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COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE121A/23	**Course title:** Accompanying a family with an individual with a mental disability
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. active participation in seminars, fulfillment of conditions max. 2 excused absences,
2. processing and presentation of the work on the topic of work with the family of individuals with mental disabilities from the point of view of a pedagogical or professional employee of the selected institution.

At least 93% must be obtained to obtain an A grade, at least 85% to obtain 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.

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 course is to provide basic theoretical and practical knowledge about the functioning of the family of an individual with an intellectual disability, the effects of this disability on the family and strategies for communication, leadership, counseling and coaching of parents.

After completing the subject, the student will acquire the following knowledge, skills and competences:

- knows aspects of the functioning of the family of an individual with an intellectual disability
- orients itself in the issue of the needs of the family of an individual with an intellectual disability
- knows the principles of communication with the parent of an individual with a n intelelctual disability
- he orients himself in ways of leading, accompanying the parent and in solving various problem situations

Course contents:
A family with an individual with an intellectual disability, the process of accepting a diagnosis of an intellectual disability, psychological and social aspects of the functioning of a family with an individual with an intellectual disability, problems and needs of a family with an individual with an intellectual disability, a sibling of an individual with an intellectual disability, communication, counseling and coaching of a parent of an individual with an intellectual disability mental disability, the parent as a partner in early intervention, in the educational process and institutional care of an individual with an intellectual disability, problem situations and strategies for solving them in relation to the parents of an individual with a intellectual disability.

Recommended or required literature:
1. HRČOVÁ, J. 2020. Rodič ako člen interdisciplinárneho tímu v komplexnej podpore žiaka s ťažkým a viacnásobným postihnutím z pohľadu odborníkov. In Studia Scientifica Facultatis Paedagogicae. Ružomberok : Verbum, Roč. 19, č. 2. 2020. ISSN 1336-2232. s. 25 – 37.
2. HUDECOVÁ, A., KOVÁČOVÁ, B. (Eds.). 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. Ružomberok : Verbum, 2020. 200 s. ISBN 978-80-561-0775-1.
3. VÁGNEROVÁ, M., STRNADOVÁ, I., KREJČOVÁ, L. 2009. Náročné mateřství: být matkou postiženého dítěte. Praha : Karolinum, 2009. 333 s. ISBN 978-80-2461-616-2.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 125 hours, which is consistent with the requirements of the ECTS credit system. Contact teaching is delivered in a total extent of 16 hours, comprising 8 hours of lectures and 8 hours of practical classes, organised predominantly in block format and including consultations and continuous assessment of students.
The student's independent work accounts for 109 hours and includes the preparation of continuous assignments and projects (30 hours), the study of professional literature and preparation of study materials (40 hours), preparation for a presentation or oral performance (20 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills, and is consistent with the applicable requirements for assessing student workload in higher education.

Course evaluation:
Assessed students in total: 39

A	B	C	D	E	FX
58.97	38.46	2.56	0.0	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE101A/23	**Course title:** Basics and history of special pedagogy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. processing of the seminar work and its presentation
2. final oral examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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:

Objective of the subject:

The aim of the subject is to provide the basic theoretical starting points of special pedagogy, to orientate in the historical background of special pedagogy and to reflect on current trends in special pedagogy.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- will acquire basic theoretical knowledge about the development of special pedagogy and subsequently about the goals, tasks, and system of special pedagogy oriented towards people with disabilities.
- can apply in understanding the relationships between related sciences and special pedagogy.
- can analyze, synthesize and compare information about the etiology and symptomatology of disability as a phenomenon.

- acquires knowledge about types, degrees, types of disabilities, disturbances and threats.
- can navigate the system of schools and facilities for people with disabilities.

Course contents:
History of special pedagogy - characteristics of individual historical periods in relation to disabled people. Special pedagogy (goal, subject, tasks). Special pedagogy in the system of sciences - borderline and auxiliary disciplines ŠP - classification and characteristics of borderline and auxiliary sciences System of special pedagogy (departments of special pedagogy). Norm, normality, abnormality, anomaly, developmental anomalies. Groups of persons with special needs (classification, characteristics.) Socialization of disabled individuals into society - degrees of socialization according to Sovák and Jesenský. Characteristics of degrees of socialization. Classification, etiology of defects. System of education of people with disabilities.

Recommended or required literature:
1. DUDEK, M. et al. 2018. Tvorivé metódy ako determinant aktivizácie žiakov zo sociálne znevýhodneného prostredia. Krasnystaw: Polianna, 2018. 230 s. ISBN 978-83-951391-1-6.
2. DUDEK, M. et al. 2017. Znaczenie pracy w procesie resocjalizacji osób skazanych. In: Zeszyt naukowy Wyższej Szkoły Handlowej w Radomiu. – Radom (Poľsko) : Wydawnictwo Wyższej Szkoły Handlowej w Radomiu. – ISSN 2543-6473. – č. 1 (2017), s. 100-109.
3. ORIEŠČÍKOVÁ, H. et al. 2010. Komparatívna špeciálna pedagogika. Ružomberok: Verbum, 2010. ISBN 978-80-8084-536-0.
4. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
5. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.
6. VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia 2011. ISBN 80-86723-13-5.

Language of instruction:
Slovak

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 175 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 155 hours and includes the preparation of continuous assignments and projects (50 hours), the study of professional literature and preparation of study materials (60 hours), preparation for a presentation or preparation of outputs (20 hours), and preparation for an examination or final assessment (25 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge in practice.

Course evaluation:
Assessed students in total: 186

A	B	C	D	E	FX
26.88	17.2	19.35	9.14	20.97	6.45

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

Last modification: 07.10.2026

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE117A/23	**Course title:** Basics of expressive therapies and therapeutic approaches
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	

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 a grade of A, a minimum of 85% is required to receive a grade of B, a minimum of 77% is required to receive a grade of C, a minimum of 69% is required to receive a grade of D, and a minimum of 60% is required to receive a grade of E.

Course Assessment:

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 student will be able to apply therapeutic approaches and techniques for a target group of individuals with intellectual disabilities and through specific means identify real problems and subsequent solution options with implementation into the educational process.

Learning Outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- Gain basic knowledge of therapeutic approaches, their possibilities and limitations when working with individuals with intellectual disabilities;

- be able to apply the knowledge in understanding counselling as part of counselling activities and at the same time consider it as part of a comprehensive social rehabilitation;
- Can analyze, synthesize, and compartmentalize mediated information about the use of expressive therapies and therapeutic approaches;
- be able to develop a support programme using elements of a specific therapeutic approach;
- master the basic approaches to conducting individual consultations and group sessions;
- Can differentially select appropriate approaches within expressive and therapeutic approaches when working with an individual and his/her 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. Ceremonies, 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:
1. GUILLAUME, M., KOVÁČOVÁ, B. 2010. Art vo vzdelávaní. Trnava: PdF TU, 2010. ISBN 978-80-8082-401-3.
2. KANTOR, J. – LIPSKÝ, M.– WEBER, J. a kol. 2009. Základy muzikoterapie. Praha : Grada, 2009. 296 s. ISBN 978-80-247-2846-9.
3. 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.
4. KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava: UK, 2014. ISBN 978-80-223-3737-3.
5. KOVÁČOVÁ, B. 2015. Liečebná pedagogika 2 : tvorba a evalvácia programu v liečebnej pedagogike. Bratislava : Univerzita Komenského, 2015. ISBN 978-80-223-3779-3.
6. 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.
7. KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia: možnosti a limity vo výchove a včasnej intervencii. Bratislava: MusicaLiturgica, 2011. ISBN 978-80-970418-1-6.
8. KRATOCHVÍL, S. 2017. Základy psychoterapie. Praha: Portál, 2017. ISBN 978-80-262-1227-0.
9. KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha : Grada Publishing. 2011. ISBN 978-80-247-2699-1.
10. MORENO, J. J.. 2005. Rozehrát svou vnitřní hudbu. Muzikoterapie a psychodrama. Praha : Portál, 2005. 127 s. ISBN 80-7178-980-1.
11. MULLER, O. et al. 2014. Terapie ve speciální pedagogice. Praha: Grada, 2014. ISBN 978-80-247-4172-7.
12. NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodnením. Praha: Portál, 2009. ISBN 978-80-7367-509-7.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 125 hours, which is consistent with the requirements of the ECTS credit system. Contact teaching is delivered in a total extent of 16 hours, comprising 8 hours of lectures and 8 hours of practical classes, organised predominantly in block format and including consultations and continuous assessment of students.
The student's independent work accounts for 109 hours and includes the preparation of continuous assignments and projects (30 hours), the study of professional literature and preparation of study materials (40 hours), preparation for a presentation or oral performance (17 hours), and preparation for an examination or final assessment (22 hours).
The workload defined in this manner supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills, and is consistent with the applicable requirements for assessing student workload in higher education.

Course evaluation:
Assessed students in total: 92

A	B	C	D	E	FX
97.83	1.09	1.09	0.0	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE123B/23	**Course title:** Basics of first aid
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: In the course of the semester, the student demonstrates his/her theoretical knowledge in the areas of terminology health protection with regard to pre-school and young school-age children. Continuous assessment during the semester: - Active participation in class (maximum 10 points) - The student completes a term paper on a specific topic in accordance with the syllabus. (maximum 40 points). The final assessment of the course is in the form of a presentation and defence of the term paper with a summative percentage mark of 50 % and verification of practical skills from the continuous assessment with a score of 50 %. Course evaluation: 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 diagnosis of basic vital functions; - master the general principles of first aid; - knows how to react adequately to a situation and provide basic life-saving actions; - can provide basic life-saving BLS (Basic Life Support); - knows the different stress situations and can provide first aid and know the possible preventive measures.	
Course contents: Characteristics of the subject, basic concepts, objectives of the subject, related legislation. Motivational background of first aid (personal and legal). Basic life functions. Respiratory system,	

heart and blood circulation, blood (basics of functional anatomy and physiology) - relation to FP. Oxygen transport. Diagnosis of basic life functions. Basic life-saving actions. General principles of first aid (distribution of emergencies, assessment of the situation, activation of the rescue system safety, treatment, handover). Basic Life Support (BLS). Cardiopulmonary resuscitation. Automatic external defibrillation. Acute coronary syndrome - prevention and PP. Sudden stroke - prevention and PP. Respiratory disorders, choking and PP. Convulsions and PP. Unconsciousness, intoxication and PP. Severe trauma, Injuries, Bleeding wounds (physical and chemical effects, stop bleeding, wound care). Shock - pathophysiology, causes, symptoms, provision of PP. Burns and scalding. Effects of extreme temperatures (hypothermia, frostbite, overheating, heatstroke). Electrocution and PP. Mass casualty accidents (traffic accidents, fires, industrial and radiation accidents). Resuscitation training.

Recommended or required literature:

1. MANKOVECKÁ, M. 2013. Neúrazová prvá pomoc. Nitra: Univerzita Konštantína Filozofa v Nitre, 2013. ISBN 978-80-558-0322-7.
2. Praktická prvá pomoc. Bratislava: Príroda, 2008. ISBN 978-80-07-01708-5.
3. Praktická prvá pomoc – príručka. Praktický sprievodca nevyhnutnou prvou pomocou v každodenných situáciách. Bratislava: Príroda, 2013. ISBN 978-80-07-02153-2.
4. FEDOR, M., MINÁRIK et al. 2002. Intenzívna starostlivosť v pediatrii. Martin: Osveta, 2002. ISBN 80-8063-094-1.
5. American Academy of Orthopaedic Surgeons, 2011: Emergency care and transportation of the sick and injured. Student workbook. Jones and Bartlett, 10th ed., ISBN 9780763792565
6. PIŠTEJOVÁ, M., Kraus, D. 2017: Prvá pomoc v praxi. Rokus, ISBN 9788089510528
7. DOBIÁŠ, V. 2017: Prvá pomoc pre pokročilých poskytovateľov. Dixit, , ISBN 9788089662241

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 75 hours. Contact teaching comprises 12 hours, including 4 hours of lectures and 8 hours of practical classes delivered in block format, focused primarily on practical activities, the application of theoretical knowledge, and continuous assessment of students.
The student's independent work accounts for approximately 63 hours and includes preparation for practical classes and completion of assigned tasks (25 hours), preparation of documentation and outputs from practical training (20 hours), study of related methodological and professional materials (10 hours), and preparation for final assessment or submission of practical training outputs (8 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of practical skills, student independence, and the ability to apply acquired knowledge in real-life settings.

Course evaluation:

Assessed students in total: 38

A	B	C	D	E	FX
92.11	2.63	0.0	0.0	0.0	5.26

Name of lecturer(s): MVDr. Gabriela Hrkľová, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE119A/23	**Course title:** Basics of special education didactics
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	

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. Submission of intermediate term papers;
2. final oral examination.

There will be a written test during the semester: 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 Assessment:

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 familiarize the student with a brief development of teaching in special schools in individual subjects in Slovakia.

Learning Outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- master the basic terminology related to special didactics;
- is able to apply partial knowledge within individual didactics in the position of a teacher's assistant;
- can orientate himself/herself in the basic concepts of the content and structure of special education within the didactics belonging to the special education system;
- acquire knowledge and skills in teaching with the use of appropriate teaching aids.

Course contents:

A brief development of teaching in special schools. Introduction of individual didactics for individual subjects. Characteristics of the content of teaching subjects. Learning and teaching in the special school. The development of pupils' abilities in the individual subjects and in the respective grades.

Recommended or required literature:

2. ORIEŠČÍKOVÁ, H. et al. 2010. Komparatívna špeciálna pedagogika. Ružomberok: Verbum, 2010. ISBN 978-80-8084-536-0.
3. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
4. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.
5. VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia 2011. ISBN 80-86723-13-5.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 150 hours. Contact teaching comprises 20 hours, including 8 hours of lectures and 12 hours of practical classes delivered in block format, including consultations and continuous assessment. The student’s independent work accounts for approximately 130 hours and includes the preparation of continuous assignments and projects (40 hours), the study of professional literature and preparation of study materials (50 hours), preparation for a presentation or preparation of outputs (20 hours), and preparation for an examination or final assessment (20 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 37

A	B	C	D	E	FX
48.65	29.73	18.92	0.0	2.7	0.0

Name of lecturer(s): PaedDr. Martina Magová, Ph.D., PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE107B/23	**Course title:** Basics of strategies and support of individuals 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:** **hours per semester:** 8s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	
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 (elaboration of a case study of a family with an individual with a disability); 3. final group colloquium. 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. Course Assessment: 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 towards strategies and support for individuals with disabilities in the special education process. Learning Outcomes: Upon completion of the course, the student will have the following knowledge, skills and competencies: - The student will gain a basic theoretical understanding of specific strategies when working with individuals with disabilities, disruptions and threats; - the student will acquire basic knowledge about the use of specific strategies when working with individuals with disabilities, disruptions and threats;,	

- will be well versed in the system of special educational guidance focusing on the possibilities and limits of individuals with disabilities at different stages of ontogenetic development;
- acquire basic knowledge of intervention for individuals with disabilities, disruptions and threats.

Course contents:
Fundamentals of strategies and support for individuals in the special education process - an introduction to the issue, theoretical background. Differentiation of strategies in the intervention and counselling process. The practice of strategies in the special-educational process.

Recommended or required literature:
1. DUDEK, M. 2018. Poradnie psychologiczno-pedagogiczne w procesie edukacji włączającej i integracyjnej uczniów ze specjalnymi potrzebami edukacyjnymi. In: Inkluzívne prístupy v edukácii detí a žiakov. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2018. ISBN 978-80-561-0598-6, s. 270-291.
2. HRČOVÁ, J. 2020. Rodič ako člen interdisciplinárneho tímu v komplexnej podpore žiaka s ťažkým a viacnásobným postihnutím z pohľadu odborníkov. In: Studia Scientifica Facultatis Paedagogicae, Roč. 19, č. 2 (2020), s. 25-37. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU. ISSN 1336-2232.
3. NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodnením. Praha: Portál, 2009. ISBN 978-80-7367-509-7.
4. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
5. SLANÁ, M., KOVÁČOVÁ, B., MOLNÁROVÁ LETOVANCOVÁ, K., HROMKOVÁ, M. HRČOVÁ, J. 2020. Terapetuciké koncepty pomoci vo včasnej intervencii, Trnava : Fakulta zdravotníctva a sociálnej práce TU, 2020. 150 s. ISBN 978-80-568-0267-0.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 152

A	B	C	D	E	FX
46.71	50.66	1.32	0.0	0.0	1.32

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE113A/23	**Course title:** Case study seminar
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	
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: a) Submission of intermediate term papers; b) elaboration of a case study of a specific child/pupil with intellectual or multiple disabilities; c) final oral examination. There will be a written test during the semester: 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 Assessment: 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 goal of the course is to learn the basics of case management and to create a case report based on individual information about an individual with an intellectual disability. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competencies: - Acquire basic theoretical knowledge related to the creation of a client case report (from early age to old age); - to analyse, synthesize and compile the obtained information into a coherent case report; - be able to create a case report on the basis of information about a given individual with an intellectual disability from the position of a special educator; - discusses ethics in the use of casework in the work of the special educator; - can argue the importance and relevance of using the causal method in special education diagnosis; - applies practical experience in the use of the causal method in the analysis of causal cases; - be able to assess the strengths and weaknesses of an individual with a disability, disruption and threat based on the evidence forming a specific case study.	
Course contents:	

Basic definition of case report (terminological definition of case report, objectives of case report). Types of case reports. Objectives of case report. Approaches in case report. Attributes and functions of case reports. Structure of case reports. Case approach and case strategy. Case method. Use of observation (structured, unstructured) based on still images. Autocasualty. Client-centred case study. The use of special-educational case-work. The ethics of the special educator's causal work. The use of case studies in the educational process, in counseling, in occupational and social rehabilitation. Presentation of selected case studies.

