

Course descriptions

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COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-183/22	Course title: Chamber REST - Restricted environmental stimulation technique
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3., 5., 15.	
Educational level: I.	
Prerequisites:	
Course requirements: ABSENCE: Students' participation in classes is mandatory. Absence may be justified for serious personal or medical reasons. However, a maximum of 2 hours. SUBJECT EVALUATION: 30% - active participation in classes, submission of a protocol on a given topic 70% - project / reflection and joint discussion Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student who completes the course knows the basic knowledge of the methods of restricted environmental stimulation. He understands the principles of these methods, which he tries himself. He is able to independently design research in the field of restricted environmental stimulation methods.	
Class syllabus: Chamber REST (Restricted environmental stimulation technique) is one of the relaxations, self-regulatory and complementary therapeutic methods. Staying in the dark (Chamber REST) will take place in our unique newly built REST and sleep research laboratory, which is adapted for this purpose. Students will be able to explore, from their own experience, the potential benefits and challenges of a short stay in restricted environmental stimulation. 1. Visual sensory deprivation	

2. Auditory sensory deprivation
3. Social deprivation
4. Restricted environmental stimulation (REST)
5. CHAMBER REST
6. Floating REST
7. REST as a relaxation method
8. REST as a self-regulatory method
9. Benefits of REST
10. REST challenges
11. Own REST experience
12. Reflection of own experience REST

Recommended literature:

Kupka M et al. (2019) Terapie tmou: Katamnestická studie. 1. vydanie, Olomouc : Univerzita Palackého v Olomouci, 424 s., ISBN 978-80-244-5467-2.

Kupka et al. (2014) Terapeutické a osobní růstové možnosti techniky omezené zevní stimulace: Léčebné využití Terapie tmou a floatingu. Olomouc : Univerzita Palackého v Olomouci.

Norlander, T., Kjellgren, A., & Archer, T. (2003). Effects of flotation-versus chamber-Restricted Environmental Stimulation Technique (REST) on creativity and realism under stress and non-stress conditions. *Imagination, Cognition and Personality*, 22(4), 343–359. <https://doi.org/10.2190/0LAE-M7WP-R6UQ-CR3P>.

Suedfeld P (1980) Restricted Environmental Stimulation: Research and Clinical Applications. NY: John Wiley and Sons.

Urbiš A (2012) Terapie tmou: návrat k harmonii a ke zdraví. Frýdek-Místek: Alpress.

Zubek JP (1969) Sensory deprivation: Fifteen Years of Research. NY:Appleton-Century-Crofts

We chose the citation format of the American Psychological Association (APA) because it is the dominant international citation standard not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also the structure of the text, formats of tables and graphs and other requirements. Foreign departments from Europe and the USA are also proceeding in the same way.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 106

A	B	C	D	E	FX
97,17	1,89	0,0	0,0	0,0	0,94

Lecturers: Mgr. Petra Soláriková, PhD.

Last change: 10.04.2022

Approved by: doc. PhDr. Milica Schraggeová, CSc.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-moPS-94/23	Course title: Experimental Psychopathology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 15.	
Educational level: II.	
Prerequisites:	
Course requirements: absences: A maximum of 2 absences are allowed, for which it is not necessary to bring proof. In case of more absences, the situation will be dealt with individually. ASSESSMENT OF THE COURSE: The assessment is continuous and consists of two main parts: presentation of the selected research paradigm (60%) and continuous activities (elaboration of a study on the lecture topic and discussion - 40%). Grading scale: 100-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59-0% Fx. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student should be able to describe current approaches in research of psychopathology that combine different methods of investigation: experiments, behavioral assessment, use of instruments to physiological measurement, etc. The student should be able to evaluate the relevance and applicability of these approaches and understand their connection to CNS functioning. Upon completion of the course, the student should be able to correctly select and apply new paradigms to study the psychopathological manifestations of depression, schizophrenia, and other psychiatric disorders. At the same time, the student will acquire basic skills in evaluating and interpreting the results of these research paradigms.	
Class syllabus: Current biobehavioral approaches to the study of psychopathology - Research Domain Criteria and its application Behavioral paradigms - I - Experimental tasks Behavioral paradigms - II - Assessment and coding of behavior Behavioral Paradigms - III - Digital phenotyping and ESM Psychophysiology I - EDA - Skin conductance components Psychophysiology - II - Eye-tracking and pupil dilation Practicals in the laboratory	

