

INSTITUTE OF SPECIAL EDUCATION STUDIES
Courses for international students (academic year 2026/2027)

Code	Course title	Contact person
USS/YSPSN	Society and People with Special Needs	vojtech.regec@upol.cz
USS/YADL	Activities of the Daily Living in People with Visual Impairment	veronika.ruzickova@upol.cz
USS/YCAAK	Alternative and Augmentative Communication	jaromir.mastalir@upol.cz
USS/YCAKI	Crisis intervention	michal.ruzicka@upol.cz
USS/YCAKR	Communication with the family	milan.potmesil@upol.cz
USS/YCDE	Compendium of Dramatherapy in Education	jakub.vavra01@upol.cz
USS/YPCAT	Propedeutics of Creative Art Therapies	jakub.vavra01@upol.cz
USS/YLBIL	Multiculturalism in communication disorders	katerina.vitaskova@upol.cz
USS/YIEBT	Evidence Based Teaching in Inclusive Classes	dagmar.sedlackova@upol.cz
USS/YCMD	Creative mindfulness development	hana.strejckova01@upol.cz
USS/YDIAL	Possibilities for dialogue	petra.jurkovicova@upol.cz

Course title including code			
Society and People with Special Needs (USS/YSPSN)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance homework assignments	Lecturer:	Doc. Vojtech Regec
Semester in which the course is taught:		Winter / Summer	
Contact Person:		doc. PhDr. Vojtech Regec, Ph.D. (vojtech.regec@upol.cz)	
Description:			
Course outcomes:			
References:			

Course title including code			
Activities of the Daily Living in People with Visual Impairment (USS/YADL)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	homework assignments	Lecturer:	PhDr. Kateřina Kroupová, Ph.D. Mgr. et Bc. Veronika Růžicková, Ph.D. Mgr. Lucie Flekačová, Ph.D.
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. et Bc. Veronika Růžicková, Ph.D. (veronika.ruzickova@upol.cz)	
Description:			
Presentation of theoretical knowledge about visual impairment and its conditions. The aim of the course is to train basic practical skills of people with visual impairment such as spatial orientation, Braille, self-service, development of compensatory mechanisms or work with special aids etc. The course will be mostly practical, students will try individual activities themselves.			
Course outcomes:			
<ul style="list-style-type: none"> ▪ student can define a visually impaired person and describe their characteristics. ▪ student can categorize compensatory factors and the possibilities of their development. ▪ student will master the basics of spatial orientation of visually impaired people. ▪ student learns the basics of reading and writing Braille. ▪ student will try out self-service and its training methodology. ▪ student will learn about compensatory aids for people with visual impairments. ▪ student will learn about relief graphics and their application in the lives of visually impaired people. 			
References:			
<ul style="list-style-type: none"> ▪ LUDÍKOVÁ, Libuše. Special education for the visually impaired. 1. vyd. Olomouc: Univerzita Palackého v Olomouci, 2013. 93 s. Studijní opory. ISBN 978-80-244-3747-7. ▪ RŮŽIČKOVÁ, Veronika et al. Basics of special education of persons with visual impairment. 1st english ed. Olomouc: Palacký University Olomouc, 2012. 193 s. ISBN 978-80-244-3097-3. ▪ https://www.rnib.org.uk/about-us ▪ https://worldblindunion.org/ ▪ https://www.nei.nih.gov/ ▪ https://nfb.org/ ▪ https://www.afb.org/ 			

Course title including code Alternative and Augmentative Communication (USS/YCAAK)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance homework assignments	Lecturer:	Dr. Jaromír Mašťalíř
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. Jaromír Mašťalíř, Ph.D. (jaromir.mastalir@upol.cz)	
Description: Presentation of theoretical knowledge about selected AAC systems and their usability for people with complex communication needs. The course will include examples of their practical use for people with special educational needs who cannot either partially or completely use the expressive and/or receptive components of communication. The course will also include description of AAC systems and discussion of selected diagnostic aspects of the appropriate choice of specific AAC systems for different target groups of people using AAC systems.			
Course outcomes:			
<ul style="list-style-type: none"> ▪ understand the terms communication, communication competence, communication barrier and define them; ▪ describe the communication process, its individual phases and entities; ▪ know potential group of AAC users; ▪ know what is classifications of AAC about; ▪ use adequate and correct related terminology; ▪ theoretically describe the principle of using individual systems of AAC; ▪ know current possibilities of hi-tech AAC including hardware, programs and applications; ▪ understand the suitability of individual systems of AAC for a specific group of AAC users; 			
References:			
<ul style="list-style-type: none"> ▪ BATTYE, A. Who's Afraid of AAC? 2018. Routledge: Oxon. 300 pp. ISBN 978-1-911186-17-5. BENDOŮVÁ, P. Alternativní komunikační techniky. 2013. Olomouc: Univerzita Palackého v Olomouci. ISBN 978-80-244-3703-3. ▪ DA FONTE M. A., BOESCH M. C. Effective Augmentative and Alternative Communication Practices. 2019. Routledge: Oxon. ISBN 978-1-138-71019-1. ▪ MAŠTALÍŘ, J., PASTIERIKOVÁ, L. Alternative and Augmentative Communication. Olomouc: Univerzita Palackého v Olomouci. 2018. Odborný studijní text k projektu Rozvojový projekt v rámci institucionálního plánu Univerzity Palackého v Olomouci (FRUP) https://uss.upol.cz/wp-content/uploads/2019/01/AAC-Ma%C5%A1tal%C3%AD%C5%99-Pastierikov%C3%A1_Eng.pdf ▪ https://www.asha.org/njc/aac/ ▪ https://isaac-online.org/english/home/ 			