Recommended or required literature:

1. HUČÍK, J. , HUČÍKOVÁ, A.2008. Kazuistika v špeciálnej pedagogike. Ružomberok, Katolícka univerzita., 2008. ISBN 978-80-8084-365-6.
2. PANČOCHA, K., VAĎUROVÁ, H. 2007. Aktuální směry výzkumu ve speciální pedagogice. Brno : MSD, 2007. ISBN 9788086633923.
3. SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar, 2005. 327 s. ISB 8055109044.
4. ŠVAŘÍČEK, R., ŠEĎOVÁ, K. 2007. Kvalitativní výzkum v pedagogických vědách. Praha : Portál, 2007. 377 s. ISBN 9788073673130.
5. ZELEIOVÁ, J. 2007. Kazuistická metóda ako metóda vnímania a interpretácie procesu. In Efeta, 2007, roč. 17, č. 4, s. 2-6.
6. ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 94

A	B	C	D	E	FX
67.02	17.02	9.57	1.06	3.19	2.13

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE106A/23	**Course title:** Determinants of the development of an individual with an intellectual disability
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: The assessment of the student's acquisition of relevant knowledge, skills, and competencies is based on theoretical and practical tests during the semester. Conditions for successful completion of the course: Submission of continuous semester assignments, which are given in advance, and a final oral exam. During the semester, a minimum of 93% is required to obtain an A grade, a minimum of 85% to obtain a B grade, a minimum of 77% to obtain a C grade, a minimum of 69% to obtain a D grade, and a minimum of 60% to obtain 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 subject, the student will acquire the following knowledge, skills and competences: - To become familiar with the essence of the ontogenetic development of a person with a mental disability; - analyze internal and external factors affecting growth and development and pay attention to biological development in relation to mental age; - be able to distinguish between pathological factors presenting in the prenatal, perinatal and postnatal period and identify the causes of mental disability - apply theoretical knowledge in creating a healthy living and working environment for children and pupils with mental disabilities.	
Course contents: Personality of the individual with mental retardation - its determinants, heredity and environment. Role model, authority, imitation, identification - their place in the formation of persons with mental disabilities. Educational process (models, stages, specifics), forms and means of education in the pedagogy of the mentally disabled. Educational principles, educational methods, in the pedagogy of the mentally disabled. Preschool education of children with mental disabilities, kindergarten, special kindergarten. School - a significant educational factor of persons with intellectual disabilities. Education outside the classroom. Other educational factors. Family (meaning, specifics, determinants). Process, methods and techniques of education of persons with mental disabilities. Sensory, intellectual and civic education of pupils with mental disabilities. Aesthetic, ethical and	

prosocial education of pupils with mental disabilities. Physical, occupational and environmental education of pupils with mental disabilities - their professional, occupational and social application. Re-educational process and its phases, success of the re-educational process. Mechanism, methods and techniques of re-education of persons with mental disabilities. Persons with mental disabilities in combination with other disabilities - educational difficulty, risks and specifics. Building a value and worldview system in persons with mental disabilities. Personality of the educator in the process of education and re-education of persons with mental disabilities.

Recommended or required literature:

● DIANE M. BROWDER, D.D.; SPOONER BROWDER, F.; DIANE M. Teaching students with moderate and severe disabilities. New York : Guilford Press , 2011. ● HAUG-SCHNABEL, G. Aggression bei Kindern : Praxiskompetenz für Erzieherinnen. Freiburg : Herder , 2011. ● PIPEKOVÁ, J. 2006. Kapitoly ze speciální pedagogiky. Brno : Paido, 2006. 404 s. ISBN 80- 7315-12-0. ● RENOTIEROVÁ, M., LUDÍKOVÁ, L. et al. 2006. Speciální pedagogika. Olomouc : Univerzita Palackého v Olomouci, 2006. 313 s. ISBN 8-2441-475-9. ● STANKOWSKI, A. 2006. Náčrt sociálnej patológie a pedagogiky psychosociálne narušených. Ružomberok, PF KU, 2006. ISBN 80-8084-140-3. ● ŠVARCOVÁ, I. 2006. Mentální retardace. Praha : Portál. 2006. 198s. ISBN 80-7367-060-7. ● VÍTKOVÁ, M. 2004. Integrativní speciální pedagogika. Brno : Paido, 2004. ISBN 80-7315-071-9. ● ZELINA, M. 2010. Teórie výchovy alebo hľadanie dobra. SPN : Mladé letá, 2010. 232 s. ISBN 9788010018840. ●

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 182

A	B	C	D	E	FX
50.0	20.33	13.74	7.14	1.1	7.69

Name of lecturer(s): prof. PhDr. Soňa Kariková, PhD.

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE112A/23	**Course title:** Diagnostics and prognosis 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:** **hours per semester:** 8s / 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Conditions for successful completion of the subject: a) Submission of ongoing semester papers; b) processing a review focused on the life of a person/family with a disability, impairment and threat; c) final oral examination. During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%. 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 basic starting points and possibilities regarding special pedagogical diagnostics in connection with the assessment and classification of children/pupils with mental disabilities. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - acquires adequate theoretical knowledge and practical skills in the field of special educational diagnostics; - knows specific methods in special pedagogical diagnostics and their use in the profession of a special educator; - knows how to characterize specific properties of diagnostic methods and their use in a practical dimension; - can select and apply appropriate diagnostic methods with regard to a specific target group; - will be able to carry out special-educational diagnostics in individual periods of development of an individual with disabilities, disorders and threats.	
Course contents: theoretical foundations of special pedagogic and pedagogical diagnostics. A brief history of pedagogical and special pedagogical diagnostics. Tasks and goals of special pedagogical diagnostics. Methods and process of pedagogical and special pedagogical diagnostics. Characteristics of selected methods – observation, exploratory methods, case study, test methods, analysis of activity results. Psychometric properties of diagnostic methods - objectivity, reliability,	

validity and standardization. Content page of special pedagogical diagnostics. Special pedagogical diagnostics with regard to individual types of disabilities and disturbances. Special pedagogical diagnostics in individual periods of development. Determining the level of motor skills and self-care. Detection of laterality. Motor tests - characteristics, classification. Dynamic practice. Ozeretsky scale. Hetzt-test – methodology, application possibilities of use in diagnostics and prevention. Perceptual tests (Frostig test of visual perception). Detection of communication. Use of diagnostic results in practice. Consequences of special educational needs on the student's educational process. Diagnostics in relation to facilitating the student's adaptation to the school environment. Diagnosis of social interactions in the classroom, relationships between students and classroom climate. Evaluation, classification of pupils with special educational needs.

Recommended or required literature:

● DIANE M. BROWDER, D.D.; SPOONER BROWDER, F.; DIANE M. Teaching students with moderate and severe disabilities. New York : Guilford Press , 2011. ● 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 integratibility 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 language

Notes:

Course evaluation:
Assessed students in total: 91

A	B	C	D	E	FX
26.37	20.88	23.08	12.09	13.19	4.4

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

Last modification: 13.12.2025

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE124B/23	**Course title:** Family and school cooperation
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Project work thematically focused on the scenario of a parents' meeting, preparation of a joint school event of school and family, etc. Course evaluation: 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 define basic concepts related to communication in the family and school; - knows how to involve the family in cooperation with the school; - is familiar with innovative methods of family-school cooperation; - can creatively apply basic communicative skills to common situations in educational reality; - can implement innovative methods of family-school cooperation in practical terms.	
Course contents: The theme of school and family collaboration in pedagogical disciplines. Family and school as basic educational institutions. Family environment. Typology of parents. Educational styles in the family. Possibilities of traditional cooperation between school and family. Consultation hours. Class meetings. Rules for organising a parent meeting. New forms of cooperation. Involving parents in cooperation. Basic implementation of school-family communication. Types of communication. Benefits of school-family cooperation for teachers, for the pupil, for parents... Benefits of school-family cooperation for the pupil. Types of cooperation - individual and group and others. Non-traditional parent meetings. The personality of the class teacher to create a favourable classroom climate.	

Recommended or required literature:

1. PORUBSKÁ, G. et al. 2001. Diferenciácia, integrácia a kooperácia. Nitra: Univerzita Konštantína Filozofa, 2001. ISBN 80-8050-415-6.
2. RABUŠICOVÁ, M. 2004. Postavení rodičů jako výchovných a sociálních partnerů školy. Pedagogika. 2004, roč. 54, č. 5. s. 326-342.
3. RABUŠICOVÁ, M. 2003. Role rodičů ve vztahu ke škole – empirická zjištění. Pedagogika. 2003(a), roč. 53, č. 5. s. 309 # 320. Role rodičů ve vztahu ke škole – teoretické koncepty. Pedagogika. 2003(b), roč. 53, č. 3. s. 141 # 151.
4. RABUŠICOVÁ, M., POL, M. 1996. Vzťahy rodiny a školy dnes. In: Pedagogika, roč. 46, 1996, č.1 a 2.
5. TIŠŤANOVÁ, K. 2008. Kooperácia rodiny a materskej školy pri výchove a vzdelávaní dieťaťa predškolského veku. In: Výchova a vzdelávanie od útleho veku, šanca pre všetky deti. Bratislava, OMEP 2008.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 75 hours. Contact teaching comprises 8 hours, including 4 hours of lectures and 4 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 67 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (10 hours), and preparation for an examination or final assessment (7 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 2

A	B	C	D	E	FX
50.0	0.0	50.0	0.0	0.0	0.0

Name of lecturer(s): Mgr. Miriam Vinceková

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE122A/23	**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:** **hours per semester:** 4s **Teaching method:** on-site	
Credits: 2	**Working load:** 50 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Conditions for completing the course and the method of verification of the acquired knowledge, skills and competences: Determined by the teacher of the respective department. 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 learn the basic methodological and methodological procedures of creating a bachelor thesis. To know the appropriate literary sources, procedures for processing the theoretical part of the bachelor's thesis, to create and compile an outline of the thesis, to identify the main key concepts and categories for the successful elaboration of the final thesis. Learning outcomes Upon completion of the course the student will acquire the following knowledge, skills and competences: - Have an overview of the ways and possibilities of acquiring the necessary literature on the chosen topic of the thesis. - The student is able to analyse the literature and extract the necessary information from it. - The student is able to process the information obtained into a logical text and knows how to cite its origins correctly. Can defend the content of the thesis in an oral presentation.	
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:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 39

A	B	C	D	E	FX
43.59	25.64	20.51	7.69	2.56	0.0

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

Last modification: 06.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE123A/23	**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:** **hours per semester:** 4s **Teaching method:** on-site	
Credits: 2	**Working load:** 50 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Course completion requirements and method of verification of acquired knowledge, skills and competences: Participation in consultations with the supervisor of the bachelor thesis. Preparation and submission of the bachelor 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 bachelor's thesis. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - the student masters the procedures of creating a bachelor's thesis, - the student is able to use the literary-comparative method and others, the student is able to compose a bachelor 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 language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 50 hours. Contact teaching comprises 4 hours and includes practical classes delivered in block format, including consultations and continuous assessment.
The student's independent work accounts for approximately 46 hours and includes the preparation of continuous assignments and projects (10 hours), the study of professional literature and preparation of study materials (14 hours), preparation for a presentation or oral performance (16 hours), and preparation for an examination or final assessment (6 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 37

A	B	C	D	E	FX
48.65	21.62	16.22	10.81	2.7	0.0

Name of lecturer(s):

Last modification: 08.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE105A/23	**Course title:** General and developmental psychology
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	

Requirements for passing the course:

Continuous assessment: active work on exercises consisting in creative solution of assigned tasks aimed at the development of critical thinking and application of psychological knowledge, min. 80% participation in exercises. The student may obtain a maximum of 30 points in the intermediate assessment phase.

Final assessment: a final written examination from which the student may obtain a maximum of 70 points. The final grade will be the sum of the points obtained in the interim assessment and the final written examination.

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:

Systematization of knowledge in the field of general and developmental psychology with regard to their application in the educational process of children and youth.

After completing the course the student will acquire the following knowledge, skills and competences:

Knowledge:

The student will acquire the theoretical and methodological foundations of general psychology, thus gaining the prerequisites for understanding and studying other psychological disciplines.

The student will acquire theoretical knowledge concerning the background, laws and specifics of psychological development of children and adolescents.

Skills:

The student will be able to adequately and creatively apply the acquired knowledge of cognitive, emotional, social and moral development of children and youth in the educational process. He/she adapts the process of education and training to the level of psychological development of pupils and, in relation to it, chooses teaching objectives, strategies and methods.

Competencies:

The student is competent to use the acquired psychological knowledge and skills in solving practical tasks arising from educational practice. He/she is oriented in the laws of psychological development, also in the specifics of children's play and children's drawing, which he/she is able to analyze and adequately evaluate. Can apply psychological knowledge in solving problems of educational practice.

Course contents:

Psychology as a scientific discipline, the basic concepts of general psychology, the subject of psychology in terms of its main directions. Perception and sensory cognition, attention. Cognitive processes (thinking and imagination: forms of thinking, thought operations, problem solving, intelligence). Cognitive processes (learning and memory: models of memory, childhood amnesia, forgetting and its causes). Motivation (complex theories of motivation, social motives) and emotions. Language and speech. The subject and basic concepts of developmental psychology, laws of development, principles of contemporary developmental psychology. Periodization of development, description of the characteristics of sub-periods (prenatal development, neonatal period, infant, toddler, preschool child development). Periodisation of development, description of the characteristics of the sub-periods (junior school age pubescence and adolescence). Theories of psychological development (social development, factors of socialisation, school maturity, moral development). Theories of psychological development (cognitive development, development of children's play and drawing). Theories of psychological development (personality development, speech and communication development).

Recommended or required literature:

VÁGNEROVÁ, M. 2016. Obecná psychologie - dílčí aspekty lidské psychiky a jejich orgánový základ. Praha : Karolinum, 2016. ISBN 978-80-246-3268-1

PLHÁKOVÁ, A. 2008. Učebnice obecné psychologie. Praha : Academie, 2008. ISBN 978-80-200-1499-3.

NÁKONEČNÝ, M. 2016. Obecná psychologie. Praha : Triton, 2016. 664 s. ISBN 978-80-7387-929-7.

THOROVÁ, K. 2015. Vývojová psychologie – proměny lidské psychiky od početí po smrt. Praha: Portál, 2015. ISBN 978-80-262-0714-6.

ŘÍČAN, P. 2014. Cesta životem – vývojová psychologie. 3. vyd. Praha : Portál, 2014. ISBN 978-80-262-0772-6.

LANGMEIER, J., KREJČÍŘOVÁ, D. 2006. Vývojová psychologie. 2. vyd. Praha : Grada publishing, 2006. ISBN 80-2471-284-9.

VÁGNEROVÁ, M. 2000. Vývojová psychologie : dětství, dospělost, stáří. Praha : Portál, 2000. ISBN 80-7178-308-0.

VÁGNEROVÁ, M. 2012. Vývojová psychologie: Dětství a dospívaní. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1.

KOHÚTOVÁ, K., PETLÁK, E., SCHACHL, H.: Typology of Adolescents in Terms of Risk Behavior – Differentiation in Terms of Parental Conditions. In The New Educational Review. ISSN 1732-6729, Roč. 63, č. 1 (2021), s. 69-84.

RUSNÁKOVÁ, M., BARABÁSOVÁ, B. KOHÚTOVÁ, K.: A comparison of Relational Bond of Adolescents from Complete Nuclear Family, Single-Parent Family and Children´s Homes in Postmodern Society. In Socialinis Darbas, 2019, Roč. 17, č. 2, s. 134-151.

Language of instruction:

Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 175 hours, which is consistent with the requirements of the ECTS credit system. Contact teaching is delivered in a total extent of 16 hours, comprising 8 hours of lectures and 8 hours of practical classes, organised predominantly in block format and including consultations and continuous assessment of students.
The student's independent work accounts for 159 hours and includes the preparation of continuous assignments and projects (50 hours), the study of professional literature and preparation of study materials (60 hours), preparation for a presentation or oral performance (22 hours), and preparation for an examination or final assessment (27 hours).
The workload defined in this manner supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills, and is consistent with the applicable requirements for assessing student workload in higher education.

Course evaluation:
Assessed students in total: 171

A	B	C	D	E	FX
38.01	29.82	19.3	9.94	2.92	0.0

Name of lecturer(s): PaedDr. Zdenka Zastková, PhD., PaedDr. Dominika Pažítková, PhD., PhDr. Katarína Kohútová, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE116A/23	**Course title:** Legislative documents in special pedagogy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of relevant knowledge, skills and competencies of the student is carried out on the basis of theoretical and practical examinations during semester teaching of the subject.

Conditions for successful completion of the subject: a) Preparation of a legislative document with an emphasis on the needs of a specific school in which children and students with mental disabilities are educated, b) Group final colloquium.

There will be a written test during the semester: to obtain an A rating, it is necessary to obtain at least 93%, to obtain a B rating, at least 85%, to obtain a C rating, at least 77%, to obtain a D rating, at least 69%, and to obtain an E rating, at least 60%.

Subject assessment: A – 100%-93%; B – 92%-85%; C – 84%-77%; D – 76%-69%; E – 68%-60%; Fx – 59%-0%

Learning outcomes of the course:

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- master the knowledge related to school policy issues in the Slovak Republic;
- can describe international conventions, treaties and declarations in terms of care for people with disabilities;
- be able to define and interpret legislation on the education and training of children and young people with intellectual disabilities in institutions where the educational process of individuals with intellectual disabilities takes place;
- s able to apply theoretical knowledge for the benefit of education and training of individuals with disabilities.

Course contents:

Professional qualification to perform as a special educator. Preparation for the performance of work in education, health care, in the Department of Social Affairs and Family. Legislative documents. Characterize the concepts of social norms, moral norms, legal norms, clarify the essence of these norms. Explain the concept of 'generally binding legislation'. Fundamental rights in Slovakia - the Charter of Fundamental Rights and Freedoms, the Constitution of the Slovak Republic. Historical overview of school laws from the perspective of the disabled. Basic characteristics of international

conventions, treaties and declarations from the perspective of care of persons with disabilities : Declaration of the Rights of Persons with Disabilities b/ Universal Declaration of Human Rights, c/ Standard Rules for the Creation of Equal Opportunities for Persons with Disabilities. Convention on the Rights of the Child. Establishment of schools and school facilities in terms of the provisions of Act No. 596/2003 Coll. Education and training of children and pupils with special educational needs in terms of Act No. 245/2008 Coll.- .State educational programme and school educational programme, educational programme - basic characteristics. Education of children and pupils with mental disabilities in terms of the relevant provisions of the Act - current legislation. Primary school for pupils with mental disabilities - special primary school, organization, educational programme, internal division, length of education. Practical school - organisation, educational programme, level of education. Pedagogical staff, professional staff, categories of pedagogical staff, pedagogical activity, qualification prerequisites for the performance of pedagogical activity.