Recommended literature:

Cuthbert B. N. (2014). The RDoC framework: facilitating transition from ICD/DSM to dimensional approaches that integrate neuroscience and psychopathology. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, 13(1), 28–35. <https://doi.org/10.1002/wps.20087>

Insel, T., Cuthbert, B., Garvey, M., Heinssen, R., Pine, D. S., Quinn, K., Sanislow, C., & Wang, P. (2010). Research domain criteria (RDoC): Toward a new classification framework for research on mental disorders. *The American Journal of Psychiatry*, 167(7), 748–751. <https://doi.org/10.1176/appi.ajp.2010.09091379>

Morris, S. E., & Cuthbert, B. N. (2012). Research Domain Criteria: Cognitive systems, neural circuits, and dimensions of behavior. *Dialogues in Clinical Neuroscience*, 14(1), 29–37.

Stanton, K., McDonnell, C. G., Hayden, E. P., & Watson, D. (2020). Transdiagnostic approaches to psychopathology measurement: Recommendations for measure selection, data analysis, and participant recruitment. *Journal of Abnormal Psychology*, 129(1), 21–28. <https://doi.org/10.1037/abn0000464>

Tiego, J., Martin, E. A., DeYoung, C. G., Hagan, K., Cooper, S. E., Pasion, R., Satchell, L., Shackman, A. J., Bellgrove, M. A., & Fornito, A. (2023). Precision behavioral phenotyping as a strategy for uncovering the biological correlates of psychopathology. *Nature Mental Health*, 1(5), Article 5. <https://doi.org/10.1038/s44220-023-00057-5>

Hajdúk, M. (2020). *Paranoja od psychopatológie po neurobiológiu*. Bratislava: Univerzita Komenského. ISBN: 978-80-223-4995-6

Hajdúk, M. (2024). *Schizofrénie: malá kniha o veľkej poruche*. Bratislava: Univerzita Komenského. ISBN: 978-80-223-5845-3

Articles from teachers on individual topics

*Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for psychology but also for other social and behavioral sciences. From the beginning, we consistently guide students to write consistently according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA also follow the same procedure.

Languages necessary to complete the course:**Notes:****Past grade distribution**

Total number of evaluated students: 28

A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Michal Hajdúk, PhD., Mgr. Alexandra Straková, PhD.

Last change: 06.05.2026

Approved by: prof. Mgr. Anton Heretik, PhD.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-moPS-269/20	Course title: Introduction into CBT
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 16.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment during the teaching part consisting of assessment of the submitted reflection and continuous assignments specified by the teacher at the beginning of the course (100%). Classification scale: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; <60% - FX Students' participation in classes is mandatory. Absence may be justified in unavoidable cases cases if the student informs about his / her absence in advance, e.g. mail. If the student does not attend min. 85% of the classes, they will be assessed by FX. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The course provides students with basic information about the cognitive behavioral approach in psychotherapy (CBT). After completing the course, the student should know the basic procedures KBT approach, understand the theoretical basis of each method, and be able to use it CBT approach to conceptualize situations from one's own life.	
Class syllabus: <ol style="list-style-type: none"> 1. Basic principles of CBT approach. 2. Historical cross-section of the KBT approach and main theoretical concepts. 3. Vicious circle in CBT (thoughts, emotions, bodily feelings, behavior). 4. Problem formulation in CBT. Behavioral impact assessment 5. Anxiety. Basic methods in working with anxiety. 6. Depression. Client activation, activity planning. 7. Cognitive restructuring. 8. Communication skills training. Assertiveness. 9. Behavioral experiments. 10. The third wave of CBT. Mindfulness approaches. 11. Introduction to schematherapy, modes. Experiential work with modes 12. Course reflection. 	