Course title including code USS/YCAKI Crisis intervention			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance homework assignments	Lecturer:	Michal Ruzicka
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		doc. Mgr. Michal Růžička, Ph.D. (m.ruzicka@email.cz)	
<p>Description:</p> <p>The Crisis Intervention course is delivered in two face-to-face sessions—one at the beginning and one at the end of the semester—and is strongly practice-oriented. It focuses on responding to acute psychological crises, stabilising a person in distress, and developing a safe and appropriate plan for immediate next steps and follow-up care. Crisis intervention addresses the immediate emergency and is not a substitute for ongoing psychotherapy.</p> <p>The first session (start of semester) is designed as an experiential, self-reflective learning activity. Through guided exercises, students gain first-hand insight into crisis dynamics, stress responses, and the core principles of stabilisation, grounding, and a supportive professional stance. This is followed by a period of independent study (recommended readings, short case materials, basic risk-assessment principles, and mapping of relevant services).</p> <p>The second session (end of semester) is dedicated to skills practice using role-plays in triads: therapist – client – observer. Students rehearse the structure of a brief crisis interview, basic risk assessment, safety planning, and appropriate referral/linking to services, supported by structured feedback from peers and the instructor.</p>			
Course outcomes:			
<p>By the end of the course, students will understand the fundamentals of crisis theory and crisis intervention and will be able to describe the role of outpatient crisis intervention services. Students will be able to assess basic risk level, conduct a brief crisis conversation aimed at stabilisation, formulate a safety-focused next-step plan, and connect clients to services that can provide immediate and ongoing support.</p>			
References:			
<ul style="list-style-type: none"> ▪ BETTMANN, Joanna E. <i>Evidence-based psychotherapy with adolescents: a primer for new clinicians</i>. New York: Oxford University Press, [2020]. ISBN 978-0-19-088006-4. ▪ CAVAIOLA, Alan A. a Joseph E. COLFORD. <i>Crisis intervention: a practical guide</i>. Los Angeles: SAGE reference, [2018]. ISBN 978-1-5063-2238-4. ▪ FARBER, Barry A., WECHSLER, Leonard David, ed. <i>Crisis in education: stress and burnout in the American teacher</i>. San Francisco: Jossey-Bass Publishers, 1991. Jossey-Bass social and behavioral science series. ISBN 1-55542-271-3. ▪ O'HAGAN, Kieran. <i>Crisis intervention in social services</i>. Basingstoke: Palgrave Macmillan, [2010]. Practical social work. ISBN 978-0-333-37669-0. 			