Recommended or required literature:

1. Applicable pedagogical and legal standards (updated at the beginning of the semester).
2. Vyhláška č. 322/2008 Z. z o špeciálnych školách.
3. Vyhláška č.437/2009 Z. z. ktorou sa ustanovujú kvalifikačné predpoklady a osobitné kvalifikačné požiadavky pre jednotlivé kategórie pedagogických zamestnancov a odborných zamestnancov.
4. Zákon č. 245/2008 Z. z. o výchove a vzdelávaní.
5. Zákon č.317/2009 Z. z. o pedagogických a odborných zamestnancoch.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 125 hours, corresponding to the requirements of the ECTS credit system. Contact teaching is delivered in a total extent of 16 hours, comprising 8 hours of lectures and 8 hours of practical classes, organised predominantly in block format and including consultations and continuous assessment of students.

The student's independent work accounts for 109 hours and includes the preparation of continuous assignments and projects (30 hours), the study of professional literature and preparation of study materials (35 hours), preparation for a presentation or oral performance (22 hours), and preparation for an examination or final assessment (22 hours).

The workload defined in this manner supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills, and is consistent with the applicable requirements for assessing student workload in higher education.

Course evaluation:

Assessed students in total: 91

A	B	C	D	E	FX
78.02	7.69	13.19	0.0	0.0	1.1

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE106B/23	**Course title:** Multisensory and sensory approaches
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competencies of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the subject: a) active participation in seminars, fulfillment of conditions, b) preparation and presentation of a case study of a child/pupil in whom some of the multisensory or sensorimotor approaches are applied, c) final oral examination. To obtain an A rating, it is necessary to obtain at least 93%, to obtain a B rating at least 85%, to obtain a C rating at least 77%, to obtain a D rating at least 69% and to obtain an E rating at least 60%. Course 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 course is to gain basic theoretical and practical knowledge about individual multisensory and sensorimotor approaches, their starting points, sensory processing and motor functions in children/pupils with SEN and MP. After completing the subject, the student will acquire the following knowledge, skills and competences: - has basic knowledge about neuroplasticity and its functioning - knows individual aspects of sensory dysfunctions and motor differences in different target groups - knows individual multisensory and sensorimotor approaches, the principles of working with them and the possibilities of their application for different target groups.	
Course contents: Theoretical foundations of multisensory and sensorimotor approaches, neuroplasticity, and the foundations of neurophysiology in relation to motor and sensory processing, disorders of sensory processing and practice, characteristics of individual multisensory and sensorimotor approaches (Snoezelen, sensory integration, motor therapy, psychomotor therapy, BHRG model), approaches that consider sensory and motor differences (DIRFloortime, Play wisely), sensory strategies and their application in the educational process of children and pupils with SEN and ID.	

Recommended or required literature:

1. ORIEŠČIKOVÁ, H., HRČOVÁ, J. 2010. Snoezelen. Ružomberok : Verbum, 2010. 88 s. ISBN 978-80-8084-639-8.
2. HRČOVÁ, J. 2019. Podpora expresivity žiaka s poruchou autistického spektra prostredníctvom terapie senzorickej integrácie. In KOVÁČOVÁ, B., VALACHOVÁ, D. Expresivita v (art)terapii 2, Ružomberok : Verbum, 2019. ISBN 978-80-561-0690-7, s. 40-53
3. LESSNER LIŠTIAKOVÁ, I. 2019. Autizmus a senzorické stratégie. Bratislava : Univerzita Komenského, 2019. 160 s. ISBN 978-80-223-4863-8.
4. FÁBRY LUCKÁ, Z. 2019. Evalvácia efektívnych faktorov multisenzorických prístupov v liečebnej pedagogike. Bratislava : Univerzita Komenského, 2019. 160 s. ISBN 978-80-223-4864-5.
5. SLANÁ, M., KOVÁČOVÁ, B., MOLNÁROVÁ LETOVANCOVÁ, K., HROMKOVÁ, M. HRČOVÁ, J. 2020. Terapetuciké koncepty pomoci vo včasnej intervencii, Trnava : Fakulta zdravotníctva a sociálnej práce TU, 2020. 150 s. ISBN 978-80-568-0267-0.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (17 hours), and preparation for an examination or final assessment (17 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 3

A	B	C	D	E	FX
33.33	33.33	0.0	33.33	0.0	0.0

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE122B/23	**Course title:** Náhradná výchova
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
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: a) writing a professional essay and presenting it (the list of topics is based on the course syllabus and will be updated annually); b) methodically elaborated themes for educational activities with children in centres for children and families; final written exam. The final evaluation is calculated as a sum of points. Course evaluation: 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 knowledge about foster family care in Slovakia, its various forms with a focus on the work of educators and special educators in foster care facilities. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - knowledge of the target categories and terminology of foster family education and care; - basic orientation in the issues of foster family care in Slovakia; - knowledge of the most common problems of abandoned children; - explain the possibilities of cognitive and emotional development of children in foster care; - design age- and content-appropriate activities differentiated for children in leisure time education.	
Course contents: Surrogate family care - basic terminology, forms of surrogate care, genesis of surrogate care. The system of foster care in Slovakia, characteristics of individual forms of foster care. The process of placing a child in foster care. Centre for Children and Families. Surrogate education in the family - foster care, foster care. Problems of a child in foster care (relationship disorders, emotional deprivation, trauma, educational problems). Work of a special educator with children and families	

in foster care. The work of the educator with children in independent educational groups. Education in leisure time personal development of the child in the centre for children and families.

Recommended or required literature:

1. BIZOVÁ, N. 2015. Náhradná rodinná výchova. [online]. Tranava : Trnavská univerzita v Trnave, 2015. 119 s. ISBN 978-80-8082-925-4. Dostupné na internete:
2. CAIRNS, K. 2013. Bezpečná vazba medzi náhradními rodiči a dítětem : Traumata v raném vztahu a psychická odolnost. Praha : Portál, 2013. 179 s. ISBN 978-80-262-0370-4.
3. FISCHER, D., HAŠKOVÁ, V. 2013. Vízia životného úspechu jedincov z Domova na pol ceste a z Charitného domu pre mládež. In BARGEL, M. Sociální pedagogika v kontextu životních etap člověka. [online]. Brno : Institut mezioborových studií Brno, 2013. ISBN 978-80-87182-43-7. s. 735-743. KOZOŇ, A. a kol. 2017. Návrat pedagogiky do detských domovov. [online]. Trenčín : SpoSoIntE, Trenčín. 280 s. ISBN 978-80-89533-22-0.
4. KUŠNÍROVÁ, V. 2018. Stratégie a metódy edukácie podporujúce inklúziu vo výchove vo voľnom čase. In KUŠNÍROVÁ, V., VOJTEKOVÁ, G. (eds.). Inkluzívne prístupy v edukácii detí a žiakov. Ružomberok: VERBUM, vydavateľstvo Katolíckej univerzity v Ružomberku, 2018. ISBN 978-80-561-0598-6. s. 252 – 260.
5. NOŽÍKOVÁ, J. 2021. Náhradní rodinná péče. Praha : Linde Praha, 2012. 94 s. ISBN 978-80-8613191-7.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 75 hours. Contact teaching comprises 8 hours, including 4 hours of lectures and 4 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 67 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (10 hours), and preparation for an examination or final assessment (7 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 112

A	B	C	D	E	FX
13.39	25.89	37.5	8.93	8.04	6.25

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE108A/23	**Course title:** Pedagogical and social communication
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: During the semester, the student demonstrates his/her theoretical knowledge of social and pedagogical communication by active participation in communication activities, games, pantomimes, etc. He/she performs a micro-output according to the recommendation: examples of developing communication skills (a narration limited by a set time and presented in front of a group), in which he/she demonstrates his/her acquired and improved verbal and non-verbal skills. Is capable of self-reflection and self-assessment, and can respond appropriately to peer feedback.	
Learning outcomes of the course: - The student will be able to define the basic terminology of social and pedagogical communication. - The student will be able to list and understand the elements of verbal and non-verbal communication and will know the methodology of their use in school practice. - He/she will have knowledge of the use of empathic and assertive communication in school, he/she will be able to use correctly some techniques of non-violent communication in relationships in the educational environment. - The student will be able to conduct monologue and dialogue in the classroom, appropriately form and verbalize questions, and respond to student responses. - Practically and creatively handle communication teaching situations. - He/she will be able to implement meetings with parents through experiential communication activities, to develop school and family cooperation. - Will be able to deal appropriately with devaluing communication problems in the classroom. - He/she will review and improve the communication skills of speaking and listening. - The student will acquire and practice communication, social, interpersonal, and personal competencies.	
Course contents: Introduction to interpersonal communication. Principles of communication. Social and pedagogical communication. Examples of developing communication skills. Communication - definition of pedagogical communication, its content, goals and functions in the educational process. Planes of pedagogical communication. Participants of pedagogical communication. Types of communication.	

Non-verbal communication in the school environment. Brief characteristics of extralinguistic means. Mimicry, gaze speech, gestures, haptics in the work of the teacher. Proxemics, posturing, kinesics, communicating by modifying appearance and environment.
Verbal communication in the teacher's work. Language as a tool of pedagogical communication. Proportion of verbal expressions of teacher and pupils. Linguistic aspect of teacher's communicative expression. Communication skills of beginning teachers. Vocal hygiene. Rules of teacher-pupil communication. Monologue. Coherent speech, its preparation and realization. Lecture, explanation of the curriculum. Rhetoric in the work of the teacher. Speech preparation, preparation of the speaker. Audience and sustaining attention. Managing stage fright. Conversation and dialogue in the pedagogical process - their formal and content, the structure of conversation. Questions and answers in teaching. Typology of questions. The teacher's reaction to the pupil's answer.
Devaluation and elevation in pedagogical communication. Manifestations of respect, disrespect, humiliation in school. Situations of devaluation and elevation, verbal and non-verbal devaluation, pupil's behaviour and reactions during devaluation, ways of solving and helping in the classroom. Pygmalion and Golem effect. Teacher's mistakes in communication.
The art of listening. Listening. Attitudes to listening, types of listeners, ways of listening. Active listening techniques. Inappropriate listener response. Silence in listening.
Space in communication. Different ways of arranging the classroom and their relationship to the characteristics of teacher-student communication. Communication with the family, factors facilitating communication with parents. Principles of organizing meetings with parents. Class meetings, consultation hours. Empathy and assertiveness in pedagogical conditions. Education of pupils for empathic and assertive communication.

Recommended or required literature:

TIŠŤANOVÁ, K. 2012. Špecifiká pedagogického komunikovania. Ružomberok: Verbum 2012.
ŠUŤÁKOVÁ, V.- FERENCOVÁ, J. – ZAHATŇANSKÁ, M. 2017. Sociálna a didaktická komunikácia. Bratislava: Wolters Kluwer 2017.
STANÍČEK, P. 2020. Hry na rozvoj verbální komunikace. Praha: Grada 2020.
GORDON, T. 2015. Škola bez poražených (Praktická příručka efektivní komunikace mezi učitelem a žákem). Olomouc: Malvern 2015.
KLIPPERT, H. 2013. Nápadník aktivit pro trénink komunikace. Brno: Edika 2013.
ŠEĎOVÁ, K. – ŠVAŘÍČK, R. – ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál 2012.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 12 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 88 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (35 hours), preparation for a presentation or oral performance (20 hours), and preparation for an examination or final assessment (13 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 96

A	B	C	D	E	FX
16.67	30.21	22.92	13.54	9.38	7.29

Name of lecturer(s): doc. PhDr. PaedDr. Miroslav Gejdoš, PhD., PaedDr. Katarína Tišťanová, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE100A/23	**Course title:** Pedagogical propaedeutics
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Students will take one subtest during the semester and a final written exit exam at the end of the semester. The final grade will be the sum of the scores obtained from the subtest (max. 30 points) and the final written test (max. 70 points).	
Learning outcomes of the course: After completing the pedagogical propedeutics course, the student will acquire the following knowledge, skills and competences: Knowledge: The student will acquire the theoretical foundations of the pedagogical process, He/she will be able to characterize the concept of pedagogy, classify and evaluate basic pedagogical concepts and categories, apply them in other pedagogical disciplines and be able to understand them in broader contexts. Skills: The student can effectively and creatively apply acquired knowledge, experience and skills in improving the process of learning and improving pedagogy as a science. Reflect on the contemporary conception of pedagogy, the subject of pedagogy, and the content of pedagogy. Define the structure of pedagogical sciences, the relationship to other sciences, to other disciplines Newly acquired knowledge, information and experience can integrate and process for the benefit of the development of the field and their practical application. Competences: Acquired theoretical knowledge will enable the student to effectively manage, solve problems, assess pedagogical views and ideas of prominent educators according to the chronological period. Verification of the degree of acquired knowledge, skills and competences: Verification of the degree of acquisition of relevant knowledge, skills, and competencies by the student is accomplished through the presentation of seminar work and written examinations during the semester coursework.	
Course contents: Brief outline of the course:	

1. 1. Pedagogical thinking in ancient Greece and Rome, important representatives: sophists, Socrates, Plato, Aristotle, Seneca, Quintilianus.
2. Pedagogical views in the medieval period. Christianity and the transformation of education, important representatives: A. Augustinus, T. A. Augustine, A. Aquinas, Origen, Tertullianus, Hieronymus. Education in the Middle Ages - the emergence of medieval universities.
3. Pedagogical views in the period of Renaissance and Humanism, Reformation and Counter-Reformation. Bacon, Luther, Ignatius of Loyola, Kalazansky.
4. J. A. Comenius. Pedagogical views in the period of the Enlightenment and the classical-idealist epoch. Leibniz, Locke, Rousseau, Descartes. Slovak pedagogy in the early 18th and 19th centuries.
5. Pedagogical thought of the 19th and 20th centuries. Important pedagogues in Slovak history. Their contribution to the development of education in Slovakia.
6. Contemporary scientific understanding of pedagogy. Definition of the term "pedagogy", contemporary conception of pedagogy, subject of pedagogy, content of pedagogy.
7. Structure of pedagogical sciences, relation to other sciences to other disciplines. Educational reality: basic concepts and relations.
8. Educational processes in the context of society. The essence of the educational process, structure, general model of the educational process, types, input determinants of the educational process.
9. Profile of education in the school classroom.
10. School management, basic concepts and problems. Classroom management, concepts, phases, variables of classroom management.
11. Components of good management. School and educational problems.
12. Designing in school. The educational process in the Christian school. Method, system, management, organization of Christian schooling, education and training.
13. Educational systems of some monastic societies. Their significance and contribution to the contemporary educational process.

Recommended or required literature:

DVOŘÁKOVÁ, M. a kol. 2015. Základní učebnice pedagogiky. Praha : Grada, 2015. 248 s. ISBN 978-80-247-5039-2
GEJDOŠ, M. 2012. Učiteľ a európske hodnoty. Ružomberok : Verbum. KU, 2012. 119 s. [tlačená forma]. ISBN 978-80-8084-946-7.
GEJDOŠ, M. 2016. Cesty vzdelávania na Slovensku od osvietenstva po renesanciu. Ružomberok: Verbum. KU, 2016. 193 s. [tlačená forma]. ISBN 978-80-561-0283-1.
GEJDOŠ, M.2015. Ján Kollár a jeho plán školskej reformy. Ružomberok : Verbum. KU, 2015. 83 s. ISBN 978-80-561-0283-1
JŮVA, V. st., JŮVA, V., ml. 2007. Stručné dějiny pedagogiky. Brno : Paido, 2007.
KASPER, T., KASPEROVÁ, D. 2008. Dějiny pedagogiky. Praha: Grada, 2008.
KASÍKOVÁ, H., VALIŠOVÁ, A. a kol. 2007. Pedagogika pro učitele. Praha: Grada, 2007.
JANIŠ, K., KRAUS, B., VACEK, P. 2004. Kapitoly ze základů pedagogiky. Hradec Králové: Gaudeamus, 2004.
PRŮCHA, J. 2013. Moderní pedagogika. Praha: Portál, 5. vydání, 2013.
PRŮCHA, J. 2009. Pedagogická encyklopedie. Praha: Portál, 2009.
PRŮCHA, J., WALTEROVÁ, E., MAREŠ, J. 2013. Pedagogický slovník. Praha: Portál, rozšířené a aktualizované vydání, 2013.
SLAVÍK, M. a kol. 2012. Vysokoškoslá pedagogika. 1. vyd. Praha : Grada, 2012. 256 s. ISBN 978-80-2474054-6.
SVOBODOVÁ, J. 2007. Výběr z reformních i současných edukačních koncepcí. Brno: MSD s.r.o., 2007.

Language of instruction:

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises 8 hours and consists of lectures delivered in block format, including consultations and continuous assessment.
The student's independent work accounts for approximately 92 hours and includes the preparation of continuous assignments and projects (30 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (20 hours), and preparation for an examination or final assessment (12 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 176

A	B	C	D	E	FX
27.27	21.02	17.61	15.91	18.18	0.0

Name of lecturer(s): doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE102A/23	**Course title:** Pedagogical-psychological training 1
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	
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: a) Active participation in training sessions; b) development of a portfolio oriented towards specific self-discovery activities. And presenting it. There will be a written test during the semester: 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 Assessment: 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 deepen and develop effective communication skills, which are necessary not only when working with a child/pupil with special educational needs, but also in a professional team. Learning outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competences: - master the development of effective communication skills necessary for working with a client as well as for working in a professional team; - acquire methods and techniques aimed at developing communication skills on the basis of self-experience; - be able to present a selected topic and respond actively to questions from the group participants; - can independently evaluate, classify and optimally solve pedagogical situations and processes resulting from the educational process of individuals with special educational needs; - can actively design specific exercises/activities for educational activities within the group or individual form of educational care; - can design a support programme with elements of therapeutic approaches as part of educational support.	