Recommended literature:

Praško, J. & Prašková, H. (1996). Asertivitou proti stresu. Grada.

Praško, J., Možný, P., Šlepecký, M. a kol. (2007). Kognitivně behaviorální terapie psychických poruch. Triton.

Praško, J., Vyskočilová, J., & Prašková, J. (2008). Úzkost a obavy jak je překonat. (2nd ed.). Portál.

Pešek, R., Praško, J., & Štípek, P. (2013) Kognitivně behaviorální terapie v praxi pro terapeuty, studenty a poučené laiky. Portál.

Šlepecký, M., Praško, J., Kotianová, A., & Vyskočilová J. (2018) Třetí vlna v kognitivně-behaviorální terapii nové směry. Portál.

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.

Languages necessary to complete the course:**Notes:****Past grade distribution**

Total number of evaluated students: 186

A	B	C	D	E	FX
60,75	32,26	5,91	0,0	0,54	0,54

Lecturers: doc. Mgr. Jakub Rajčáni, PhD.

Last change: 31.03.2022

Approved by: prof. Mgr. Anton Heretik, PhD.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-moPS-174/22	Course title: Introduction to social, affective, cognitive and behavioral neuroscience
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3., 15.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPs/A-moPS-263/21	
Course requirements: The course consists of a series of lectures on predefined topics. The course ends with a test in credit week. To complete the course, the student must obtain a min. 60% success rate. The test has no correction date. Absence from the test is justifiable only for serious medical conditions or personal reasons. However, the student must inform the teachers about his / her absence in advance, at the latest two days before the test date. Subsequently, an alternative date will be set for him / her. Clasification: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; < 60% - FX Violation of academic ethics will result in the cancellation of earned points in the relevant item evaluation.	
Learning outcomes: The aim of the course is to present current knowledge in the field of neuroscience with a special focus on cognitive, affective, social and behavioral neuroscience at the human level. After completing this course, students should be able to understand selected aspects of biological regulation of behavior and experiencing regarding these dynamically evolving approaches and findings, which bring a revision of classical knowledge in psychology. Knowing the current methods of data collection and research methodology in neurosciences. The course deals with the application of neuroscience knowledge on the continuum of norm and pathology (neuropsychiatric diseases). Completing the course requires a basic understanding of brain neuroanatomy and neurophysiology at the level of bachelor degree in psychology.	
Class syllabus: What is neuroscience and why does it have so many attributes (medical, behavioral, cognitive, affective, social)? Social Neuroscience - Social Cognition and Second Person Neuroscience The role of cortical and subcortical structures in the emergence of psychopathological manifestations (depression, addiction, schizophrenia)	

Predictive coding and the Bayesian brain

Affective neuroscience - principles, methods and a few surprising challenges for classical psychological theory of emotions

Neurobiological bases of personality and its disorders - from temperament theories, Big Five and its links to functional brain systems to examining the dynamics of feeling and experiencing of own Self.

Cortical and subcortical structures in cognition.

Cognitive neuroscience - a computational approach to metacognition

Functional organization of PFC in relation to memory with a focus on autobiographical memory - identity, self in relation to autobiographical memory

Factors and functions of emotion regulation, possibilities of regulation, structure and function of the brain in regulation. Relationship between cognitive processes and emotions in regulation, limits of research on emotion regulation.

Cultural neuroscience.

Stress and cognitive processes.

Decision making and free will.

Adolescent brain vs aging brain.

Synesthesia.

Recommended literature:

Beran, M. J., Brandl, J. L., Perner, J., & Proust, J. (Eds.). (2012). Foundations of metacognition. Oxford University Press.

Crosson, Bruce & Haaland, Kathleen. (2003). Subcortical functions in cognition: Toward a consensus. *Journal of the International Neuropsychological Society*. 9. 1027 - 1030.

Frisch, Stefan. (2014). How Cognitive Neuroscience could be more biological – and what it might learn from Clinical Neuropsychology. *Frontiers in Human Neuroscience*. 8. 10.3389/fnhum.2014.00541.

