

Courses for international students in the academic year 2026/2027

Department of Psychology and Abnormal Psychology

Course title including code KPS/YCSP Selected Chapters of Social Psychology			
Number of ECTS credits:	4	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	Hongyang Liu Research assistant
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>This course introduces the basic concepts of social psychology. Because this discipline includes a broad overview of many interesting topics, we will cover only selected chapters of social psychology, including social influence relating to conformity, compliance, person and situation perception and attribution. Other topics will explore aggression, stereotypes, and discrimination and prosocial or helping behaviour. The goal of this course is to provide students with an introduction to social psychology, and to apply social psychological theories to everyday life. The theoretical concepts will be connected to concrete examples people encounter on everyday basis.</p> <p>Recommended literature: Kassin, S., Fein, S., & Markus, H. R. (2021). <i>Social Psychology, 11th edition</i>. Cengage Learning, Inc. Myers, D. & Twenge, J. (2021). <i>Social Psychology</i>. McGraw-Hill Education</p>			

Course title including code KPS/YCAP Selected Chapters of Abnormal Psychology			
Number of ECTS credits:	4	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	PhDr. Jana Kvintová, Ph.D. Mgr. Radka Hájek, ABA
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>This course introduces chosen topics of abnormal psychology. Students will focus on and learn differences between normality and abnormality, as well as the chosen mental disorders, the diagnostics of various mental disorders and effective ways of therapeutical, pharmaceutical and other forms of interventions and treatments. Case studies will be discussed and analysed to support the theoretical background.</p> <p>Recommneded literature: Comer, R.J. (2010). <i>Abnormal Psychology. 7th edition</i>. Worth publishers</p>			

Course title including code KPS/YPAE Psychological aspects of education			
Number of ECTS credits:	4	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	Mgr. Lucie Váchová, Ph.D. Mgr. Lucie Radová
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>This course introduces the complexity of psychological aspects of education. Students will explore various topics on the ever-changing teaching profession and the pressures brought upon by the advancement of information technologies and the emphasis on teachers' accountability and career development. We will cover the topics of various ways of learning, along with students learning disabilities and the topic of inclusion. The other topics will pay attention to student motivation to learn, focusing on various methods of teaching and learning. In the end, the topic of classroom management and communication will be covered from the perspective of social and educational psychology. The school climate and classroom cohesion will be explored along with the consequences of untreated and unresolved bullying phenomenon among students. The basic concept of social and emotional learning will be covered from the perspective of future teachers, special education teachers, school counsellors and psychologists.</p> <p>Recommended literature: Egen, P. & Kauchak, D. (2020). <i>Using Educational Psychology in Teaching. 11th edition.</i> Pearson Education, Inc.</p> <p>Estacio, E. V., Murray, M., & Marks, D. F. (2018). <i>Health Psychology: Theory, Research and Practice. Health Psychology</i>, 1-832.</p> <p>Taylor, S.E., & Stanton, A.L. (2021). <i>Health Psychology.</i> McGraw-Hill Education</p>			

Course title including code KPS/YHPS Health psychology			
Number of ECTS credits:	4	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	Mgr. Veronika Kavková, Ph.D.
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>The course acquaints students with basic theoretical knowledge in the field of health psychology, mental hygiene and other sub-areas focused on health by psychological means. Students will acquire basic terminology concepts in the field of health psychology, understand the principles and basic theories applied in this field. In the practical part, students will gain experience with selected techniques related to self-regulation.</p> <p>Recommended literature: Estacio, E. V., Murray, M., & Marks, D. F. (2018). <i>Health Psychology: Theory, Research and Practice. Health Psychology</i>, 1-832.</p> <p>Taylor, S.E., & Stanton, A.L. (2021). <i>Health Psychology.</i> McGraw-Hill Education.</p>			

Course title including code KPS/YCDP Selected Chapters of Developmental Psychology			
Number of ECTS credits:	4	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	Mgr. Barbora Kvapilová, B.A.
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>This course introduces the basic concepts of developmental psychology. Because this discipline includes a broad overview of many interesting topics, we will cover only selected chapters of developmental psychology, including the first years of children's life, the social and cognitive development. The course will cover the most important life-span development theories introduced over the course of history of psychology. The main goal is to explore the practical consequences of these theories on human societies and research in psychology.</p> <p>Recommended literature:</p> <p>Shaffer, D. R. & Kipp, K. (2007). <i>Developmental Psychology: Childhood and Adolescence</i>. 7th edition. Thomson Wadsworth.</p> <p>Siegelman, C. K. & Rider, E. A. (2006). <i>Life-Span Human Development</i>. Thomson Wadsworth.</p>			