Course contents:
Effective communication. Active listening, giving and receiving feedback - ability to accept criticism. Communication strategies. Presentation skills - preparation for presentation, motivation, methods of delivery, non-verbal communication, argumentation, management of stage fright.

Recommended or required literature:
1. DEVITO, J. A. 2008. Základy mezilidské komunikace. Praha: Grada, 2008. 978-80-247-2018-0.
2. HUDECOVÁ, A. et al. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.
3. HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.
4. KOLAŘÍK, M. 2011. Interakční psychologický výcvik. Praha: Grada, 2011. 160 s. ISBN 978-80-247-2941-1.
5. 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.
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.
7. VYMĚTAL, J. 2008. Průvodce úspěšnou komunikací. Efektivní komunikace v praxi. Praha: Grada Publishing,2008. ISBN 978-80-247-2614-4.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (17 hours), and preparation for an examination or final assessment (17 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 190

A	B	C	D	E	FX
54.21	25.79	7.89	5.26	1.05	5.79

Name of lecturer(s): prof. PhDr. Soňa Kariková, PhD., Mgr. Miriam Vinceková

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE110A/23	**Course title:** Pedagogical-psychological training 2
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	
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: a) Active participation in training sessions; b) development of a portfolio oriented towards specific self-discovery activities. And presenting it. There will be a written test during the semester: 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 Assessment: 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 deepen and develop skills in assertive behaviour necessary for working with clients and working in a professional team. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - be able to develop skills in assertive behaviour necessary for working with clients and working in a professional team; - Learn methods and techniques aimed at developing specific presentation skills; - can present a selected topic and actively respond to questions from group participants.	
Course contents: Active listening, giving and receiving feedback - the ability to accept criticism. Communication strategies. Presentation skills - preparation for presentation, motivation, methods of delivery, non-verbal communication, argumentation, management of stage fright.	

Recommended or required literature:

1. DEVITO, J. A. 2008. Základy mezilidské komunikace. Praha: Grada, 2008. 978-80-247-2018-0.
2. KOLAŘÍK, M. 2011. Interakční psychologický výcvik. Praha: Grada, 2011. 160 s. ISBN 978-80-247-2941-1.
3. 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.
4. 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.
5. VYMĚTAL, J. 2008. Průvodce úspěšnou komunikací. Efektivní komunikace v praxi. Praha: Grada Publishing,2008. ISBN 978-80-247-2614-4.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (17 hours), and preparation for an examination or final assessment (17 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 94

A	B	C	D	E	FX
38.3	37.23	19.15	1.06	1.06	3.19

Name of lecturer(s): prof. PhDr. Soňa Kariková, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE114A/23	**Course title:** Pedagogical-psychological training 3
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	

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 training sessions;
2. elaboration of a portfolio oriented to specific activities for the adaptation and sociability of the child/pupil within the social group and its presentation.

There will be a written test during the semester: 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 Assessment:

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 deepen and develop skills in social communication and developing cooperation, group dynamics and sociability in groups of children/pupils with intellectual disabilities.

Learning Outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- develop social communication skills in working with social groups of children/pupils with intellectual disabilities;
- acquire methods and techniques aimed at developing social communication, dynamics, cooperation when working with a group of children/pupils with intellectual disabilities;

- master the development of a specific group of activities with a preventive purpose to promote the climate in a social group of children/pupils with intellectual disabilities;
- can create a short-term programme for children/pupils with intellectual disabilities as a support within the content of classroom lessons in a special school;
- is able to present the topic of social communication and can actively respond to the questions of the group participants.

Course contents:
Social communication. Mutual communication between people. Exchange of opinions, attitudes, communicating one's own experience of a given situation and one's relationship to the participants in the communication. Communication schemes. The position of the individual in the group and its importance for the performance of the main task. Spatial proximity or isolation of members. Activities to promote sociability in the group. Formation and structure of activities to promote social communication and sociability. Short-term prevention and intervention programs.

Recommended or required literature:
1. DEVITO, J. A. 2008. Základy mezilidské komunikace. Praha: Grada, 2008. 978-80-247-2018-0.
2. KOLAŘÍK, M. 2011. Interakční psychologický výcvik. Praha: Grada, 2011. 160 s. ISBN 978-80-247-2941-1.
3. 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.
4. 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.
5. VYMĚTAL, J. 2008. Průvodce úspěšnou komunikací. Efektivní komunikace v praxi. Praha: Grada Publishing,2008. ISBN 978-80-247-2614-4.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (17 hours), and preparation for an examination or final assessment (17 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 91

A	B	C	D	E	FX
49.45	35.16	9.89	3.3	1.1	1.1

Name of lecturer(s): prof. PhDr. Soňa Kariková, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE104A/23	**Course title:** 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:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
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. Conditions for successful completion of the subject: 1. Submission of ongoing semester papers. 2. Processing a review of a professional publication focused on the life of a person/family with an intellectual disability. 3. Final oral examination. During the semester, it is necessary to get at least 93% to get an A grade, at least 85% to get a B grade, at least 77% to get a C grade, at least 69% to get a D grade, and at least 60% to get an E grade.	
Learning outcomes of the course: After completing the subject, the student will acquire the following knowledge, skills and competences: -Acquire basic knowledge about histography in the pedagogy of the mentally disabled; -acquires the etiology, symptomatology and classification related to individuals with mental disabilities; - can handle the basic specifics of communication with children/pupils with mental disabilities, depending on the type and degree of mental disability; -can handle the basic specifics of communication with individuals with mental disabilities; -will be able to assess the needs/limits of complex rehabilitation of an individual with a mental disability based on his unique individual diagnosis; -acquire knowledge and develop the quality of life of individuals with mental disabilities.	
Course contents: Pedagogy of the mentally disabled as a discipline of special pedagogy and related sciences. The position of the pedagogy of the mentally disabled in the system of sciences. The system of pedagogy for the mentally disabled. Methodology of the pedagogy of the mentally disabled. Classification of mental disability according to species, clinical forms, types and degrees of disability. Types of mental disability (congenital, acquired, socially conditioned mental retardation). Dementia as an educational problem, possibilities of educational influencing of adults with dementia. Types of	

mental disability and forms of mental disability and their impact on educational activities. Degrees of mental disability. Boundary problems in the pedagogy of the mentally disabled. Theoretical foundations of the pedagogy of the mentally disabled, terminology, scientific language. Philosophy of special education of individuals with mental disabilities. History of pedagogy for the mentally disabled and care for individuals with a mental disability. Factors shaping the personality of a person with mental disabilities - heredity, environment and education. Educational rehabilitation of persons with mental disabilities. Diagnostics in the pedagogy of the mentally disabled. Diagnostic possibilities of the educator of individuals with mental disabilities. The goal, content and tasks of educating individuals with mental disabilities. The process of education, methods, forms, means of education of individuals with mental disabilities. Raising children with mental disabilities in the family. Family and institution cooperation in raising children with mental disabilities. Education of children with mental disabilities and youth outside the classroom. Education of children and youth with mental disabilities in Social Care Homes.

Recommended or required literature:

1. ORIEŠČIKOVA, H. 2010. Komparatívna špeciálna pedagogika. Ružomberok : VERBUM, vydavateľstvo KU, 2010. 262 s. ISBN 978-80-8084-536-0.
2. ORIEŠČÍKOVÁ. H. 2012. Pedagogika mentálne postihnutých. Ružomberok: Verbum, 2012. ISBN 978-80-8084-866-8.
3. ORIEŠČÍKOVÁ. H. 2014. Pedagogika mentálne postihnutých pre vychovávateľov. Ružomberok: Verbum, 2014. ISBN 978-80-561-0172-8.
4. PIPEKOVÁ, J. a kol. 2006. Kapitoly ze speciální pedagogiky. Brno: Paido, 2006. ISBN 80-7315-120-0.
5. Školský zákon, dokumentácia a iné právne normy vzhľadom na zameranie predmetu.
6. ŠVARCOVÁ, I. 2011. Mentální retardace. Praha: Portál, 2011. ISBN 978-80-7367-889-0.
7. VALENTA, M., MULLER, O. 2003. Psychopedie. Praha: Parta, 2003. ISBN 80-7320-039-2.
8. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 175 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student’s independent work accounts for approximately 155 hours and includes the preparation of continuous assignments and projects (50 hours), the study of professional literature and preparation of study materials (60 hours), preparation for a presentation or oral performance (25 hours), and preparation for an examination or final assessment (20 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 179

A	B	C	D	E	FX
20.67	24.02	33.52	10.06	3.35	8.38

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE111A/23	**Course title:** Psychology of the disabled and pathopsychology of the child
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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. Submission of intermediate term papers;
2. elaboration of a review focusing on the life of a person/family with disabilities, disruptions and threats;
3. a final oral examination.

There will be a written test during the semester: 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 Assessment:

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 familiarize with the issues of psychology of the disabled and child pathopsychology, and to deepen knowledge in relation to persons with cognitive, conative and motivational disorders, personality disorders and behavioral disorders.

Learning Outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- Master general knowledge related to the psychology and pathopsychology of individuals with disabilities;
- master knowledge in relation to persons with cognitive, conative and motivational disorders, personality disorders and behavioural disorders;

- be able to present a viewpoint on the issue of the individual with a disability in relation to the profession of special education;
- be able to propose possible solutions regarding a specific individual with a disability in a colloquial meeting of professionals.

Course contents:
Psychology of the disabled - basic background. The peculiarities of the development of cognition in the conditions of disability. Social-psychological aspects of disability. Personality of people with disabilities. Attitudes of society towards people with disabilities. Psychological aspects of school integration and inclusion of pupils with disabilities. Psychological problems of integration of people with disabilities into society. Psychological picture of pupils with different disabilities. Perspectives on the psychology of people with disabilities. The subject of child pathopsychology, basic concepts. Mechanisms of variability of the human psyche. Disorders of consciousness. Disorders of cognitive processes. Disorders of emotional processes. Disorders of volitional action. Disorders of motivational processes. Personality and behavioural disorders. Neurotic disorders and eating disorders. Self-preservation disorders. Alcohol abuse disorders. Non-alcohol drug abuse disorders. Game addiction.

Recommended or required literature:
1. DUBAYOVÁ, T. 2016. Patopsychológia detí so psychosociálnym narušením pre pedagógov. Prešov: vydavateľstvo Prešovskej univerzity, 2016. ISBN 978-80-555-1621-9.
2. HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.
3. JAKABČIC, I.1996. Všeobecná patopsychológia. Bratislava, Iris 1996. ISBN 80-88778-11-5.
4. KOVÁČOVÁ, B., TICHÁ, E. 2015. Teoretické východiská porúch správania. Bratislava: UK, 2015. ISBN 978-80-223-3994-0.
5. POŽÁR, L. 2007. Základy psychológie ľudí s postihnutím. Trnava: Typi Universitatis Tyrnaviensis, 2007. ISBN 978-80-8082-147-0.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 125 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 105 hours and includes the preparation of continuous assignments and projects (30 hours), the study of professional literature and preparation of study materials (40 hours), preparation for a presentation or oral performance (20 hours), and preparation for an examination or final assessment (15 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 94

A	B	C	D	E	FX
31.91	32.98	25.53	7.45	0.0	2.13

Name of lecturer(s): prof. PhDr. Soňa Kariková, PhD.

Last modification: 08.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE101B/23	**Course title:** Special art education and art therapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. Development and presentation of a case study of a child/pupil in whom some of the approaches are applied within the framework of special art education and/or art therapy.

At least 93% must be obtained to obtain an A grade, at least 85% to obtain 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.

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 obtain information about the possibilities and limits of special art education and elements of art therapy in a group of children/pupils with special educational needs. Based on knowledge, master the creation of activities using special art education and art therapy.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- obtains information about the possibilities and limits of special education through visual arts in a group of children/pupils with special educational needs;
- can design specific activities, or a short-term program using elements of art education, which will take into account specific needs within the framework of individual particularities of disadvantage during individual and group forms of assistance.
- master general knowledge of didactics of special art education;

- knows appropriate methods and techniques from art therapy, which he can use as elements in a preventive or developmental program when working with children and pupils with special educational needs in formal and informal processes;
- can apply theoretical knowledge and apply it in specific educational situations, exercises and games with individuals with mental disabilities.

Course contents:
Means of artistic-aesthetic communication. Specifics of artistic expression of mentally disabled individuals. Art techniques, materials and aids in working with mentally disabled individuals according to diagnosis. Artistic activities of mentally disabled individuals. Activating a child with an intellectual disability through art games: point, line and shape. Creation and principles of creation. Art materials and media. Benefits and paradigms of playing with art materials. Art therapy - term and definition. Content, tasks and goals of special art education. Staged development of children's drawing. Children's drawing in the norm and in pathology. Organization of the work of an educator in special art education. The personality of the educator and his preparation for the implementation of creative activities in facilities for mentally and multiple disabled individuals.

Recommended or required literature:
1. BOŠELOVÁ, M. 2007. Fenomén materiálov vo výtvarnej tvorbe. Ružomberok : Pedagogická fakulta Katolíckej univerzity, 2007. 60 s. ISBN 978-80-80841-60-7.
2. GREGUŠOVÁ, H. 2001. Výtvarné aktivity mentálne postihnutých detí predškolského veku. Bratislava : Univerzita Komenského Pedagogická fakulta, 2001. 154 s. ISBN 80-88868-48-3
3. GUILLAUME, M., KOVÁČOVÁ, B. 2010. Art vo vzdelávaní. Trnava: PdF TU, 2010. ISBN 978-80-8082-401-3.
4. SLAVÍK, J. 2001. Umění v zážitku, zážitek v umění. Praha: KU.
5. ŠICKOVÁ, J. 2002. Základy arteterapie. Praha : Portál. 2002. 167 s. ISBN 80-71786-16-0.
6. ŠICKOVÁ-FABRICI, J. 2016. Základy arteterapie. 3.roz. vydanie. Praha: Portál.
7. ŠUPŠÁKOVÁ, B. 1999. Projekty a alternatívne formy vo výtvarnej výchove. Bratislava: Gradient, 1999. ISBN80-967231-4-6.
8. ŠUPŠÁKOVÁ, B. 2013. . Detský výtvarný prejav: od čmáraníc k obrazom a ich významom. Bratislava: DOLIS, 2013. ISBN 978-80-970419-1-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 84

A	B	C	D	E	FX
23.81	21.43	29.76	14.29	4.76	5.95

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.
Last modification: 07.10.2026
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE105B/23	**Course title:** Special drama education and drama therapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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 case study of a child/pupil for whom some of the approaches in special drama education and/or drama therapy are applied.

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 Assessment:

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:

- obtain information about the possibilities and limits of special drama education in a group of children/pupils with special educational needs;
- be able to design specific activities or a short-term programme using elements of drama education, taking into account the specific needs within the framework of the individual specificities of the handicap during individual and group forms of assistance.

master the general knowledge of the didactics of special dramatic education;

- knows appropriate methods and techniques of drama therapy,
- which can be used as elements in a preventive or developmental programme when working with children and pupils with special educational needs in formal and informal processes;

- is able to apply theoretical knowledge of education and therapy and is able to apply it in specific educational situations, exercises and games with individuals with intellectual disabilities.

Course contents:
Dramatic play. Basic and specific attributes of dramatic play. Dramatic education -preparatory games and exercises (pantomimic-movement methods, sound-verbal methods:, material-physical methods and graphic-writing methods:: characteristics and concretization). Basic principles, principles and tasks of special dramatic education and drama therapy in special education. DT. Dramatherapy exercises and programs in special education.

Recommended or required literature:
1. KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia: možnosti a limity vo výchove a včasnej intervencii. Bratislava: MusicaLiturgica, 2011. ISBN 978-80-970418-1-6.
2. MACHKOVÁ, E. 2007. Metodika dramatické výchovy : zásobník dramatických hier a improvizácií. 11. vyd. Praha : Sdružení pro tvořivou dramatiku.
3. ŠVÁBOVÁ, B. 2021. Ľudová kultúra sprostredkovaná metódami tvorivej dramatiky. Ružomberok: VERBUM – vydavateľstvo Katolíckej univerzity v Ružomberku, 2021. ISBN 978-80-561-0887-1.
4. VALENTA, M. et al. 2009. Rukověť dramaterapie II. Olomouc: Univerzita Palackého v Olomouci, 2009. ISBN 978-80-244- 2274-9. s. 11-29.
5. VALENTA, M. 2011. Dramaterapie. Praha: Grada, 2011. 978-80-247-3851-2.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 42

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

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE100B/23	**Course title:** Special literary education and bibliotherapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	

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. elaboration and presentation of a case study of a child/pupil for whom one of the approaches in special education through literature or bibliotherapy is applied.

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 evaluation:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

Learning outcomes:

After completing the course the student will acquire the following knowledge, skills and competences: gain information about the possibilities and limits of special literary education in a group of children/pupils with special educational needs; be able to design specific activities or a short-term programme using elements of literary education, taking into account the specific needs within the framework of the individual specificities of the handicap during individual and group forms of assistance. master the general knowledge of the didactics of special literary education; knows appropriate methods and techniques of bibliotherapy, which can be used as elements in a preventive or developmental programme when working with children and pupils with special educational needs in formal and informal processes; is able to apply theoretical knowledge of education and therapy and is able to apply it in specific educational situations, exercises and games with individuals with intellectual disabilities.

Course contents:

Brief outline of the course:

Elementary reading, writing, graphomotor skills, communication. Reading and literary education. Teacher preparation for teaching subjects in the educational area of Language and Communication for students with intellectual disabilities. Specifics and functions of assessment and classification of pupils with intellectual disabilities in the educational area of Language and Communication. The specificities of teaching Language and Communication in multi-grade classrooms. Specific features of teacher and pupil work with verbal texts. Special literary education. Terminological definition of bibliotherapy. Bibliotherapy in a special educational context. Objectives.

Content. Forms. Active and passive bibliotherapy. Functions of the literary text and its use in working with individuals with disabilities. Receptive bibliotherapy. Perception of the artistic text. Creative writing in individuals with disabilities. Creating scenarios for bibliotherapy sessions.