Kube, T., & Rozenkrantz, L. (2021). When Beliefs Face Reality: An Integrative Review of Belief Updating in Mental Health and Illness. *Perspectives on Psychological Science*, 16(2), 247–274.

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin.

McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: central role of the brain. *Physiological reviews*, 87(3), 873-904.

Montag, C., & Panksepp, J. (2017). Primary Emotional Systems and Personality: An Evolutionary Perspective. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00464>

Porcelli, S., Van Der Wee, N., van der Werff, S., Aghajani, M., Glennon, J. C., van Heukelum, S., Mogavero, F., Lobo, A., Olivera, F. J., Lobo, E., Posadas, M., Dukart, J., Kozak, R., Arce, E., Ikram, A., Vorstman, J., Bilderbeck, A., Saris, I., Kas, M. J., & Serretti, A. (2019). Social brain, social dysfunction and social withdrawal. *Neuroscience and biobehavioral reviews*, 97, 10–33.

Vuilleumier, P., & Armony, J. (eds) (2013). *The Cambridge Handbook of Human Affective Neuroscience*. Cambridge University Press.

Schilbach, Leonhard. (2016). Towards a second-person neuropsychiatry. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1686), 20150081. <https://doi.org/10.1098/rstb.2015.0081>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin.

Šolcová Poláčková, I. (2018). *Emoce. Regulace a vývoj v průběhu života*. Praha: Grada, 240 s.

Wolf, O. T. (2009). Stress and memory in humans: twelve years of progress?. *Brain research*, 1293, 142-154.

Languages necessary to complete the course:

The course is taught in Slovak, however, knowledge of English is also required to study the texts.

Notes:					
Past grade distribution					
Total number of evaluated students: 318					
A	B	C	D	E	FX
13,21	27,99	28,3	17,3	5,97	7,23
Lecturers: Mgr. Petra Brandoburová, PhD., doc. Mgr. Jakub Rajčáni, PhD., doc. PhDr. Michal Hajdúk, PhD., Mgr. Petra Soláriková, PhD., Mgr. Alexandra Straková, PhD., Mgr. Silvia Harvanová, PhD.					
Last change: 04.04.2022					
Approved by: prof. Mgr. Anton Heretik, PhD.					

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-moPS-681/16	Course title: Psycho-oncology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 16.	
Educational level: II.	
Prerequisites:	
Course requirements: The assessment of the course consists of four main parts during the semester: - Entrance essay (max. 20%), - elaboration and presentation of the topic in a team - submission of the elaborated hand-out at the latest the day before the presentation (max. 30%), - active participation in meetings (max. 30%), - final reflective essay (max. 20%). Individual assignments cannot be replaced by other assignments during the semester. Grading scale: 100-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59.-0% Fx. Attendance of male and female students is mandatory. Absence may be excused for serious personal or medical reasons, up to a maximum of 2 sessions. The student must notify the instructor in advance by e-mail and provide proof of his/her absence to the Office of Academic Affairs according to the guidelines set forth in the Student Handbook. Otherwise, the absence may be considered unexcused. For absences of 3 or more (unexcused) meetings, the student may be graded Fx. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The course provides basic knowledge in the field of psychooncology, introduces the psychosocial attributes of the onset and treatment of cancer, presents the possibilities of psychological interventions and communication in cancer and after its treatment, as well as the specifics associated with the irreversible course of the disease. By completing the course, students: - Understand the basic psychosocial attributes associated with cancer and its treatment, - they will be able to distinguish the different phases of emotional survival and their specificities associated with the course of cancer, - be able to provide basic psychosocial interventions related to cancer treatment, - be able to work effectively in teams in the treatment and presentation of a selected topic.	
Class syllabus: 1. Behavioral and psychosocial factors of cancer development. 2. Psychoneuroimmunological and psychoendocrinological factors of cancer.	