Course title including code KPS/YBPS Basic psychological statistics			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer: Guarantor:	PhDr. Jana Kvintová, Ph.D. Hongyang Liu
Semester in which the course is taught:		Winter or summer semester	
Description:			
<p>Knowledge of basic psychological statistics is essential when conducting quantitative psychological and educational research. Different types of data determine different statistical testing methods, and various statistical testing methods determine the rigor of the research results.</p> <p>In this course, you will start from scratch to understand the concepts of psychometrics through the phenomena around you, see the application of psychometrics in published high-quality literature, and learn simple statistical test operations in SPSS software.</p> <p>This course is suitable for: psychology students, education students, and workers engaged in psychological and educational research.</p> <p>Course Objectives and Programs:</p> <p>Concept learning phase:</p> <ol style="list-style-type: none"> 1. Introduction of psychological statistics. 2. Descriptive statistics: data types; statistical charts; central tendency and measures of dispersion; correlation coefficients and classification of correlations. 3. Inferential statistics: probability distribution; hypothesis testing (t-test/Z-test); ANOVA; chi-square test; regression analysis; non-parametric tests. 4. Secondary research <p>Application phase:</p>			

1. Application of statistical knowledge when reading literature
2. Introduction to SPSS software
3. How statistical tests operate in SPSS
4. Interpretation of SPSS results

Recommended literature:

Aron, A., Coups, E.J., Aron, E.N. (2013) *Statistics for Psychology*, 6th edition, Pearson Education, Inc., ISBN: 978-0-205-25815-4.

Course title including code KPS/ YPME Psychometrics			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer: Guarantor:	Hongyang Liu PhDr. Jana Kvintová, Ph.D.
Semester in which the course is taught:		Winter or summer semester	
Description:			
Course Description			
<p>Have you ever taken a psychological test? Do you think these psychometric tests are accurate? The questionnaire method is an important method in psychological and pedagogical research, and it is the standardized questionnaire that is considered by psychometricians to be a reliable and valid instrument for responding to individual psychological traits.</p> <p>In this course, you will systematically learn the requirements for high-quality scales and the basic steps of scale development in conjunction with your knowledge of psychometrics. You will have the opportunity to be tested through high-quality scales recognized by psychologists, which will strengthen your understanding of psychometric concepts and experience the charm of measurement in this process.</p> <p>This course is suitable for: psychology and education students with some previous knowledge of psychological statistics, workers engaged in psychological and educational research</p>			
Course Objectives and Programs:			
Concept learning phase:			
<ol style="list-style-type: none"> 1. Introduction of psychometrics 2. Classical testing theory 3. Measurement error 4. Measurement reliability and validity 5. Project analysis 6. Basic procedures for the preparation and administration of psychological tests 7. Measurement Norm 8. Common types of tests: personality tests; intelligence tests; other types 			
Application phase:			
<ol style="list-style-type: none"> 1. Understand the process and criteria for psychometric test development in the published literature 2. Complete the EPQ or SCL-90 to reinforce understanding of psychometric concepts. 			
Recommended literature:			
Kaplan, R.M., Saccuzzo, D.P. (2018) <i>Psychological testing, Principles, Applications, and Issues</i> . 9 th edition, Cengage Learning.			