Recommended or required literature:

1. HLEBOVÁ, B. 2009. Základy špeciálnej didaktiky slovenského jazyka a literatúry. Prešov : Prešovská univerzita, 2009. 175 s. ISBN 9788080689582.
2. CHANASOVÁ, Z. 2014. Vybrané kapitoly z literatúry pre deti so zameraním na výchovu k cnostiam. Ružomberok: Verbum, 2014. ISBN 978-80-561-0158-2.
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.
4. Učebnice a učebné knihy zo slovenského jazyka a literárnej výchovy pre 1.-9.ročník špeciálnej základnej školy.
5. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.

The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).

The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 128

A	B	C	D	E	FX
86.72	7.03	0.78	0.0	0.78	4.69

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE103B/23	**Course title:** Special music education and music therapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	

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. development and presentation of a case study of a child/pupil for whom some of the approaches in special music education and/or music therapy are applied.

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 Assessment:

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 gain information about the possibilities and limits of special music education and elements of music therapy in a group of children/pupils with special educational needs. The aim of the course is to learn how to create activities with the use of special music education and music therapy.

Learning outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competences:

- Gain information about the possibilities and limits of special music education in a group of children/pupils with special educational needs;

- be able to design specific activities or a short-term programme using elements of music education, taking into account the specific needs within the framework of the individual specificities of the handicap during the individual and group form of assistance;
- master the general knowledge of the didactics of special music education;
- knows the appropriate methods and techniques of music therapy, which he/she can use as elements in a preventive or developmental programme when working with children and pupils with special educational needs in formal and informal processes;
- is able to apply theoretical knowledge of education and therapy and is able to apply it in specific educational situations, exercises and games with individuals with intellectual disabilities.

Course contents:
Music education , special music education and music therapy - a comparison of terms. Methods of active and passive forms of special music education. Therapist-client/therapist-group relationship through the medium of music. Attitudes of the therapist and his/her non-verbal agency. Projection and association in special education through music. Causality or synchronicity in musical and psychological agency. Music therapy. Techniques of passive and active music therapy. Indication and contraindication of methods and techniques of special education through music in specific diagnoses. Case studies in applied special education through music.

Recommended or required literature:
1. ŠIMANOVSKÝ, Z. 1998. Hry s hudbou a techniky muzikoterapie. Praha : Portál, 1998. ISBN 80-7178-264-5.
2. KANTOR, J. – LIPSKÝ, M.– WEBER, J. a kol. 2009. Základy muzikoterapie. Praha : Grada, 2009. 296 s. ISBN 978-80-247-2846-9.
3. MORENO, J. J.. 2005. Rozehrát svou vnitřní hudbu. Muzikoterapie a psychodrama. Praha : Portál, 2005. 127 s. ISBN 80-7178-980-1.
4. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 154

A	B	C	D	E	FX
70.13	18.83	5.84	0.0	1.3	3.9

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE103A/23	**Course title:** Special pedagogical counseling 1
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	

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. elaboration of a review focusing on the life of a person/family with disabilities, disruptions and threats;
2. a final oral examination.

There will be a written test during the semester: 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 Assessment:

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 background of special education counselling provided to people with disabilities, disruptions and threats in the conditions of the Slovak Republic in the period of early childhood, preschool and younger school age.

Learning outcomes:

After completing the course the student will acquire the following knowledge, skills and competences:

- acquire basic theoretical knowledge about the system and organisation of counselling in special education, which is oriented to a person during his/her life path, namely in the period of early childhood, preschool and school age;
- is able to apply the understanding of counselling as part of counselling activities and at the same time considers it as part of a comprehensive social rehabilitation;

- can analyze, synthesize and compartmentalize the information conveyed about the use of counseling facilities from the perspective of the family and the professional, the different types and specific counseling activities for the period of early childhood, preschool and school age.

Course contents:

Historical context of the use of counselling in Slovakia. Basic division of counselling, definition of counselling in relation to other instruments of assistance, its anchoring in legislative frameworks. Different 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. The roles of counselling in working with children and pupils with special educational needs in early childhood, pre-school and school age. Theoretical foundations of special-educational counselling with emphasis on school counselling. Development and perspectives of special-educational counseling. Early intervention oriented to the family and the child with disabilities. Programs in early care. System of care for children with disabilities in the school (kindergarten, primary) environment. Assistance to families with a disabled child (early childhood, preschool and school age) through school, social, health care facilities in the conditions of the Slovak Republic.

Recommended or required literature:

1. HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.
2. 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.
3. 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.
4. 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.
5. NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodnením. Praha: portál, 2009. ISBN 978-80-7367-509-7.
6. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
7. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.
8. ŽOVINEC, E. 2013. Kompendium zo školského špeciálnopedagogického poradenstva. Nitra: Univerzita Filozofa Konštantíta v Nitre. 2013. ISBN 978-80-558-0468-2.

Language of instruction:

Slovak

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 175 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 155 hours and includes the preparation of continuous assignments and projects (50 hours), the study of professional literature and preparation of study materials (60 hours), preparation for a presentation or preparation of outputs (20 hours), and preparation for an examination or final assessment (25 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge in practice.

Course evaluation:
Assessed students in total: 186

A	B	C	D	E	FX
18.82	25.27	22.58	10.22	15.05	8.06

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE107A/23	**Course title:** Special pedagogical counseling 2
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. Submission of ongoing semester papers.
2. Project work focused on the life story of a person with an intellectual disability in the period of adolescence/adulthood/senior age.
3. final oral examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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:

Objective of the subject:

The aim of the course is to provide the basic theoretical foundations of special pedagogical counseling provided to people with disabilities, impairments and threats in the conditions of the Slovak Republic during adolescence, youth and senior age.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- acquire basic theoretical knowledge about the system and organization of counseling in special pedagogy;
- can apply when understanding the provision of counseling as part of counseling activity and at the same time considers it as part of comprehensive social rehabilitation;

- can analyze, synthesize and compare mediated information about the use of counseling facilities from the point of view of family and expert, individual types and specific counseling activities for the period of adolescence and senior age.

Course contents:
Tasks of counseling when working with a person in the period of adolescence and senior age. Theoretical foundations of special pedagogical counseling with an emphasis on social counseling. Development and perspectives of special pedagogical counseling for clients in the developmental period of adolescence, adulthood and senior age. Care programs for an indicated group of clients with a medical handicap.

Recommended or required literature:
1. GABURA, J. 2013. Teória a proces sociálneho poradenstva. Iris: Bratislava, 2013. ISBN: 978-80-89238-92-7.
2. GABURA, J., PRUŽINSKÁ, J. 1995. Poradenský proces. Praha: Slon, 1995. 147 s. ISBN 80-85850-10-9.
3. HUDECOVÁ, A., KOVÁČOVÁ, B. 2020. Rodina s dieťaťom s postihnutím vo včasnej starostlivosti. Ružomberok: VERBUM, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0775-1.
4. HUDECOVÁ, A. et al. 2020. Rodina s dieťaťom s ohrozením vo včasnej starostlivosti. Ružomberok: Verbum, Katolícka univerzita v Ružomberku. ISBN 978-80-561-0774-4.
5. 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.
6. KOVÁČOVÁ, B. 2016. Životná cesta adolescenta so zdravotným znevýhodnením − od teoretických východísk k výskumným zisteniam . In: Prolegoména skupinovej arteterapie orientovanej na adolescenta so zdravotným znevýhodnením. Bratislava : Univerzita Komenského v Bratislave, 2016. - ISBN 978-80-223-4160-8.
7. 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.
8. NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodnením. Praha: Portál, 2009. ISBN 978-80-7367-509-7.
9. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
10. VYMĚTAL, J., REZKOVÁ, V. 2001. Rogersovský přístup k dospělým a dětem. Praha : Portál. 2001. ISBN 80-7178-561-X.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 150 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 130 hours and includes the preparation of continuous assignments and projects (40 hours), the study of professional literature and preparation of study materials (50 hours), preparation for a presentation or preparation of outputs (20 hours), and preparation for an examination or final assessment (20 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge in practice.

Course evaluation:
Assessed students in total: 179

A	B	C	D	E	FX
26.26	25.14	13.97	13.41	12.85	8.38

Name of lecturer(s): PaedDr. Martina Magová, Ph.D., PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE109A/23	**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:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Active participation in the selected practice facility. Processing of ongoing written assignments after completing each day of practice. Submitting the assessment opinion of the practice supervisor. Submission of the final analysis of the processed practice records. The subject is finished with a presentation of practical results. 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 knowledge and orientation in various types of facilities for education, re-education and social care for persons with intellectual disabilities in Slovakia. Understanding of the functioning of particular facilities.	
Course contents: A visit to individual educational facilities includes a tour of them, a discussion with the staff and meetings with individuals with disabilities and disorders. The excursion is intended to help students create an idea of the functioning of the facilities, their problems, social connections and work results. After the excursion, each participant processes the acquired information and knowledge and presents them together with their own creative recommendations for improving the functioning of these facilities in practice.	
Recommended or required literature: The student studies the professional literature continuously according to the recommendations of the supervisor of the given facility and in the context of the issue that will be addressed during the internship.	
Language of instruction: Slovak language	

Notes:

Course evaluation:
Assessed students in total: 181

A	B	C	D	E	FX
85.08	7.18	0.55	0.0	0.0	7.18

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE115A/23	**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:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Active participation in the selected practice facility. Processing of ongoing written assignments after completing each day of practice. Submitting the assessment opinion of the practice supervisor. Submission of the final analysis of the processed practice records. The subject is finished with a presentation of practical results. 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: Objective of the subject: The aim of the subject is to apply the acquired knowledge in the active learning of the educational process of children and pupils with mental disabilities in a special school, in a regular school or in a special educational institution. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - applies acquired knowledge in active recognition of the educational process; - is able to compile a hospitalization record and carry out observation; - performs activities specific to a teacher's assistant; - is able to participate in support activities within a formal and informal environment; - direct teaching. Defines educational and rehabilitation processes. Ongoing special pedagogic practice is part of the acquisition of competences in the field of special pedagogy, focused on the use of observation, creation of case reports and the design of specific educational activities as methods of special pedagogic work with the client/clients. At the facility, under supervision, the student participates in special pedagogical support with the clients of the	

facility and prepares a written protocol after each practical day. Based on the observation, he prepares a detailed, ongoing individual record of the meeting (observation record).

Course contents:

Active observation of the educational process. Management of hospital records. Analysis of educational and rehabilitation processes, special pedagogical advice. Preparation for direct application of theoretical knowledge and practical skills in the field.
The student is informed about the progress of the bachelor's practice in the special-pedagogical field and the rehabilitation field, the special-pedagogical counseling is familiar with the documentation and with the indicators for hospitalization registration. Analysis of educational and teaching units, analysis of case work, rehabilitation course, counseling process with different content. The specificity of extracurricular education in facilities for individuals with mental disabilities. Acquaintance with the current trends in the services provided. Hearings on the educational activities of individuals with mental disabilities. Getting to know the somatic characteristics of students with mental disabilities. Auditions and trial activities in interested units. Establishing contacts with children as part of leisure activities. Observation of direct educational activities in the school club of the elementary school near the hospital. Interest activity, preparation for teaching. Conduct hearings with analysis from a special-pedagogical point of view. The listening sessions also serve to get to know the class team and the individual performances of the pupils. Studying the personal documentation of students (health status, nature of the disability and its etiology). Establish communicative contact with the class in the form of conversation, conversation with students.

Recommended or required literature:

The student studies the professional literature continuously according to the recommendations of the supervisor of the given facility and in the context of the issue that will be addressed during the internship.

Language of instruction:

slovak

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises 16 hours, including 8 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (25 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or preparation of outputs (15 hours), and preparation for an examination or final assessment (14 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge in practice.

Course evaluation:

Assessed students in total: 92

A	B	C	D	E	FX
82.61	9.78	3.26	1.09	0.0	3.26

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE118A/23	**Course title:** Special pedagogical practice 3
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Active participation in the selected practice facility. Processing of written assignments after completing each day of practice. Submitting the assessment opinion of the practice supervisor. Submission of the final analysis of the processed practice records. The subject is finished with a presentation of outputs from continuous practice. 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: After completing the subject, the student will acquire the following knowledge, skills and competences: - knows the role in the professional team and the importance of the position of special pedagogue; - manages the procedural side of team cooperation; - can use team cooperation methods within module situations both in options and in situations in practice. After completing the subject, a student of special pedagogy should be able to understand the meaning of teamwork, its goals and mission, should know the roles in a team, the process and techniques of teamwork. The student should understand the goals and mission of supervision in the organization and recognize the supervision of the organization and supervision in the organization in its historical and theoretical contexts, recognize models and approaches in the supervision of the organization and in the organization. Furthermore, the student should know the importance of adaptation programs for beginning special educators.	
Course contents: Study of the documentation of the selected client/group of clients (after obtaining informed consent). Assistance individual or group/work with selected client/clients, its written recording and analysis. Final summary analysis of the student's independent work in the selected institution.	

Recommended or required literature:
1. ŠAUEROVÁ, M., ŠPAČKOVÁ, K., NECHLEBOVÁ, E. 2012. Speciální pedagogika v praxi. Praha : Grada, 2012. 248 s. ISBN 9788024743691.
The student studies the professional literature continuously according to the recommendations of the supervisor of the given facility and in the context of the issue that will be addressed during the internship.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 38

A	B	C	D	E	FX
94.74	0.0	2.63	0.0	0.0	2.63

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE100S/25	**Course title:** 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: 15	**Working load:** 375 hours
Recommended semester/trimester: 5., 6..	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: The state examination consists of an evaluation of oral responses to state examination questions on the special education foundation and history of special education, special education in mental retardation, and the special education minimum. Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: Knowledge V1 Possesses knowledge of spirituality, pedagogy, psychology, and biology with an emphasis on the holistic perception of the human being in his/her bio-psycho-socio-spiritual being throughout his/her life. V2 Has a developed understanding of the social, social, cultural, economic, legal and philosophical) circumstances, issues and conflicts in relation to the education and care of the person with a disability, with an emphasis on supporting the process in relation to the type and degree of disability and the actual-individual competencies of the person with a disability. V3 Proficient in the basic special pedagogical knowledge, oriented to the theoretical background of the knowledge of the study programme. Knows the causes of developmental and health disorders and is able to develop them in the educational process through activities/exercises with a supportive/ stimulating focus. Has knowledge of resources and forms of assistance for people with disabilities. V4 Understands and takes into account the specified diagnosis based on theoretical knowledge and knowledge from the completed practice, observes measures in education and special education, accepting recommendations from other professionals. Skills Z1 Can independently evaluate, classify and optimally solve pedagogical situations and processes resulting from the educational process of individuals with special educational needs.	

Z2 Can independently plan, organise, lead and analyse the educational process of individuals with special educational needs at ISCED 0 and 1 level in profile educational areas and specialisations. It has the necessary prerequisites to understand the concept of the institutional socialization process in a broader social scientific context.
Z3 Is able to navigate in the generally binding legal, ethical, economic regulations related to the work of a special educator, in the pedagogical documentation of individuals/individuals with special educational needs, in other conceptual and strategic documents of the school,
Z4 Can actively design specific exercises/activities for educational activities within the group or individual form of educational care. Can design a support programme with elements of therapeutic approaches as part of educational support activities.
Competences
K1 Possesses professional competences on the basis of which he/she is prepared to carry out supportive (in the sense of assistant teacher) special educational professional activity in the education, social affairs, health and third sector. He/she is able to provide pedagogical assistance in the context of integrated and segregated education with an overlap into inclusion in the context of social inclusion of a child/pupil with special educational needs.
K2 Evaluate the possibilities of educational intervention in out-of-school education for children/ pupils in interaction with the family and out-of-school environment in the field of prevention of psycho-social and socio-pathological phenomena. Knows and can explain special-pedagogical phenomena and processes in the field of out-of-school education.
K3 Can evaluate the fulfilment of the objectives of individual plans and projects of work with an individual with special educational needs and a heterogeneous group according to the established criteria for the success of special-pedagogical rehabilitation, interpret the results of the evaluation of special-pedagogical rehabilitation and correct it.
K4 Reflects and continuously evaluates on the basis of the acquired praxeological competences to educationally support the conditions of development and quality of life of a child/pupil with special educational needs in a difficult life situation.

Course contents:
Theses from individual parts of the state examination are published at the beginning of the respective academic year on the website of the Faculty of Education of KU and the Department of Pedagogy and Special Education.

Recommended or required literature:
According to the literature of compulsory courses of the given study programme.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 45

A	B	C	D	E	FX
26.67	15.56	20.0	22.22	15.56	0.0

Name of lecturer(s):

Last modification: 28.05.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE102B/23	**Course title:** Special physical education and psychomotor therapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
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 case study of a child/pupil in whom some of the approaches in special physical education and/or psychomotor therapy are applied. 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.	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - obtain information about the possibilities and limits of special physical education in a group of children/pupils with special educational needs; - be able to design specific activities or a short-term programme using elements of physical education, taking into account the specific needs within the framework of the individual specificities of the handicap during individual and group forms of assistance. - master the general knowledge of the didactics of special physical education; - knows the appropriate methods and techniques of psychomotor therapy which can be used as elements in a preventive or developmental programme when working with children and pupils with special educational needs in formal and informal processes; - is able to apply theoretical knowledge of education and therapy and is able to apply it in specific educational situations, exercises and games with individuals with intellectual disabilities.	
Course contents: Human movement. Needs analysis, movement needs. Balance - correct posture. Development of speed skills - walking running. Spatial orientation. Tactile perception. Optical perception. Acoustic perception. Health exercises. Health physical education as a specific process -objectives and tasks, lesson. Meaning, functions and application of games. Selection, preparation, material provision	

of games. Games for personality development. Psychomotorics - emotions, cognitive processes, social behaviour. Psychomotor games and speech development. Psychomotor games and exercise. Group games. Games in nature. Passing and throwing light objects. Music and movement education. Theory and practice of sporting activities with regard to individuals with intellectual disabilities. Developing cognitive processes through sporting activities. Practice, training, rules of MP sports games. Games in pairs, groups. Games on uneven terrain. Games with aids, strengthening games. Games of agility and ball games. Calming games. Creativity and imagination in games., PMT offers - what exercises, games dance, mime, relaxation. Psychomotor exercises and programs in special education care. Use of PMT for problems in: 1. self-confidence and independence, 2. cognitive function, attentional memory, 3. perception of body schema, 4. communication, 5. increased and persistent anxiety and reduced adaptive capacity, 6. problems associated with neurotic development, 7. psychotic development, 8. life cycle.