3. Psychosocial attributes associated with cancer and its treatment: psychosocial distress, type C and D personality.
4. Psychosocial attributes associated with cancer and its treatment: emotional reactions to illness, phases of emotional survival of life-threatening illness and their specifics, defense and coping mechanisms, resilience.
5. Psychosocial attributes associated with cancer and its treatment: quality of life, HRQoL, social support.
6. Psychosocial attributes associated with cancer and its treatment: meaning in life, hope, helplessness and hopelessness, religiosity and spirituality.
7. Psychosocial interventions and communication in cancer.
8. Therapeutic approaches in the context of cancer (art therapy, bibliotherapy, music therapy and others).
9. Return to the natural environment (family, school, work) after cancer treatment and its specifics.
10. Psychosocial attributes and interventions for the close social environment of the person with cancer, work with the family and relatives of the treated person.
11. Dying and death in the context of cancer, palliative care.
12. Burnout syndrome in the provision of psychosocial interventions for people with cancer and options for its prevention.

Recommended literature:

- Andrášiová, M. (2009). Keď do života vstúpi rakovina. Príbehy, inšpirácie a rady pre všetkých, ktorí hľadajú svoju cestu touto chorobou. Bratislava: Landy.
- Andrášiová, M., Bednařík, A. (2015). Budem k vám úprimný... Ako v rozhovoroch s ťažko chorými pacientmi spájať otvorenosť, citlivosť a nádej. Bratislava: Slovenská onkopsychologická spoločnosť.
- Angenendt, G., Schutze-Kreilkamp, U., & Tschuschke, V. (2010). Psychoonkologie v praxi: psychoedukace, poradenství a terapie. Praha: Portál.
- Holland, J. C., Breitbart, W. S., & Butow, P. N. (Eds.). (2015). Psycho- Oncology. 3rd Ed. New York: Oxford University Press.
- Tschuschke, V. (2004). Psychoonkologie: Psychologické aspekty vzniku a zvládnutí rakoviny. Praha: Portál.

Note: The American Psychological Association (APA) citation format was chosen because it is the dominant international citation standard not only for psychology but also for other social and behavioral sciences. From the beginning, we consistently guide students to write rigorously according to APA standards, not only in terms of citations but also in terms of text structure, table and graph formats, and other details. Foreign departments from Europe and the USA follow the same approach.

Languages necessary to complete the course:

Slovak, English, Czech

Notes:

Past grade distribution

Total number of evaluated students: 188

A	B	C	D	E	FX
97,34	1,06	1,06	0,0	0,0	0,53

Lecturers: Mgr. Radoslav Blaho, PhD.

Last change: 22.05.2025

Approved by: prof. Mgr. Anton Heretik, PhD.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-135/11	Course title: Psychology of Morals
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3., 5., 15.	
Educational level: I.	
Prerequisites:	
Course requirements: Attendance of students is mandatory. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 sessions. The student notifies his / her non-participation in advance by e-mail to the teacher and proves his / her documents with the study department according to the instructions given in the Study Regulations. Otherwise, the absence may be considered as unjustified. In the case of 3 or more absences (unjustified) sessions, the student may be assessed by Fx. Course evaluation consists of three main parts during the semester (max. 100p): <ul style="list-style-type: none"> • presentation of the topic in the team (max. 40p): each student will contribute to the elaboration of the selected topic in the team (if the situation allows, each team should be made up of local as well as foreign students) and moderate discussion on the topic. Students will be acquainted with the detailed propositions during the introductory meeting. • active participation during the meetings (max. 30p): each student should participate in discussions and other activities, fill in assignments (if announced by the course lecturer or presenting team) and fill in the feedback for the presenting team, as well as reflection on the topic • final reflective essay (max. 30p): during the last meeting, each student should write a reflective essay on the topics covered on the basis of predetermined criteria (areas). Classification scale: 100-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59,-0% Fx Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.	
Learning outcomes: The aim of the course is to introduce students to the psychological aspects of human morality as an interdisciplinary construct - moral reasoning, emotionality, motivation and behavior from diverse intercultural perspectives. The aim of the course is also to support critical thinking based on the reflection of moral aspects of selected topics, which are presented through the presentation of available theories and concepts dealing with various ethically challenging situations. The course supports the principles of internationalization, especially through the peer learning processes - by presenting and discussing topics in mixed teams of local and international students, providing peer feedback, and presenting intercultural case studies. By completing the course students:	

- get to know the perspectives of looking at various ethically demanding situations (moral dilemmas),
- will be able to reflect their own judgments, attitudes, resp. survival associated with ethically challenging situations,
- be able to apply the topics of moral psychology in real situations in diverse intercultural contexts,
- be able to work effectively in mixed teams of local and international students.

