, 2015. ISBN 978-80-223-3779-3.

KOVÁČOVÁ, B. 2010. Vývinovo orientovaná biblioterapia vo včasnej intervencii. In: Včasná intervencia orientovaná na rodinu. Bratislava : Univerzita Komenského, 2010. - S. 180-199. - ISBN 978-80-223-2915-6.

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia: možnosti a limity vo výchove a včasnej intervencii. Bratislava: MusicaLiturgica, 2011. ISBN 978-80-970418-1-6.

KRATOCHVÍL, S. 2017. Základy psychoterapie. Praha: Portál, 2017. ISBN 978-80-262-1227-0.

KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha : Grada Publishing. 2011. ISBN 978-80-247-2699-1.

MORENO, J. J.. 2005. Rozehrát svou vnitřní hudbu. Muzikoterapie a psychodrama. Praha : Portál, 2005. 127 s. ISBN 80-7178-980-1.

MULLER, O. et al. 2014. Terapie ve speciální pedagogice. Praha: Grada, 2014. ISBN 978-80-247-4172-7.

NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodněním. Praha: Portál, 2009. ISBN 978-80-7367-509-7.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 34

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

Name of lecturer(s): prof. Viktor Hladush, DrSc.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. Viktor Hladush, DrSc.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok		
Faculty: Faculty of Education		
Course code: KSPED/Sp-MD112B/22		Course title: Training of autonomous skills in the pedagogy of the mentally disabled
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site		
Credits: 2		Working load: 50 hours
Recommended semester/trimester: 3.		
Level of study: II.		
Prerequisites:		
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration of specific activities oriented to the training of autonomous skills of individuals with intellectual disabilities. 3. Designing a training program for an individual/group with intellectual disabilities aimed at developing autonomous skills. A minimum of 93% is required to receive an A rating, a minimum of 85% is required to receive a B rating, a minimum of 77% is required to receive a C rating, a minimum of 69% is required to receive a D rating, and a minimum of 60% is required to receive an E rating. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%-0%		
Learning outcomes of the course: Course Objective: The aim of the course is to provide a basic theoretical and practical background to the development of autonomy skills in individuals with intellectual disabilities through a short-term individual or group training program. Learning Outcomes: Upon completion of the course, the student will have the following knowledge, skills and competencies: master the knowledge related to autonomous action in general terms and autonomy in education and training in pedagogy of individuals with intellectual disabilities; know specific possibilities of forming life plans and processes related to it; can describe specific problems related to difficulties with respect to autonomous action; can design a specific activity for autonomy training with the possibility of creating a short-term or long-term training program; acquires his/her own, individual and harmonious competences in his/her actions, approaches awareness of his/her own behaviour, will be aware of his/her real possibilities and imaginary limits in relation to the exercise of his/her own strengths; can reflect on his/her own identity at an appropriate level		

build his/her own autonomy and identity; works on himself/herself, builds his/her self-confidence , integrates new ways of acting and behaving into his/her system.

Course contents:

Key competences of pupils with mental disabilities. Supporting the personality of individuals with mental disabilities. Creative solutions, new approaches, new information to classify, analyse, systematise, put knowledge into context, look for connections, think critically and evaluate, weigh up chances and risks. Foundations of practical skills in creating and leading an autonomous classroom collective. Acquiring the basic tools to lead a class, appropriate activities. Openness and thinking based on critical analysis. Acquisition of skills to cope with different social and work situations, not to be a passive, manipulated object. Conflict resolution based on pluralism, mutual understanding and tolerance. Tolerating the differences of other individuals. Independence options for individuals with intellectual disabilities, taking into account the degree of cognitive disadvantage. Sheltered housing and sheltered workplaces. Life plans and their formation. Personal, organizational, material and technological determinants of vocational orientation in students with mental disabilities. Safety and organizational constraints on vocational orientation in individuals with mental disabilities. Vocational training and practical life. Life story. Reminiscence therapy.

Recommended or required literature:

HELDOVÁ, D. – KAŠIAROVÁ, N. – TOMENGOVÁ, A. et al. 2011. Metakognitívne stratégie rozvíjajúce proces učenia sa žiakov. Metodicko-pedagogické centrum Bratislava, 2011, 66 s. ISBN 978-80-8052- 372-5

HLEBOVÁ, B. a kol. 2016. Vybrané kapitoly zo špeciálnej didaktiky predmetov (pre učiteľov žiakov s mentálnym postihnutím). Prešov : Vydavateľstvo Prešovskej univerzity, 2016. 499 s. ISBN 978-80-555-1644-4.

ORIEŠČIKOVÁ, H. 2011. Možnosti vzdelávania jednotlivcov s mentálnym postihnutím. Ružomberok : Verbum – vydavateľstvo KU, 2011. 80 s. ISBN 978-80-808-4688-6.

JANEČKOVÁ, H. 2010. Reminiscence : využití vzpomínek při práci se seniory. Praha: Portál, 2010. ISBN 978-80-7367-581-3.