Recommended or required literature:

1. ČEPČIANSKY, J. 2005. Športová edukológia mentálne a zmyslovo postihnutých. Bratislava : Univerzita Komenského, 2005. 197 s. ISBN 80-22318-36-1.
2. KRŠKA, P. 2007. Dynamika telesného vývinu a pohybovej výkonosti detí v období mladšieho školského veku. Ružomberok: Pedagogická fakulta Katolíckej univerzity, 2007. ISBN 978-80-8084-247-5.
3. KRŠKA, P., ADAMČAK, Š. 2008. Pohybové schopnosti a hry na ich rozvoj. Ružomberok : Katolícka univerzita, Pedagogická fakulta, 2008. 103 s. ISBN 9788080843199.
4. KULHÁNKOVÁ, E. 2007 PETROVIČ, P. 2013. Uplatnenie pohybových hier v telesnej výchove osôb s mentálnym postihnutím. In Týždeň vedy a umenia na Pedagogickej fakulte Katolíckej univerzity v Ružomberku : zborník prednášok z týždňa európskej vedy : Ružomberok 11.11.-17.11.2013. Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2013. - ISBN 978-80-561-0091-2, S. 117-128.
5. SAILEROVÁ, E. 1997. Hry a cvičenia v prírode pre deti 1. Stupňa základnej školy. Nitra : Univerzita Konštantína Filozofa, 1997. 203s. ISBN 80-80501-54-8.
6. SIVÁK, J. et al. 2001. Telesná výchova. Bratislava : Perfekt, 2001. 118 s.. ISBN 80-80461-23-6.
7. STUPÁK, B. 2011. Pohybové hry v predprimárnom vzdelávaní. Ružomberok : Verbum, 2011, 138 s. ISBN 978-80-8084-789-0.
8. VALENTA, J. 1993. Pohledy: projektová metoda ve škole a za školou Praha: IPOS ARTAMA, 1993 ISBN 80-7068-066-0
9. VALENTA, J. 2003. Učit se být. Praha, Kladno: Agentura STROM AISIS, 2003. ISBN 80-86106- 10-1.
10. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.
11. VYHLÍDAL, T. 2014. Pohybové aktivity v dětské onkologii. Olomouc, UPOL, 2014. ISBN 978-80-87994-21-4.
12. . Cvičíme pro radost. Praha : Portál. 2007. 140 s. ISBN 978-80-73670-35-1.
13. NADEAU, M. 2011. Relaxační hry s dětmi. Praha : Portál, 2011. 135 s. ISBN 9788073678968.
14. PAYNE, H. 2000. Kreativní pohyb a tanec. Praha: Portál, 2000.

Language of instruction:

Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 93

A	B	C	D	E	FX
97.85	1.08	1.08	0.0	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE104B/23	**Course title:** Special work education and occupational therapy
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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,
2. elaboration and presentation of a case study of a child/pupil for whom some of the approaches in special occupational education and/or occupational therapy are applied.

A minimum of 93% is required for an A grade and a minimum of 85% is required for a B grade, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

Course Assessment:

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 gain information about the possibilities and limits of special occupational education and elements of occupational therapy in a group of children/pupils with special educational needs. The aim of the course is to learn how to create activities with the use of special occupational education and occupational therapy.

Learning Outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- Gain information about the possibilities and limits of special occupational education in a group of children/pupils with special educational needs;
- be able to design specific activities or a short-term programme using elements of special work education, taking into account the specific needs within the framework of the individual specificities of the handicap during individual and group forms of assistance;

- has a general knowledge of the didactics of special work education;
- knows appropriate occupational therapy methods and techniques to use as elements in a preventive or developmental programme when working with children and pupils with special educational needs in formal and informal processes;
- can apply theoretical knowledge of education and therapy and can apply it in specific educational situations, exercises and games with individuals with intellectual disabilities.
Upon completion of the course, students will gain information about the possibilities and limits of special education by working with a group of children/pupils with special educational needs. Theoretically, they will be able to provide guidance, accompaniment, design specific activities, or short-term program, which will take into account the specific needs within the framework of the individual specificity of the handicap during the implemented special education work in individual and group form of assistance.

Course contents:
Terminological systems and legislative bases of work and technical education for individuals with disabilities. Historical aspects of work and technical education of individuals with intellectual disabilities. Psychodidactic analysis of the acquisition of elementary work competencies of individuals with intellectual disabilities. The process of acquiring work and technical competencies of children, students and clients with intellectual disabilities. Educational, habilitation and rehabilitation specifics of work education of children, pupils and clients with intellectual disabilities. Tasks and goals of work education of individuals with intellectual disabilities. Non-material teaching means of labour education of children, pupils and clients with intellectual disabilities. Tangible teaching means of work education of children, pupils and clients with intellectual disabilities. Material aspects of implementation of labour education of children, pupils and clients with intellectual disabilities. Technological aspects of labour education of children, pupils and clients with intellectual disabilities. Work education in the educational content of educational programs of school children's clubs and school boarding school with a focus on children and pupils with intellectual disabilities. Professional and practical-manual competences of a special educator in the preparation and implementation of educational content with elements of work or technical education.
Safety, ergonomic, hygienic and aesthetic attributes of work activities of children, pupils and clients with intellectual disabilities in the process of work education. Input to occupational therapy (Occupational Therapy). Occupations - manipulative, constructive and creative. Short term occupational therapy programme for a child/pupil with an intellectual disability.

Recommended or required literature:
1. KAČMÁROVÁ,L.,KANCIÁNOVÁ.L.2009. Pracovné vyučovanie v špeciálnych základných školách. Bratislava : MPC, 2009 s.146.
2. KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava: UK, 2014. ISBN 978-80-223-3737-3.
3. KOŽUCHOVÁ, M. 2003. Obsahová dimenzia technickej výchovy so zameraním na predškolskú a elementárnu edukáciu. Bratislava : UK, 2003. ISBN 80-223-1747-0.
4. KRIVOŠÍKOVÁ, M. 2011. Úvod do ergoterapie. Praha : Grada Publishing. 2011. ISBN 978-80-247-2699-1.
5. KUBÍNKOVÁ, D., KŘÍŽOVÁ, A. 2007. Ergoterapie. Olomouc: Uni-verzita Palackého. ISBN 978-80-7367-583-7.
6. VARGOVÁ, M. 2007. Didaktika pracovnej výchovy a pracovného vyučovania. Nitra : UKF. 2007. ISBN 80-8083-107-6.
7. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 2

A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE120A/23	**Course title:** Specifics of the work and competences of a teacher's assistant in a school
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s / 8s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	
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 the seminar paper and its presentation, 3. final written examination. There will be a written test during the semester: 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 Assessment: 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 the specifics of the work and the definition of the competences of a teaching assistant in a school. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - master the theoretical and practical knowledge focused on the work of a teaching assistant; - master the competences and specifics of the work of a teaching assistant in a school; - identify the correct approaches to pupils with different types and degrees of disabilities from the perspective of the teaching assistant.	
Course contents:	

Definition of the competences of a teaching assistant. Comparison of the position of teaching assistant in schools in Slovakia and abroad. Cooperation between teacher and teaching assistant. Teaching assistant in kindergarten. Teaching assistant in an inclusive school. Teaching assistant in a special primary school. Specifics of the work of a teacher's assistant when working with pupils with autism spectrum disorder. Specifics of the work of a teaching assistant when working with pupils with specific developmental learning disabilities. Specifics of the work of a teaching assistant when working with pupils with ADHD. Specifics of the work of a teaching assistant when working with pupils with behavioural disorders. Specifics of the work of a teaching assistant when working with pupils with intellectual disabilities. Specifics of the work of a teaching assistant when working with pupils from marginalised groups. Specifics of the work of the teaching assistant when working with pupils with visual impairments. The specifics of the work of the teaching assistant when working with pupils with hearing impairments. The specifics of the work of the teaching assistant when working with pupils with physical disabilities. Specifics of the work of a teaching assistant in working with pupils with multiple disabilities in a special primary school.

Recommended or required literature:

1. KOVÁČOVÁ, B. (ed.). 2018. Asistent učiteľa v škole. Ružomberok : Verbum, 2018. 124 s. ISBN 978-80-561-0578-8.
2. PORTIK M. 2003. Determinanty edukácie rómskych žiakov: (asistent učiteľa). Prešov : Prešovská univerzita, 2003. 177 s. ISBN 80-8068-155-4.
3. SLOWÍK, J. 2016. Speciální pedagogika. Praha : Grada, 2016. 162 s. ISBN 978-80-271-0095-8.
4. ŠILONOVÁ, V. 2018. Asistent pedagóga v inkluzívnej škole. Ružomberok : VERBUM, 2018. 95 s. ISBN 978-80-561-0590-0.
5. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok : Verbum, 2017. ISBN 978-80-561-0425-5.
6. VALENTA, M. a kol. 2014. Přehlad speciální pedagogiky. Praha : Portál, 2014. 269 s. ISBN 978-80-262-0602-6.
7. VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia 2011. ISBN 80-86723-13-5.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 150 hours. Contact teaching comprises 20 hours, including 12 hours of lectures and 8 hours of practical classes delivered in block format, including consultations and continuous assessment. The student’s independent work accounts for approximately 130 hours and includes the preparation of continuous assignments and projects (40 hours), the study of professional literature and preparation of study materials (50 hours), preparation for a presentation or preparation of outputs (20 hours), and preparation for an examination or final assessment (20 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge in practice.

Course evaluation:

Assessed students in total: 39

A	B	C	D	E	FX
94.87	0.0	5.13	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Vlasta Belková, PhD., Mgr. Miriam Vinceková
Last modification: 07.10.2026
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE101C/23	**Course title:** Specifics of work in medical and educational facilities
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 2	**Working load:** 50 hours
Recommended semester/trimester: 1., 2.., 3., 4.., 5., 6..	
Level of study: I.	
Prerequisities:	

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. Elaboration of an assignment oriented to the presentation of specific activities in working with a group in the form of a micro-performance.
2. Presentation of preparation using innovative methods.

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.

Course Assessment:

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 the specifics of the work of a special educator in medical-educational institutions.

Learning Outcomes:

After completing the course the student will acquire the following knowledge, skills and competences:

- Knows information about therapeutic-educational institutions;
- master the basic material for the diagnosis of children with disturbed or endangered psychosocial development and the possibilities of providing counselling services in special education institutions;
- can provide information on educational and individual re-education programmes aimed at acquiring skills for the application of special-educational care to children with developmental learning disabilities and behavioural disorders;

- can create activities oriented to the elimination of learning disorders, activity, attention and behavior disorders, skill development and re-education of addictions, including the prevention of their occurrence.

Course contents:
An introduction to the issues of therapeutic and educational facilities. Specifics of work in therapeutic and educational institutions. Indicated group of children and pupils with vulnerable psychosocial development. Possibilities and limits of providing counselling services in therapeutic-educational institutions. Practice of support strategies in working with a group in a therapeutic-educational institution.

Recommended or required literature:
KOVÁČOVÁ, B., TICHÁ, E. 2015. Teoretické východiská porúch správania. Bratislava: UK, 2015. ISBN 978-80-223-3994-0.
ORIEŠČIKOVÁ,H. 2012. Pedagogika mentálne postihnutých. Verbum Ružomberok, 2012. ISBN 978-80-8084-866-8.
TISOVIČOVÁ, A. Poruchy správania a ich klasifikácie, PF KU v Ružomberku, Ružomberok 2007. ISBN 978-80-808-4161-4.
VÍTKOVÁ, M. 2003. Otázky speciálně pedagogického poradenství. Základy, teorie, Praxe, MU Brno, 2003, ISBN 80-86633-08-X.
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
ŽOLNOVÁ J.2013. Základy pedagogiky psychosociálne narušených, Vydavateľstvo PU, Prešov 2013. ISBN 978-80-555-842-9.
ŽOLNOVÁ J.2007. Klíma v triedach stredných odborných učilíšť pri reedukačných domovoch. PF PU v Prešove. Prešov. 2007. ISBN 978-80-8068-584-3.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 50 hours. Contact teaching comprises 8 hours, including 4 hours of lectures and 4 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 42 hours and includes the preparation of continuous assignments and projects (10 hours), the study of professional literature and preparation of study materials (20 hours), preparation for a presentation or preparation of outputs (5 hours), and preparation for an examination or final assessment (7 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence and ability to apply acquired knowledge and skills.

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. PhDr. Soňa Kariková, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE100C/23	**Course title:** Specifics of work in the children's school club
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 2	**Working load:** 50 hours
Recommended semester/trimester: 1., 2.., 3., 4.., 5., 6..	
Level of study: I.	
Prerequisities:	

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. development of four assignments (preparation for recreational, leisure, interest activities and preparation for classes in the school children's club) and presentation of some of them in the exercises in the form of a micro-exercise.
2. creating a written preparation for a day at the after school club using innovative methods.

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 Assessment:

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 theoretical knowledge, basic didactic competences and practical ideas necessary for designing, implementing and evaluating own educational activities in the school children's club.

Learning outcomes:

After completing the course the student will acquire the following knowledge, skills and competences:

- expresses professional information and knowledge of theoretical and practical character from the theory of education outside the classroom in school educational institutions;
- can apply knowledge of the methodology of activities in the school children's club in practice in the form of planning, implementation and evaluation of educational activities;

- is aware of the need to influence children and pupils to make good, meaningful, active use of their free time;
- can independently produce written preparation for school club activities.

Course contents:

Basic concepts of leisure pedagogy and the theory of education outside the classroom. The process of leisure education: external and internal factors of the educational process, principles, methods, forms and means. Interests of pupils of younger school age, interests of pupils with disabilities. Personality of the educator, requirements for the educator. The system of school educational establishments (leisure centre, boarding school, school children's club). Regime activities in the school children's club: rest, recreational activities, preparation for classes. Safety rules for the implementation of educational activities in the school club. Pedagogical documentation in the school club. Planning, management, organisation and evaluation of educational activities in the school club. School club at a special school. Experiential learning. Play - roles and forms of play in out-of-school education, implementation of play in out-of-school education. Interest activity in leisure-time education: pedagogical and content orientation, forms and methodology of interest activity organization. Creation of educational programme for school educational establishments.

Recommended or required literature:

1. PAČNÁROVÁ, M., KUŠNÍROVÁ, V. 2021. Pedagogická prax v materskej škole a školskom klube detí. Levoča : MTM, 2021. 97 s. ISBN 978-80-8215-026-4.
2. HANULIAKOVÁ, J. 2020. Pedagogika voľného času a výchova vo voľnom čase. [online]. Dubnica nad Váhom : Vysoká škola DTI, 2020. 110 s. ISBN 978-80-8222-008-3. Dostupné na internete: https://www.dti.sk/data/files/file-1612167807-6017ba7f0f1b9.pdf
3. HAŠKOVÁ, V. 2016. Obsah a metodika činnosti v záujmových útvaroch. In Pedagogické diskusie. ISSN 1339-217. 2016, roč. 2, č. 3, s. 57-70.
4. KNAPÍK, J. 2021. Pedagogika voľného času : Vysokoškolská učebnica. Košice : Verbum – Vydavateľstvo Katolíckej univerzity v Ružomberku, 2021. 167 s. ISBN 978-80-561-0880-2.
5. KUŠNÍROVÁ, V. 2018. Podpora inklúzie vo výchove vo voľnom čase. Ružomberok : Verbum, 2018. 140 s. ISBN 978-80-561-0541-2.
6. NOVOTNÁ, E. 2017. Pedagogika voľného času : Teória výchovy mimo vyučovania a vo voľnom čase. Prešov : Rokus, 2017. 220 s. ISBN 978-80-89510-58-0.
7. PÁVKOVÁ, J. 2008. Pedagogika volného času: teorie, praxe a perspektivy vychovy mimo vyučování a zařízení volného času. Praha : Portál, 2008. 221 s. ISBN 978-80-7367-423-6.
8. ŠARNIKOVÁ, G., HAŠKOVÁ, V. (eds.). 2016. Edukace dětí a mládeže ve volném čase III. Ružomberok: Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, 2016. 299 s. ISBN 978-80-561-0348-7.

Language of instruction:

Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 50 hours. Contact teaching comprises 8 hours, including 4 hours of lectures and 4 hours of practical classes delivered in block format, including consultations and continuous assessment. The student's independent work accounts for approximately 42 hours and includes the preparation of continuous assignments and projects (10 hours), the study of professional literature and preparation of study materials (20 hours), preparation for a presentation or preparation of outputs (5 hours), and preparation for an examination or final assessment (7 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence and ability to apply acquired knowledge and skills.

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. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE115B/23	**Course title:** Specifics of work with individuals with mental disabilities
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. active participation in seminars, fulfillment of conditions max. 2 excused absences,
2. processing of the seminar work and its presentation (design of an aid for a child with an intellectual disability for use in the home and school environment),
3. final colloquial examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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:

After completing the subject, the student will acquire the following knowledge, skills and competences:

-can handle professional information and knowledge of a theoretical and practical nature in the field of education of pupils with mental disabilities,
-knows the specifics of the educational process of students with mental disabilities,
-can apply the acquired theoretical knowledge in the creation of teaching aids used in the education of students with mental disabilities.

Course contents:

Specifics of work with individuals with mental disabilities - basic theoretical starting points and research findings. Etiology, symptomatology, prevention in the solution of mental disability in the

period of adolescence, adulthood and senior age. Specifics of communication with persons with mental disabilities during adolescence, adulthood and senior age. Characteristics and peculiarities of individual types of mental disability. Support and intervention programs oriented towards mental disabilities and their possibilities/limits of application in institutions providing care to such disadvantaged persons. Quality of life of adolescents, adults and seniors with mental disabilities.