Class syllabus:

1. Introduction to the course (rules, principles of operation and expectations, creation of mixed teams, selection of topics for presentation)
2. Moral dilemma (definition, philosophical background, neuroanatomy of moral dilemmas, dual model of creating moral judgment)
3. Evolutionary basis of human morality (perspective of evolutionary psychology, sociobiology)
4. Moral reasoning (heuristics, neurocognitive approach)
5. Moral development and its specifics (overview of theoretical approaches to moral development, development of moral integrity, identity, disorders of moral development)
6. Moral affectivity (typology of moral emotions and their specifics, relation of emotions to moral action, socio-intuitionistic model)
7. Moral motivation and behavior (regulatory function of social and moral norms, maladaptive behavior)
8. Intercultural specifics of morality (social conventions, moral intuition)
9. Morality and gender (moral orientation)
10. Morality and religiosity / spirituality (moral principles of world religions, ethnocentrism, specifics of religious and secular morality)
11. Morality in society (abortions, euthanasia, covid-19, environmental issues of morality)
12. Psychodiagnostic approaches to the study of morality
13. Psychology of conscience

Recommended literature:

DORIS, J. M., & FIERY, C. (2010). The Moral Psychology Handbook. New York: Oxford University Press.
 GREENE, J. (2013). Moral Tribes: Emotion, Reason, and the Gap between Us and Them. London: Atlantic Books
 HAIDT, J. (2013). The Righteous Mind: Why Good People Are Divided by Politics and Religion.

Languages necessary to complete the course:

Slovak, Czech, English

Notes:

Past grade distribution

Total number of evaluated students: 420

A	B	C	D	E	FX
78,81	16,43	3,33	0,0	0,24	1,19

Lecturers: Mgr. Radoslav Blaho, PhD.

Last change: 23.05.2025

Approved by: doc. PhDr. Milica Schraggeová, CSc.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-22/21	Course title: Research practice
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 4., 6., 16.	
Educational level: I.	
Prerequisites: FiF.KPs/A-boPS-10/21 - Statistics in Psychology 1	
Course requirements: Students are required to attend classes. Absence may be justified for serious personal or medical reasons, up to a maximum of 2 hours. Absence can only be justified if the student informs about his / her absence in advance, e.g., via mail. Absence cannot be replaced by another task. Course evaluation 100% interim evaluation: project and research activity The violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Clasification scale: 100-92% - A, 91-84% - B, 83-76% - C, 75-68% - D, 67-60% - E, 59-0% - FX Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student will know the research procedures used in the field of psychology. They will understand research methods that are currently used in ongoing research projects of the department and apply this knowledge to independently design a research.	
Class syllabus: Students participate in ongoing research projects at the Department of Psychology. At the beginning of the course, based on personal consultations with teachers, they choose the form of their participation in a specific project. During the semester, they assist or otherwise collaborate on research according to a continuously updated schedule.	
Recommended literature: Ritomský, A. (2016). Metodológia projektovania psychologického výskumu. Plzeň: Aleš Čeněk, s.r.o. Students will be acquainted with the supplementary reading materials during the course. * Note: We chose the American Psychological Association (APA) citation format because it is dominant within international citing standards not only for the field of psychology but also for other social and behavioral sciences. From the beginning, we consistently lead students to writing according to APA standards, which concerns not only citations but also the text structure, table	

and graph formats and other requirements. Foreign departments in Europe and the USA proceed in the same way.