Course title including code KPS/YPSP Psicología de la Personalidad			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance	Lecturer:	Doc. PhDr. Lucía Lacková, Ph.D.
Semester in which the course is taught:		Summer and Winter semester	
Description:			
<p>Breve descripción de contenidos La personalidad como concepto y disciplina: definición y objetivos. Perspectivas teóricas, estrategias y métodos de investigación en psicología de la personalidad. Determinantes de la personalidad: Influencias genéticas y ambientales. Estabilidad y cambio de la personalidad a lo largo de la vida. Elementos de la personalidad. Diferencias individuales de las emociones, de adaptación y experiencia de bienestar emocional. Estilos de personalidad, salud y personalidad desadaptada. Ética, deontología y profesión.</p> <p>Temas</p> <ol style="list-style-type: none"> 1. La personalidad como concepto y disciplina. 2. Estrategias y métodos de investigación en Psicología de la Personalidad. 3. Los enfoques factorial-biológicos. La polémica herencia vs ambiente. 4. Supuestos y características comunes de los enfoques cognitivos y social-cognitivos. 5. Los enfoques motivacionales. Supuestos y características comunes de los enfoques centrados en los elementos motivacionales de la personalidad. 6. Determinantes de la personalidad: Influencias genéticas y ambientales. 7. Cambio de la personalidad a lo largo de la vida. Estabilidad de la personalidad a lo largo del tiempo. 8. Modelos explicativos de estabilidad y cambio de la personalidad. Procesos de estabilidad y cambio. 9. Aproximaciones al estudio del inconsciente. El inconsciente dinámico del Psicoanálisis. 10. Emociones, adaptación y experiencia de bienestar emocional. Inteligencia emocional. 11. Situaciones exigentes y como dominarlas. 12. Ética, deontología y profesión. 13. Nuevos enfoques y perspectivas en la psicología de la personalidad. <p>Evaluación Examen oral La metodología docente y la evaluación serán adaptadas a los estudiantes con necesidades específicas.</p> <p>Bibliografía fundamental Adler, A. (1997). Práctica y teoría de la psicología del individuo. Barcelona: Paidós. Bermúdez, J., Pérez-García, A. M., Ruiz Caballero, J. A., Sanjuán, P. y Rueda, B. (2011). Psicología de la Personalidad. Madrid: UNED. Larsen, R. J. Y Buss, D. M. (2005). Psicología de la Personalidad. (2ª ED.) McGraw-Hill Interamericana. Moreno, B., Díaz-Méndez, D. N. (2013). Psicología de la Personalidad. Madrid, España: Centro De Estudios Financieros. Ortet, G. Y Sanchíz, M. C. (1999). Prácticas de Psicología de la Personalidad. Barcelona: Ariel Practicum. Palmero, F. Y Fernandez-Abascal, E. (1998): Emociones y adaptación. Barcelona: Ariel. Pelechano, V. (2000)). Psicología sistemática de la personalidad. Barcelona: Ariel.</p>			

Pérez, M^a. N., Mata J. L., López, F. (2019) Introducción a la Psicología de la Personalidad. Granada, España: Universidad de Granada.

Pervin, L. A. (1998). La ciencia de la personalidad. Madrid: McGraw-Hill.

Santacreu, J.; Hernández, J. M. Y Adarraga, P. (2002): La personalidad en el marco de una teoría del comportamiento humano. Madrid: Ediciones Pirámide, S. A.

Bibliografía complementaria

Domínguez-Prieto, X. M. (2011). Psicología de la persona. Madrid, España: Ediciones Palabra, S. A

Hoffman, D. (2000). Inteligencia visual. Barcelona: Paidós.

Marafioti, R. (2003). Los Patrones de la argumentación. Buenos Aires: Biblos.

Moreno, B. (2007). Psicología de la Personalidad: procesos. Madrid, España: Editorial Paraninfo

Otero-Lopez, J. M. (2013). Psicología de la personalidad: Manual de prácticas, Ediciones Ariel

Pelechano, V. (1993). Personalidad: Un enfoque histórico-conceptual. Valencia: Promolibro.

Sautu, R. (2003). Todo es teoría. Buenos Aires: Lumiere.

Serrais –Oteo, F. (2012). Personalidad. EUNSA. Navarra, España: Ediciones Universidad de Navarra.

Schein, E. (1992). Organizational culture and leadership. Wiley: Jossey-Bass.

Verbunt, G. (2001). La société interculturelle. Paris: Editions du Seuil.

Método de trabajo

Preparación personal. Asistencia a clase. El estudiante debe contar con el material necesario para abordar el estudio de manera autónoma. Realización y entrega de las tareas prácticas a lo largo de la fecha propuesta.

El trabajo en el seminario se hará a partir de los textos básicos y la bibliografía complementaria. El alumnado tendrá que realizar los ejercicios propuestos para los diferentes temas del contenido. Se trata de que los estudiantes adquieran las habilidades básicas de búsqueda de información, discriminando fuentes científicas de aquellas que no lo son.