Recommended or required literature:

1. ORIEŠČÍKOVÁ. H. 2012. Pedagogika mentálne postihnutých. Ružomberok: Verbum, 2012. ISBN 978-80-8084-866-8.
2. ORIEŠČÍKOVÁ. H. 2014. Pedagogika mentálne postihnutých pre vychovávateľov. Ružomberok: Verbum, 2014. ISBN 978-80-561-0172-8.
3. VALENTA, M., MULLER, O. 2003. Psychopedie. Praha: Parta, 2003. ISBN 80-7320-039-2.
4. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 53

A	B	C	D	E	FX
98.11	1.89	0.0	0.0	0.0	0.0

Name of lecturer(s): Mgr. Miriam Vinceková

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE114B/23	**Course title:** Specifics of working with individuals with autism spectrum disorder
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. processing of the seminar work and its presentation (design of an aid using the principles of structured learning for students with autism spectrum disorders),
2. final colloquial examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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 provide basic theoretical and practical starting points towards the specifics of educating students with autism spectrum disorders.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- can handle professional information and knowledge of a theoretical and practical nature in the field of education of pupils with autism spectrum disorders;
- knows the specifics of the educational process of students with autism spectrum disorders,;
- controls the principles of structured learning;
- can apply the acquired theoretical knowledge in the creation of teaching aids used in the education of pupils with autism spectrum disorders.

Course contents:

Specifics of education of pupils with autism spectrum disorder - basic theoretical starting points and research findings System of education of pupils with autism spectrum disorder. Specifics of education of children and pupils with autism spectrum disorders. Analysis of the educational process in the context of developing key competencies of students with autism spectrum disorder. Principles of structured learning. Application of structured learning in the education of students with autism spectrum disorders. Strategies and methods used in the education of students with autism spectrum disorders. Support for children and pupils with autism spectrum disorder. Intervention aimed at individuals with autism spectrum disorders (Behavioral intervention, Alternative and augmentative communication, Son-rise program, Handle, DIR/Floortime, Sensory integration, Art therapy, Ergotherapy and others). Specifics of teacher preparation for teaching students with autism spectrum disorders. Teacher's assistant in the education of students with autism spectrum disorder. Cooperation between the school and the family of a student with autism spectrum disorder.

Recommended or required literature:

1. ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. Ostrava : Ostravská univerzita, 2014. 182 s. ISBN 978-80-7464-661-4.
2. BAZALOVÁ, B. 2012. Poruchy autistického spektra v kontextu české psychopedie. Brno : Masarykova univerzita, 2012. 278 s. ISBN 978-80-210-5930-6.
3. COTTINI, L., VIVANTI G. 2018. Autizmus - čo a ako robiť s deťmi a žiakmi v škole. Bratislava . Noxi, 2018. 96 s. ISBN 978-80-8111-452-6.
4. ČADILOVÁ, V. ŽAMPACHOVÁ, Z. 2008. Strukturované učení – Vzdělávaní dětí s autismem a jinými vývojovými poruchami. Praha : Portál, 2008. 405 s. ISBN 978-80-7367-475-5.
5. HRČOVÁ, J., MAGOVÁ, M. 2018. Dieťa s Aspergerovým syndrómom v materskej škole. In: Náročné dieťa: : praktický pomocník pri práci s deťmi v materskej škole vyžadujúcimi si zvýšenú pozornosť. 9. aktual. vyd. Bratislava: Dr. Josef Raabe Slovensko, 2018. ISBN 978-80-8140-288-3, s. 1-20.
6. HRČOVÁ, J., MAGOVÁ, M. 2020. Rodina s dieťaťom s poruchou autistického spektra. In: Rodina s dieťaťom s postihnutím vo včasnej 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2020. ISBN 978-80-561-0775-1, s. 70-94.
7. MAGOVÁ, M. 2020. Asistent učiteľa v procese vzdelávania žiakov s pervazívnymi vývinovým i poruchami v špeciálnej základnej škole In KOVÁČOVÁ, B. Asistent učiteľa v škole. Ružomberok : Verbum, 79 – 99 s. ISBN 978-80-561-0578-8.
8. THOROVÁ, K. 2012. Poruchy autistického spektra : dětský autismus, atypický autismus, Aspergerův syndrom, dezintegrační porucha.2012. 2 vyd. Praha : Portál, 2012. 465 s. ISBN 978-80-262-0215-8.
9. VLADOVÁ, K. 2017. Výchova a vzdelávanie žiakov s autizmom alebo ďalšími pervazívnymi poruchami In LECHTA, V. a kol. Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava : Štátny pedagogický ústav, 2017. s. 92-107. ISBN 978-80-8118-196-2.
10. VOSMIK, M., BĚLOHLÁVKOVÁ, L. 2010. Žáci s poruchou autistického spektra v běžné škole - Možnosti integrace na ZŠ a SŠ. Praha : portál, 2010. 200 s. ISBN 978-80-7367-687-2.

Language of instruction:

Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 90

A	B	C	D	E	FX
81.11	16.67	1.11	1.11	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE118B/23	**Course title:** Specifics of working with individuals with behavioral disorders
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisities:	

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 (proposal of activities for a child and a pupil with behavioural disorders for use in the home and school environment),
3. final colloquial examination.

There will be a written test during the semester: 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 Assessment:

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 the specifics of education of pupils with behavioural disorders.

Learning Outcomes:

Upon completion of 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 education of pupils with behavioural disorders;
- know the specifics of the educational process of pupils with behavioural disorders;

- can apply the acquired theoretical knowledge in the development of teaching aids used in the education of pupils with behavioural disorders.

Course contents:
Specifics of working with individuals with behavioral disorders - basic theoretical background and research findings. Etiology, symptomatology, and prevention in the management of specific developmental behavioral disorders in adolescence, adulthood, and the senior years. Prevention and intervention programs oriented towards behavioural disorders and their possibilities/limitations of application in institutions (social, health, ...). Conditions for the provision of care for persons with behavioural disorders in the school system of the Slovak Republic.

Recommended or required literature:
1. KOVÁČOVÁ, B. 2021. Identifikácia a analýza latentne agresívneho správania detí v období predškolského veku. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. 174 s. [6,32 AH] ISBN 978-80-561-0852-9.
2. KOVÁČOVÁ, B. 2021. Inhibičné stratégie pri riešení latentne agresívneho správania detí v období predškolského veku. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. 102 s. ISBN 978-80-561-0851-2.
3. KOVÁČOVÁ, B., TICHÁ, E. 2015. Teoretické východiská porúch správania. Bratislava: UK, 2015. ISBN 978-80-223-3994-0.
4. ŠKOVIERA, A. 2011. Prevýchova – úvod do teórie a praxe. Bratislava: FICE. 2011. ISBN 978-80-969253-4-6.
5. ŠKOVIERA, A. 2015. Malá polepšovňa. Bratislava: FICE, 2015. ISBN 978-80-971901-0-1.
6. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 1

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

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE113B/23	**Course title:** Specifics of working with individuals with disabilities 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:** **hours per semester:** 8s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	

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 (design of an aid for a child and pupil with disabilities for use in the home environment),
3. final colloquial examination.

There will be a written test during the semester: 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 Assessment:

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 the specifics of education of pupils with disabilities.

Learning Outcomes:

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- master professional information and knowledge of theoretical and practical character in the field of education of pupils with disabilities;
- knows the specifics of the educational process of pupils with disabilities;

- can apply the acquired theoretical knowledge in the creation of teaching aids used in the education of pupils with disabilities.

Course contents:
Specifics of working with individuals with disabilities in special education - basic theoretical background and research findings. Etiology, symptomatology, and prevention in the management of physical disability, illness, and impairment in adolescence, adulthood, and the elderly. Support and intervention programs oriented to physical disability, illness, and impairment and their possibilities/ limitations for application in institutions providing care to adolescents, adults, and seniors. Quality of life of such disadvantaged persons.

Recommended or required literature:
1. HARČARÍKOVÁ, T. 2014. Pedagogika telesne postihnutých, chorých a zdravotne oslabených v kontextoch edukácie. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. – 197 s. ISBN 978-80-7464-631-7.
2. HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0 .
3. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 114

A	B	C	D	E	FX
75.44	19.3	2.63	0.0	0.88	1.75

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE117B/23	**Course title:** Specifics of working with individuals with learning disabilities
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisities:	

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 (design of an aid for a child and pupil with learning difficulties for use in the home and school environment),
3. final colloquium examination.

There will be a written test during the semester: 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 Assessment:

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 the specifics of education of pupils with learning disabilities.

Learning Outcomes:

Upon completion of 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 education of pupils with learning disabilities;
- know the specifics of the educational process of pupils with learning disabilities;

- can apply the acquired theoretical knowledge in the development of teaching aids used in the education of pupils with learning disabilities.

Course contents:
Specifics of working with individuals with learning disabilities - basic theoretical background and research findings. Etiology, symptomatology, prevention in the management of learning disabilities in adolescence, adulthood, and the elderly. Support and intervention programs oriented to learning disabilities and their possibilities/limitations of application in institutions providing care to adolescents, adults, and seniors. Quality of life of such disadvantaged persons.

Recommended or required literature:
1. POKORNÁ, V. 2001. Teorie a náprava poruch učení a správaní. Praha: Portál, 2001. ISBN 80-7178-570-9.
2. POKORNÁ, V. 2007. Cvičení pro děti se specifickými poruchami učení : rozvoj vnímání a poznávání. Praha: Portál, 2007. ISBN 978-80-7367-350-3
3. PUDIŠOVÁ, M. 2013. rodina a jednotlivec so špecifickými vývinovými poruchami učenia. In: Dieťa s nepriaznivým zdravotným stavom v kontexte sociálnej práce a špeciálnej pedagogiky. Kraków: Salwator, 2013. - ISBN 978-83-7580-379-2.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 1

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

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE116B/23	**Course title:** Specifics of working with individuals with multiple disabilities
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. active participation in seminars, fulfillment of conditions max. 2 excused absences,
2. processing of the seminar paper and its presentation (design of an aid for a child and a student with multiple disabilities for use in the home and school environment),
3. final colloquial examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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 provide basic theoretical and practical starting points towards the specifics of education of students with multiple disabilities.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- can handle professional information and knowledge of a theoretical and practical nature in the field of education of students with multiple disabilities;
- knows the specifics of the educational process of students with multiple disabilities;
- can apply the acquired theoretical knowledge in the creation of teaching aids used in the education of students with multiple disabilities.

Course contents:
Specifics of working with individuals with multiple disabilities - basic theoretical starting points and research findings. Etiology, symptomatology, prevention in the solution of multiple disabilities in the period of adolescence, adulthood, seniors. Support and intervention programs oriented towards multiple disabilities and their possibilities/limits of application in institutions providing care for adolescents, adults and seniors. The quality of life of such disadvantaged persons.

Recommended or required literature:
1. HRČOVÁ, J. 2020. Rodič ako člen interdisciplinárneho tímu v komplexnej podpore žiaka s ťažkým a viacnásobným postihnutím z pohľadu odborníkov. In: Studia Scientifica Facultatis Paedagogicae, Roč. 19, č. 2 (2020), s. 25-37. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU. ISSN 1336-2232.
2. LUDÍKOVÁ, L. 2005. Kombinované vady. Olomouc: UP, 2005. ISBN 80-244-1154-7.
3. VANČOVÁ, A. 2001. Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2001. ISBN 80-967180-7-X.
4. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.
5. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (24 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (15 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

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): Mgr. Marcela Čarnická, PhD.

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE108B/23	**Course title:** Strategies and support of individuals with autism spectrum disorders in the special education process
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. processing of the seminar paper and its presentation (elaboration of the case study of a child with autism spectrum disorder);
2. final written examination.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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 provide basic theoretical and practical starting points towards strategies and support of individuals with autism spectrum disorders in the special pedagogic process.

Learning outcomes:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- the student will acquire basic theoretical knowledge about autism spectrum disorders;
- can analyze, synthesize, compare and transfer information about the etiology and symptomatology of autism spectrum disorders;
- learns about the triad of autism spectrum disorders;
- will be well-versed in the system of special pedagogical counseling aimed at individuals with autism spectrum disorders at various stages of ontogenetic development;

- acquires basic knowledge regarding intervention aimed at individuals with autism spectrum disorder.

Course contents:

Strategies and support of individuals with autism spectrum disorders in the special pedagogic process - introduction to the issue, theoretical starting points. Terminological approaches towards pervasive developmental disorders. Classification of autism spectrum disorders. Triad of autism spectrum disorders. Prevalence of autism spectrum disorders. Etiology of autism spectrum disorders. Comprehensive diagnosis of autism spectrum disorders. Early intervention aimed at a child with autism spectrum disorder. A family with a child with an autism spectrum disorder. Problems of a family with a child with an autism spectrum disorder. Complex approaches to a family with a child with an autistic spectrum disorder in the special pedagogic process. Intervention aimed at individuals with autism spectrum disorders (Behavioral intervention, Alternative and augmentative communication, Son-rise program, Handle, DIR/Floortime, Sensory integration, Art therapy, Ergotherapy and others). Special educational counseling aimed at a child with an autism spectrum disorder at an early age. Special pedagogical counseling aimed at a child with an autism spectrum disorder in preschool age. Special pedagogical counseling aimed at a school-age child with an autistic spectrum disorder. Special pedagogical counseling aimed at individuals with autism spectrum disorders during adolescence. Special pedagogical counseling aimed at individuals with autism spectrum disorder in adulthood.

Recommended or required literature:

1. ADAMUS, P., VANČOVÁ, A., LŐFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava : Ostravská univerzita, 2017. 168 s. ISBN 978-80-7464-957-8.
2. BAZALOVÁ, B. 2012. Poruchy autistického spektra v kontextu české psychopedie. Brno : Masarykova univerzita, 2012. 278 s. ISBN 978-80-210-5930-6.
3. HRČOVÁ, J. 2018. Senzorické dysfunkcie u detí s poruchou autistického spektra a ich súvis s problémami v každodennom fungovaní (prehľad výskumov) In HRČOVÁ, J., KOVÁČOVÁ, B., MAGOVÁ, M. Expresívne terapie vo vedách o človeku. Ružomberok : Verbum, 2018. s. 120-127. ISBN 978-80-561-0563-4.
4. HRČOVÁ, J., MAGOVÁ, M. 2020. Rodina s dieťaťom s poruchou autistického spektra In HUDECOVÁ, A., KOVÁČOVÁ. B. Rodina s dieťaťom s postihnutím vo včasnej intervencii. Ružomberok : Verbum, 2020. s. 70-94. ISBN 978-80-561-0775-1.
5. HRČOVÁ, J., MAGOVÁ, M. 2018. Dieťa s Aspergerovým syndrómom v materskej škole. In: Náročné dieťa: : praktický pomocník pri práci s deťmi v materskej škole vyžadujúcimi si zvýšenú pozornosť. 9. aktual. vyd. Bratislava: Dr. Josef Raabe Slovensko, 2018. ISBN 978-80-8140-288-3, s. 1-20.
6. 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.
7. RICHMAN, S. 2006. Výchova dětí s autismem – Aplikovaná behaviorální analýza. Praha : Portál, 2006. 128 s. ISBN 80-7367-102-6.
8. THOROVÁ, K. 2012. Poruchy autistického spektra : dětský autismus, atypický autismus, Aspergerův syndrom, dezintegrační porucha.2012. 2 vyd. Praha : Portál, 2012. 465 s. ISBN 978-80-262-0215-8.

Language of instruction:

Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 37

A	B	C	D	E	FX
56.76	29.73	8.11	5.41	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE112B/23	**Course title:** Strategies and support of individuals with behavioral disorders in the special education process
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	

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 (elaboration of a case study of a child with a behavioural disorder);
3. final group colloquium.

There will be a written test during the semester: 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 Assessment:

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 towards strategies and support for individuals with behavioural disorders in the special education process.

Learning Outcomes:

Upon completion of the course, the student will have the following knowledge, skills, and competencies:

- The student will acquire a basic theoretical understanding of behavior disorders;
- the student will be able to analyse, synthesise, compile and transfer information on the aetiology and symptomatology of behavioural disorders;
- acquire knowledge about the specificities of behavioural disorders in relation to the educational process and the achievement of results;

- be well versed in the system of special educational counselling aimed at individuals with behavioural disorders at different stages of ontogenetic development;
- acquire basic knowledge of interventions for individuals with behavioural disorders.

Course contents:

Strategies and support for individuals with behavioural disorders in the special education process - introduction to the issue, theoretical background. Special pedagogy of individuals with behavioural disorders - development of the field, terminological definition, perspectives. Aetiology, symptomatology, prevention in the management of specific developmental behavioural disorders in early childhood, pre-school and school age. Specifics of communication with children/ pupils with developmental behavioural disorders. Characteristics and peculiarities of different types of developmental behavior disorders. Behavior disorder-oriented prevention and intervention programs and their possibilities/limitations of application in regular and special schools. Conditions of education of children/pupils with behavioural disorders in the school system of the Slovak Republic.

Recommended or required literature:

1. KOVÁČOVÁ, B. 2021. Identifikácia a analýza latentne agresívneho správania detí v období predškolského veku. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. 174 s. [6,32 AH] ISBN 978-80-561-0852-9.
2. KOVÁČOVÁ, B. 2021. Inhibičné stratégie pri riešení latentne agresívneho správania detí v období predškolského veku. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. 102 s. ISBN 978-80-561-0851-2.
3. KOVÁČOVÁ, B., TICHÁ, E. 2015. Teoretické východiská porúch správania. Bratislava: UK, 2015. ISBN 978-80-223-3994-0.
4. POKORNÁ, V. 2001. Teorie a náprava poruch učení a správaní. Praha: Portál, 2001. ISBN 80-7178-570-9.
5. ŠKOVIERA, A. 2011. Prevýchova – úvod do teórie a praxe. Bratislava: FICE. 2011. ISBN 978-80-969253-4-6.
6. ŠKOVIERA, A. 2015. Malá polepšovňa. Bratislava: FICE, 2015. ISBN 978-80-971901-0-1.
7. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor’s degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student’s independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student’s independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 11

A	B	C	D	E	FX
63.64	27.27	0.0	9.09	0.0	0.0

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

Last modification: 07.10.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE111B/23	**Course title:** Strategies and support of individuals with learning disabilities in the special education process
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisities:	

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 (elaboration of a case study of a child with a specific learning disability);
3. final group colloquium.

There will be a written test during the semester: 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 Assessment:

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 towards strategies and support for individuals with learning disabilities in the special education process.