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 203

A	B	C	D	E	FX
98,52	0,99	0,0	0,0	0,0	0,49

Lecturers: Mgr. Petra Soláriková, PhD., doc. PhDr. Eva Rošková, PhD., doc. PhDr. Milica Schraggeová, CSc., doc. Mgr. Jakub Rajčáni, PhD., Mgr. Alexandra Straková, PhD., Mgr. Ema Štánerová, Mgr. Jana Martáková

Last change: 10.09.2026

Approved by: doc. PhDr. Milica Schraggeová, CSc.

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-03/26	Course title: Social Psychology for International Students
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 13 / 13 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 15.	
Educational level: I.	
Prerequisites:	
Course requirements: Course requirements: Attendance is compulsory. Absence can be excused when necessary, but only if the student sends notice beforehand, by email for example. If the student does not complete at least 70% of lectures, he fails the course. Absence cannot be substituted by different assignment. Grading system: 100-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59,-0% Fx 50 % of the assessment is acquired during the semester, 50 % for the final assignment. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Upon completion of the course, the student will be able to demonstrate comprehensive knowledge of the development of psychological thinking and research, with particular emphasis on social psychology and its theoretical foundations. The student will be able to critically evaluate the functioning of individuals within social groups, analyse the dynamics of social groups, and apply relevant methodological approaches in social psychological research.	
Class syllabus: <ol style="list-style-type: none"> 1. The origin, definition, subject, and development of social psychology. 2. Socio-cultural determination, human society and culture. 3. Socialization - types and theories of social learning. 4. Self and identity in social psychology. 5. Social attitudes and social representations, theories of attitudes, formation and change of attitudes. 6. Social groups and group dynamics. 7. Social behavior. 8. Social cognition and perception. 9. Social impact. 10. Communication. 	
Recommended literature: STAINTON-ROGERS, W. (2011). Social Psychology. Second Edition. Open University Press. BERGER, P. L. – LUCKMAN, T. (1966). Social Construction of Reality. Anchor Books. HARRÉ, R. – GILLET, G. (1994). The Discursive Mind. Sage. HOGG, M. A. – VAUGHAN, G. M. (2021) Social psychology. 9TH Edition. Pearson.	

MOSCOVICI, S. – MARKOVÁ, I. (2006). The Making of Modern Social Psychology: The Hidden Story of How an International Social Science was Created. Polity Press.
 MOSCOVICI, S. (2000). Social Representations: Explorations in Social Psychology. New York University Press.
 MYERS, D. G., TWENGE, J. M. (2021). Social Psychology (14th Edition). McGraw Hill Education. +research papers assigned during the course

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: prof. PhDr. Radomír Masaryk, PhD., Mgr. Lucia Kupkovičová, Mgr. Alexandra Šurinová

Last change: 17.07.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-401/22	Course title: Statistics in Psychology 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 15.	
Educational level: I.	
Prerequisites:	
Antirequisites: FiF.KPs/A-boPS-009/00	
Course requirements: 1. Continuous assessment during the teaching part consisting of the assessment of the submitted assignment, which will be specified by the teacher at the beginning of the course and the submission of four partial tasks (30%) 2. Final evaluation during the examination period. The exam is realized in written form. (70%). Classification scale: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; <60% - FX. Students' participation in classes is mandatory. Absence may be justified in unavoidable cases if the student informs about his / her absence in advance, e.g. mail. If the student does not attend min. 85% of the classes, they will be assessed by FX. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: The course provides students with basic knowledge about the application and interpretation of statistics in psychological research. After completing the course, the student should know the basic statistical concepts, understand statistical description and inference, and be able to independently prepare and statistically describe the data set, as well as calculate the basic hypothesis tests in the JASP software.	
Class syllabus: Class syllabus: 1. Why do we need statistics? The role of statistics in psychological research. 2. What and how do we measure? Variables, measurement scale, types of research designs. 3. Basics of descriptive statistics: Frequency tables, graphs, central tendency and relative rates position. 4. Measures of variability: Variation, standard deviation, interquartile range. Shape of distribution.	