NOVOSAD, L. 2009. Poradenství pro osoby se zdravotním a sociálním znevýhodněním. Praha: Portál, 2009, 272 s. ISBN 978-80-7367-509-7.

VOTAVA, J. et. al. 2005. Ucelená rehabilitace osob se zdravotním postižením. Praha: Univerzita Karlova v Praze, Karolinum, 2005, 207 s., ISBN 80-246-0708-5.

SOLOVSKÁ, V. a kol. 2013. Rozvoj dovedností dospělých lidí s mentálním postižením. Praha: Portál, 2013. ISBN 978-80-262-0369-8

SLAMĚNÍK, I. 2011. Emoce a interpersonální vztahy. Praha Grada Publishing 2011. .

VALENTA, M., MÜLLER, O. 2007. Psychopedie. Vyd. 3. Praha : Parta, 2007. 386 s. ISBN 978-80-7320-099-2.

VOGEL, I. 2010. Jak využít emocí pro profesní růst. Praha: Grada, 2010. 162 s. ISBN 978-80-24727-356.

Vzdelávacie programy pre žiakov s mentálnym postihnutím pre primárne vzdelávanie.

Vzdelávací program ako súčasť štátneho vzdelávacieho programu schválilo Ministerstvo školstva

Language of instruction:

Slovak

Notes:

Course evaluation:					
Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): dr hab. Mieczyslaw Dudek					
Last modification: 27.08.2022					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. Viktor Hladush, DrSc.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-MD101B/22	Course title: Working with nature in special education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Prerequisites for successful completion of the course: 1. active participation in seminars, meeting the conditions of max. 2 excused absences, 2. elaboration and presentation of a seminar paper (oriented to the description of specific activities using natural resources) 3. presentation of a portfolio of specific activities with natural materials. A minimum of 93% is required for a grade of A, a minimum of 85% is required for a grade of B, a minimum of 77% is required for a grade of C, a minimum of 69% is required for a grade of D, and a minimum of 60% is required for a grade of E. Course grades: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - know the theoretical basis of the use of natural materials in the educational process and in the process of extracurricular education; - knows the real possibilities of using natural material with individuals with intellectual disabilities; - knows how to apply appropriate methods and procedures taking into account the individuality of an individual with an intellectual disability; - knows how to apply appropriate methods and procedures taking into account the individuality of an individual with an intellectual disability; - Can differentiate between the safety and danger of materials to be handled, - has an overview of the possibilities of working with natural materials in drawing, painting, printmaking, spatial design in the classroom and in the landscape; - Knows the conditions and observance of safety at work and can communicate these to an appropriate degree to an individual with an intellectual disability.	
Course contents:	

Basic knowledge about the use of natural materials in the educational process and in the process of extracurricular education. Material selection and safety when working with individuals with intellectual disabilities. Natural material as part of play. Natural material in spatial creation in the classroom. Natural material in spatial creation in the landscape (land art). Possibilities and limits of using natural material in special education.

Recommended or required literature:

BIARINCOVÁ, P. 2020. Art action v tvorbe človeka počas životnej cesty. Ružomberok : VERBUM, 2020.

GERŽOVÁ, J. (ed). 1999. Slovník svetového a slovenského výtvarného umenia druhej polovice 20.storočia. Od abstraktného umenia k virtuálnej realite, idey-pojmy-hnutia. Profil, 1999. ISBN 80-968283-0-4.

GUILLAUME, M.; KOVÁČOVÁ, B. 2010. Art vo vzdelávaní. Študijný materiál pre študentov (ne) pedagogických študijných programov. Trnavská univerzita v Trnave, Pedagogická fakulta. 2010. ISBN 978 -80-8082-401-3

KULKA, J. 2008. Psychologie umění. Praha: Grada, 2008. ISBN 978-80-247-2329-7.

ŘEZNÍČKOVÁ, D. a kol., 2008. Výuka v krajině. Náměty pro geografické a enviromentální vzdělávání. Univerzita Karlova v Praze. 2008 SBN 978-80-86561-63-9.

STADLEROVÁ, H. 2015. Speciální výtvarná výchova v pomáhajících profesích. Brno: Masarykova univerzita, 2015. ISBN 978-80-210-8128-4.

UHRINOVÁ, M. 2018. Prírodovedné a spoločenskovedné poznávanie detí v kontexte edukácie. Ružomberok : VERBUM , 2018. 135 s. ISBN 978-80-561-0592-4.

Vzdelávací program pre žiakov s mentálnym postihnutím pre primárne vzdelávanie, Vzdelávací program vypracoval Štátny pedagogický ústav. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 5. 5. 2016 pod číslom 2016-14674/20270:9-10F0

Konferenčné vedecké zborníky:
 Expresivita vo výchove I., II., III., online: <https://expresivneterapie.wordpress.com/vedecke-zborniky/>
 Expresivita v (art)terapii. I., II., III., online: <https://expresivneterapie.wordpress.com/vedecke-zborniky/>

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 13

A	B	C	D	E	FX
61.54	30.77	7.69	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Monika Homolová

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
 prof. Viktor Hladush, DrSc.