Learning Outcomes:

Upon completion of the course, the student will have the following knowledge, skills and competencies:

- The student will acquire a basic theoretical understanding of learning disabilities;
- the student will be able to analyse, synthesise, compare and transfer information on the aetiology and symptomatology of learning disabilities,
- acquire knowledge about the specificities of learning disabilities in relation to the educational process and achievement;

- be well versed in the system of special educational counselling aimed at individuals with learning disabilities at different stages of ontogenetic development,
- acquire a basic knowledge of interventions for individuals with learning disabilities.

Course contents:

Strategies and support for individuals with learning disabilities in the special education process - introduction to the issue, theoretical background. Special pedagogy of individuals with learning disabilities - terminological definition, development of the field, perspectives. Aetiology, symptomatology, prevention in the management of specific developmental learning disabilities in early childhood, pre-school and school age. Specifics of communication with children/pupils with developmental learning disabilities. Characteristics and peculiarities of different types of developmental learning disabilities, dyslexia, dyscalculia, dyspraxia, dysortographia, dysgraphia, dysmusia, dyspinxia. Prevention and intervention programmes and their possibilities/limitations of application in mainstream and special schools. Conditions of education of children/pupils with learning disabilities in the school system of the Slovak Republic.

Recommended or required literature:

1. POKORNÁ, V. 2001. Teorie a náprava poruch učení a správaní. Praha: Portál, 2001. ISBN 80-7178-570-9.
2. POKORNÁ, V. 2007. Cvičení pro děti se specifickými poruchami učení : rozvoj vnímání a poznávání. Praha: Portál, 2007. ISBN 978-80-7367-350-3
3. PUDIŠOVÁ, M. 2013. Rodina a jednotlivec so špecifickými vývinovými poruchami učenia. In: Dieťa s nepriaznivým zdravotným stavom v kontexte sociálnej práce a špeciálnej pedagogiky. Kraków: Salwator, 2013. - ISBN 978-83-7580-379-2.

Language of instruction:

Slovak language

Notes:

The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:

Assessed students in total: 1

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

Name of lecturer(s): PaedDr. Viera Rassu Nagy, PhD.

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE109B/23	**Course title:** Strategies and support of individuals with mental disabilities in the special education process
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. active participation in seminars, fulfillment of conditions max. 2 excused absences,
2. processing of the seminar paper and its presentation (elaboration of the case study of a family with an individual with mental disabilities);
3. final group colloquium.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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:

After completing the subject, the student will acquire the following knowledge, skills and competences:

-the student acquires basic theoretical knowledge about mental disability;
-can analyze, synthesize, compare and transfer information about the etiology and symptomatology of mental disability,
-learns about the specifics of mental disability in relation to the educational process and achieving results;
-will be well-versed in the system of special pedagogical counseling aimed at individuals with mental disabilities at various stages of ontogenetic development,
-acquires basic knowledge regarding intervention aimed at individuals with mental disabilities.

Course contents:
Special pedagogy of persons with mental disabilities - terminological definition, development of the field, perspectives. Etiology, symptomatology, prevention in solving mental disabilities. Specifics of communication with children/pupils with mental disabilities in the period of early, preschool and school age. Characteristics and particularities of individual types of mental disabilities. Support and intervention programs oriented towards mental disabilities and their application possibilities/limits in regular and special schools. Conditions of education of children/pupils with mental disabilities in the Slovak school system.

Recommended or required literature:
1. HRČOVÁ, J. 2020. Rodič ako člen interdisciplinárneho tímu v komplexnej podpore žiaka s ťažkým a viacnásobným postihnutím z pohľadu odborníkov. In: Studia Scientifica Facultatis Paedagogicae, Roč. 19, č. 2 (2020), s. 25-37. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU. ISSN 1336-2232
2. ORIEŠČÍKOVÁ. H. 2012. Pedagogika mentálne postihnutých. Ružomberok: Verbum, 2012. ISBN 978-80-8084-866-8.
3. ORIEŠČÍKOVÁ. H. 2014. Pedagogika mentálne postihnutých pre vychovávateľov. Ružomberok: Verbum, 2014. ISBN 978-80-561-0172-8.
4. PIPEKOVÁ, J. a kol. 2006. Kapitoly ze speciální pedagogiky. Brno: Paido, 2006. ISBN 80-7315-120-0.
5. RENOTIÉROVÁ, M., LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.
6. Školský zákon, dokumentácia a iné právne normy vzhľadom na zameranie predmetu.
7. ŠVARCOVÁ, I. 2011. Mentální retardace. Praha: Portál, 2011. ISBN 978-80-7367-889-0.
8. VALENTA, M., MULLER, O. 2003. Psychopedie. Praha: Parta, 2003. ISBN 80-7320-039-2.
9. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5
10. NOVOSAD, L. 2009. Poradenství pre osoby se zdravotním a sociálním znevýhodnením. Praha: Portál, 2009. ISBN 978-80-7367-509-7.

Language of instruction:

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (20 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (19 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 53

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

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE110B/23	**Course title:** Strategies and support of individuals with multiple disabilities in the special education process
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisities:	

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.

Conditions for successful completion of the subject:

1. active participation in seminars, fulfillment of conditions max. 2 excused absences,
2. processing of the seminar paper and its presentation (elaboration of the case study of a child and a student with multiple disabilities);
3. final group colloquium.

During the semester, there will be a written test: to get an A grade you need to get at least 93%, to get a B grade at least 85%, for a C grade at least 77%, for a D grade at least 69% and for an E grade at least 60%.

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 provide basic theoretical and practical starting points towards strategies and support of individuals with multiple disabilities in the special pedagogic process.

After completing the subject, the student will acquire the following knowledge, skills and competences:

- the student will acquire basic theoretical knowledge about multiple disabilities;
- can analyze, synthesize, compare and transfer information about the etiology and symptomatology of multiple disabilities;
- learns about the specifics of multiple disabilities in relation to the educational process and achieving results;
- will be well versed in the system of special educational counseling aimed at individuals with multiple disabilities at various developmental stages;

- acquires basic knowledge regarding intervention aimed at individuals with multiple disabilities.

Course contents:
Strategies and support of individuals with multiple disabilities in the special education process - introduction to the issue, theoretical starting points. Special pedagogy of persons with multiple disabilities - terminological definition, development of the field, perspectives. Etiology, symptomatology, prevention in solving multiple disabilities in early, preschool and school age. Specifics of communication with children/pupils with multiple disabilities. Characteristics and particularities of individual types of multiple disabilities in early, preschool and school age. Support and intervention programs oriented towards talent and giftedness and their possibilities/limits of application in regular and special schools. Conditions of education of children/pupils with multiple disabilities in the school system of the Slovak Republic.

Recommended or required literature:
1. HANÁK, P. a kol. 2005. Diagnostika a edukace dětí a žákú s těžkým zdravotním postižením. Praha: IPPP, 2005. ISBN 80-868556-10-0.
2. HRČOVÁ, J. 2020. Rodič ako člen interdisciplinárneho tímu v komplexnej podpore žiaka s ťažkým a viacnásobným postihnutím z pohľadu odborníkov. In: Studia Scientifica Facultatis Paedagogicae, Roč. 19, č. 2 (2020), s. 25-37. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU. ISSN 1336-2232.
3. LUDÍKOVÁ, L. 2005. Kombinované vady. Olomouc: UP, 2005. ISBN 80-244-1154-7.
4. VANČOVÁ, A. 2001. Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2001. ISBN 80-967180-7-X.
5. VANČOVÁ, A. 2010. Základy pedagogiky viacnásobne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 355-395. - ISBN 978-80-89238-37-8.
6. VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.
7. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.

Language of instruction:
Slovak language

Notes:
The total student workload in the external form of the Bachelor's degree programme amounts to 100 hours. Contact teaching comprises approximately 16 hours and is delivered mainly through block lectures, consultations, and continuous assessment.
The student's independent work accounts for approximately 84 hours and includes the preparation of continuous assignments and projects (24 hours), the study of professional literature and preparation of study materials (30 hours), preparation for a presentation or oral performance (15 hours), and preparation for an examination or final assessment (15 hours).
The workload defined in this manner is consistent with the requirements of the ECTS credit system and supports the development of the student's independence, critical thinking, and ability to apply acquired knowledge and skills.

Course evaluation:
Assessed students in total: 39

A	B	C	D	E	FX
61.54	23.08	10.26	2.56	0.0	2.56

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

Last modification: 07.10.2026

Supervisor(s):

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

doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE119B/23	**Course title:** Summer training course
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: Conditions for completion: a) Active participation, implementation and leading of practical demonstrations of individual activities of the summer tourist course, school in nature, exercises and stay in nature. or other organizational forms, b) The final assessment will be based on the total number of points obtained continuously during the completion of individual activities and activities during the course. To obtain an A rating, it is necessary to obtain at least 93%, to obtain a B rating at least 85%, to obtain a C rating at least 77%, to obtain a D rating at least 69% and to obtain an E rating at least 60%. Course assessment: A – 100%-93%; B – 92%-85%; C – 84%-77%; D – 76%-69%; E – 68%-60%; Fx – 59%-0%	
Learning outcomes of the course:	
Course contents: Summer training course - entry information. Basic knowledge and resources used in the inclusion of being near and in the water environment during seasonal activities, swimming sports and rehabilitation techniques and healing techniques in the water environment, the effect of swimming on the body. 2. Elements of swimming, health significance. Compensatory techniques and methodological principles in activities with children and pupils with intellectual disabilities.	

Recommended or required literature:

1. ANTALA, B. a kol. 2001 Didaktika školskej telesnej výchovy, Bratislava: UK, FTVŠ. 2001. ISBN 80-968252-5-9.
2. BUKOVÁ, A. 2015 Didaktika základnej telesnej výchovy a rekreačného športu. Košice: UPJŠ v Košiciach, 2015, 91 s. ISBN: 978-80-8152-349-6.
3. HALADOVÁ, E., a kol. 2004 Léčebná telesná výchova. Brno, 2004, 134 s. ISBN: 80-7013-384-8.
4. HRABINEC, J., a kol. 2017 Tělesná výchova na 2. stupni základní školy. Praha: UK, Karolinum, 2017, 338 s. ISBN: 978-80-246-3625-2.
5. KOPKOVÁ, E., a kol. 1997 Hry a cvičenia v prírode pre deti 1. stupňa základnej školy. Nitra: UKF, 1997, 203 s. ISBN: 80-8050-154-8.
6. MIŇOVÁ, M. 2003 Pohybový program pre deti materských škôl. Prešov: Rokus, 2003, 50 s. ISBN: 80-89055-33-8.
7. SIVÁK, J., a kol. 1998 Metodická príručka na vyučovanie telesnej výchovy. Bratislava: SPN, 1998, 281 s. ISBN: 80-08-02705-3.
8. 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.
9. ŠIMONEK, J. 2005 Didaktika telesnej výchovy. Nitra:UKF, 2005,103 s. ISBN: 80-8050-873-9.
10. VILÍMOVÁ, V. 2009 Didaktika tělesné výchovy, Brno: Masarykova univerzita, 2009, 144 s. ISBN: 978-80-210-4936-9.
11. ŽÍDEK, J. a kol., 2013 Turistika a Ochrana života a zdravia. Bratislava: UK, FTVŠ, 2013, 123 s. ISBN: 978-80-223-3398-6.
12. 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.
13. 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.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 71

A	B	C	D	E	FX
95.77	0.0	0.0	0.0	0.0	4.23

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE121B/23	**Course title:** Swimming course
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisities:	

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.

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 Evaluation:

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 gain a comprehensive view and knowledge of the organisation, provision and educational activities and resources in summer seasonal activities, summer - hiking course and outdoor school or outdoor exercises.

Learning outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competences:

- knowledge of the methodology and didactics of hiking and swimming activities and organization, course management and seasonal activities, skills in the application of individual activities during the courses;
- the skills and knowledge of the skills and knowledge of the courses and activities, the skills and knowledge of the courses and activities;
- knows the main principles of movement and stay in nature;

- knows the influence of activities, methods, forms, means and didactic aids used in summer and seasonal activities, on the basic hiking course and summer seasonal activities.

Course contents:

Importance, characteristics, organisation and provision of activities in the aquatic environment, pre-swim training and swimming courses. Safety while in the aquatic environment. Activities and games in the aquatic environment. Basic knowledge of the influence of the aquatic environment on the human body. The subject and means of swimming, rehabilitative swimming, swimming sports and rehabilitative techniques and therapeutic techniques in the aquatic environment, the effect of swimming on the body. Methodology of practicing swimming techniques. Strengthening of affected body parts in the aquatic environment. Practice of swimming exercises.

Recommended or required literature:

Odporúčaná literatúra:

1. ANTALA, B. a kol. 2001 Didaktika školskej telesnej výchovy, Bratislava: UK, FTVŠ. 2001, 235 s. ISBN: 80-968252-5-9
2. BUKOVÁ, A. 2015 Didaktika základnej telesnej výchovy a rekreačného športu. Košice: UPJŠ v Košiciach, 2015, 91 s. ISBN: 978-80-8152-349-6
3. ČECHOVSKÁ, I., MILER, T. 2008 Plavání. Praha: Grada, 2008, 127 s. ISBN: 978-80-247-2154-5
4. DVOŘÁKOVÁ, H., 2012 Školáci v pohybu: Telesná výchova v praxi. Praha: Grada. 2012, 144 s., ISBN: 978-80-247-3733-1
5. DVOŘÁKOVÁ, H., ENGELTHARELOVÁ, Z., 2017 Tělesná výchova na 1. stupni základní školy. Praha: UK, Karolinum, 2017, 274 s. ISBN: 978-80-246-3308-4
6. HALADOVÁ, E., a kol. 2004 Léčebná telesná výchova. Brno, 2004, 134 s. ISBN: 80-7013-384-8
7. HRABINEC, J., a kol. 2017 Tělesná výchova na 2. stupni základní školy. Praha: UK, Karolinum, 2017, 338 s. ISBN: 978-80-246-3625-2
8. MIŇOVÁ, M. 2003 Pohybový program pre deti materských škôl. Prešov: Rokus, 2003, 50 s. ISBN: 80-89055-33-8
9. ROCHOVSKÁ, I., STUPÁK, B., JOZEFČÁK M. 2013 Špeciálne didaktiky predmetov vo výchove a vzdelávaní žiakov s mentálnym postihnutím 3. Ružomberok: Verbum, 2013, 104 s. ISBN: 978-80-561-0017-2
10. SIVÁK, J., a kol. 1998 Metodická príručka na vyučovanie telesnej výchovy. Bratislava: SPN, 1998, 281 s. ISBN: 80-08-02705-3
11. STUPÁK, B., 2011 Pohybové hry v predprimárnom vzdelávaní. Ružomberok: Verbum, 2011, 138 s. ISBN: 978-80-8084-789-0
12. SÝKORA, F., a kol. 1995 Telesná výchova a šport. Bratislava: F.R.G. & G, 1995, 402 s. ISBN: 80-85508-26-5
13. ŠIMONEK, J. 2005 Didaktika telesnej výchovy. Nitra:UKF, 2005,103 s. ISBN: 80-8050-873-9
14. VILÍMOVÁ, V. 2009 Didaktika tělesné výchovy, Brno: Masarykova univerzita, 2009, 144 s. ISBN: 978-80-210-4936-9.

Language of instruction:

Slovak language

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. Andrej Hubinák, PhD.

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE101S/23	**Course title:** Thesis defense
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: 5., 6..	
Level of study: I.	
Prerequisities:	
Requirements for passing the course: uccessful oral defence of the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Learning outcomes: - present the results of the bachelor thesis in front of a professional committee, - Demonstrate theoretical skills related to the process of creating a bachelor thesis, formulate the background and motivation for the choice of the final thesis, - present and defend significant findings in a logically clear manner, - formulate recommendations for pedagogical practice, - respond to and take their own position on objections and evaluations from assessments.	
Course contents: The student will present his/her work in front of the expert committee (max. 10 min.) - he/she will justify the meaning and aim of his/her work, explain the methodology and methods used in his/her work and point out the results achieved. After reading the evaluations, he/she reacts to the evaluation, takes a position on any reservations and answers the individual questions posed in the evaluations. Discussion follows.	

Recommended or required literature:

GONDA, V. 2001. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava : Elita, 2001. 117 s. ISBN 80-8044-075-1.
LIŠKA, V. 2010. Zpracování a obhajoba bakalářské a diplomové práce. Praha : Professional Publishing, 2010. 96 s. ISBN 978-8074-3102-18.
MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2005. Akademická príručka. Martin : Osveta 2005. 496 s. ISBN 80-8063-200-6.
RYBÁROVÁ, Ľ. – CUPEROVÁ, J. – RYBÁROVÁ, D. 2009. Metodika písania diplomovej práce. Martin : Osveta, 2009. 82 s. ISBN 978-8080-633-165.

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 37

A	B	C	D	E	FX
54.05	21.62	13.51	8.11	2.7	0.0

Name of lecturer(s):

Last modification: 03.04.2023

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KSPED/Sp-BE120B/23	**Course title:** Winter training course
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisities:	

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 Assessment:

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 knowledge and practical skills to ensure the organization and implementation of the use of winter seasonal activities with individuals with intellectual disabilities.

Learning Outcomes:

- Know how 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:
1. BLAHUTOVÁ, A. 2017 Technika a didaktika výučby lyžovania. Ružomberok: Verbum, 2017. ISBN: 978-80-561-0504-7.
2. BRTNÍK, J. 2008 Zimní hry na snehu i bez nej. Praha: Portál, 2008, 275 s. ISBN: 978-80-7367-399-4.
3. 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.
4. 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.
5. 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.
6. TREML, J. 2004. Lyžování detí. Praha: Grada Publishing, 2004. 105 s. ISBN: 80-247-0682-2.
7. ŽIDEK, J., VEISOVÁ, M. 2012 Zjazdové lyžovanie. Bratislava: UK, FTVŠ, 2012. 90 s. ISBN: 978-80-223-3312-2

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 66

A	B	C	D	E	FX
81.82	9.09	1.52	0.0	0.0	7.58

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

Last modification: 13.12.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
doc. PaedDr. Barbora Kováčová, PhD.