5. Basics of probability; Probability distributions.
6. Population and selection; Sample layout; Standard error; Interval estimates of parameters.
7. Hypothesis testing; Null hypotheses.
8. Confidence intervals and statistical significance.
9. Relationship between two categorical variables; Crosstables.
10. Correlations.
11. Hypothesis tests in correlation design
12. Linear regression
13. Creating predictions based on linear regression

Recommended literature:

Field, A. (2018). Discovering statistics using SPSS. (5th ed.). Sage publishing.

Navarro, D.J., Foxcroft, D.R., & Faulkenberry, T.J. (2019). Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners (Version 1/√2).

Navarro DJ and Foxcroft DR (2019). learning statistics with jamovi: a tutorial for psychology students and other beginners (Version 0.70).

Cumming, G., & Calin-Jageman, R. (2016). Introduction to the new statistics: Estimation, open science, and beyond. Routledge.

Goss-Sampson, M. (2019). Statistical analysis in JASP: A guide for students (2nd ed.). JASP v0.10.2.

Additional texts will be provided by the teacher during the lessons

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.

Languages necessary to complete the course:

Knowledge of english language is recommended

Notes:

Past grade distribution

Total number of evaluated students: 1088

A	B	C	D	E	FX
26,93	26,75	29,5	12,68	3,95	0,18

Lecturers: doc. Mgr. Jakub Rajčáni, PhD.

Last change: 23.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPS-402/22	Course title: Statistics in Psychology 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 16.	
Educational level: I.	
Prerequisites:	
Antirequisites: FiF.KPs/A-boPS-030/00	
Course requirements: 1. Continuous assessment during the teaching part consisting of the assessment of the submitted assignment, which will be specified by the teacher at the beginning of the course and the submission of four partial tasks (30%) 2. Final evaluation during the examination period. The exam is realized in written form. (70%). Classification scale: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; <60% - FX. Students' participation in classes is mandatory. Absence may be justified in unavoidable cases if the student informs about his / her absence in advance, e.g. mail. If the student does not attend min. 85% of the classes, they will be assessed by FX. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: The course provides students with basic knowledge about the application and interpretation of statistics in psychological research. After completing the course, the student should know the basic statistical concepts, understand statistical description and inference, and be able to independently prepare and statistically describe the data set, as well as calculate the basic hypothesis tests in the JASP software.	
Class syllabus: Class syllabus: 1. Comparison of two means (t-tests). 2. Tests of null hypotheses with two-group comparison. Effect size, confidence interval. 3. Analysis of variance (ANOVA). 4. Post hoc tests and planned comparisons in ANOVA tests. 5. Multifactor ANOVA, repeated measurements.	

6. Practical exercises in null hypotheses tests. 7. Preventing false positive results. Limitations of null hypotheses testing. hypothesis. Fundamentals of the principles of open science. 8. Statistical power, effect size, calculation of required sample size. 9. Basics of Bayesian statistics. 10. Bayesian correlations, t-tests and ANOVA. 11. Reliability of the questionnaire 12. Practical exercises in statistical tests.					
Recommended literature: Field, A. (2018). Discovering statistics using SPSS (5th ed.). Sage publishing. Navarro, D.J., Foxcroft, D.R., & Faulkenberry, T.J. (2019). Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners (Version 1/√2). Navarro DJ and Foxcroft DR (2019). learning statistics with jamovi: a tutorial for psychology students and other beginners (Version 0.70). Cumming, G., & Calin-Jageman, R. (2016). Introduction to the new statistics: Estimation, open science, and beyond. Routledge. Goss-Sampson, M. (2019). Statistical analysis in JASP: A guide for students (2nd ed.). JASP v0.10.2. Additional texts will be provided by the teacher during the lessons. Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way.					
Languages necessary to complete the course: Knowledge of english language is recommended					
Notes:					
Past grade distribution Total number of evaluated students: 1076					
A	B	C	D	E	FX
25,74	20,17	25,37	16,08	12,08	0,56
Lecturers: doc. Mgr. Jakub Rajčáni, PhD.					
Last change: 23.05.2022					
Approved by:					