Course title including code Communication with the family (USS/YCAKR)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance homework assignments	Lecturer:	prof. Milon Potmesil
Semester in which the course is taught:		winter/summer	
Contact Person:		prof. PhDr. PaedDr. Miloň Potměšil, Ph.D., Ph.D. (milon.potmesil@upol.cz)	
General information and description: Specifics of communication with the family into which the child was born with a disability. Psychological aspects of specific family communication with an individual with a disability. Requirements and training for pedagogues who need to communicate with parents in a specific situation.			
Course outcomes:			
<ul style="list-style-type: none"> ▪ Some issues in psychological support for family with handicapped child ▪ Counseling by Adler and by Rogers ▪ Sources for family support ▪ Intervention – parents as partners ▪ Strategy for teacher – parents communication ▪ Parents and comm. Skills ▪ IEP and parents – partners ▪ Teacher – counselor – skills ▪ Working with parents of the child with ID ▪ I have addicted parents at home ▪ AAC and family ▪ The challenges of inclusive education 			
References:			
<ul style="list-style-type: none"> ▪ Broberg, M., Ferm, U. and Thunberg, G.. 2012. Measuring responsive style in parents who use AAC with their children: Development and evaluation of a new instrument. <i>Augmentative and Alternative Communication</i>, 28, 243–253. [PubMed] [Google Scholar] ▪ Bruner, J. 1974. From communication to language—A psychological perspective. <i>Cognition</i>, 3, 255–287. [Google Scholar] ▪ Bruner, J. 1983. <i>Child's talk: Learning to use language</i>. Oxford: Oxford University Press. [Google Scholar] ▪ Chen, D., Klein, M. D. and Haney, M.. 2007. Promoting Interactions with Infants Who Have Complex Multiple Disabilities: Development and Field-testing of the PLAI Curriculum. <i>Infants & Young Children</i>, 20, 149–162. [Google Scholar] ▪ De Geeter, K. I., Poppes, P. and Vlaskamp, C.. 2002. Parents as experts: The position of parents of children with profound multiple disabilities. <i>Child: Care, Health and Development</i>, 28, 443–453. [PubMed] [Google Scholar] ▪ de Greef, M., Pijnenburg, H. M., van Hattum, M. J., McLeod, B. D. and Scholte, R. H.. 2017. Parent-professional alliance and outcomes of child, parent, and family treatment: A systematic review. <i>Journal of Child and Family Studies</i>, 26, 961–976. [Google Scholar] ▪ Fogel, A. 1993. Two principles of communication: Co-regulation and framing. In: Nadel J. and Camaioni L., eds. <i>New perspectives in early communication development</i>. London: Routledge. pp.9–22. [Google Scholar] ▪ Jansen, S., Van den Putten, A. and Vlaskamp, C.. 2012. What parents find important in the support of a child with profound intellectual and multiple disabilities. <i>Child: Care, Health and Development</i>, 39, 432–441. [PubMed] [Google Scholar] ▪ Landry, S. H., Smith, K. E. and Swank, P. R.. 2006. Responsive parenting: Establishing early foundations for social, communication, and independent problem-solving skills. <i>Developmental Psychology</i>, 42, 627–642. [PubMed] [Google Scholar] ▪ Stephenson, J. and Dowrick, M.. 2005. Parents' perspectives on the communication skills of their children with severe disabilities. <i>Journal of Intellectual & Developmental Disability</i>, 30, 75–85. [Google Scholar] 			

Course title including code Compendium of Dramatherapy in Education (USS/YCDE)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance, ongoing tasks - search for relevant literature, reading and discussion of relevant literature for classes	Lecturer:	Dr. Jakub Vávra
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. Jakub VÁVRA, Ph.D. (jakub.vavra01@upol.cz)	
Description:			
<p>The aim of the course is to introduce students to the basics of drama therapy. The course introduces students to drama therapy as a discipline and its overlap with other therapeutic disciplines including psychotherapy. The course introduces students to improvisation as one of the key resources for therapeutic work, as well as the principles of dramatic reality, role-playing and the skill of working with the medium of "as if".</p> <p>The student's responsibilities in this course include reading and then discussing the assigned literature at a predetermined time.</p> <ul style="list-style-type: none"> ▪ Working with improvisation ▪ Developing creativity ▪ Role-playing ▪ Acting in a dramatic situation ▪ Working with the world of "as if" ▪ Working with group dynamics ▪ How to work with and promote group cohesion ▪ The construction of a dramatic situation and its use in education and therapy ▪ Techniques and methods of drama therapy and their transfer to special education and pedagogy 			
Course outcomes:			
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ defining the field of drama therapy and its integration into the system ▪ understanding of the principles of drama therapy and its methods in working with the clientele of a given target group ▪ ability to identify the sub-principles and processes that take place in a drama therapy intervention ▪ defining and working with cohesion and group dynamics in the context of dramatherapy ▪ reflecting own self-experience of the dramatherapy process and then placing it in the professional context of the field ▪ discussion of the assigned articles, which students are required to read and then lead a professional discussion on them 			
References:			
<ul style="list-style-type: none"> ▪ Johnson, David Read. <i>The Developmental Method in Drama Therapy</i> (1987). In D.R. Johnson and S. Sandel (ed), <i>Waiting at the Gate</i> (p. 49-81). New York: Haworth Press. ▪ Butler, J. D. (2017). The complex intersection of education and therapy in the drama therapy classroom. <i>The Arts in Psychotherapy</i>, 53, 28–35. https://doi.org/10.1016/j.aip.2017.01.010 ▪ Emunah, R., & Johnson, D. R. (2009). <i>Current Approaches in Drama Therapy</i>. Charles C Thomas. ▪ Jones, P. (b.r.). <i>Drama as Therapy Volume 1: Theory, Practice and Research</i>. ▪ Jones, P. (2008). Research into the core processes of drama therapy: Vignettes and conversations. <i>The Arts in Psychotherapy</i>, 35(4), 271–279. https://doi.org/10.1016/j.aip.2008.06.004 ▪ Emunah, R. (2020). <i>Acting for real: Drama therapy process, technique, and performance</i> (2nd edition). Routledge. ▪ Landy, R. J., Luck, B., Conner, E., & McMullian, S. (2003). Role Profiles: A drama therapy assessment instrument. <i>The Arts in Psychotherapy</i>, 30(3), 151–161. https://doi.org/10.1016/S0197-4556(03)00048-0 			

Course title including code Propedeutics of Creative Art Therapies (USS/YPCAT)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance, ongoing tasks - search for relevant literature, reading and discussion of relevant literature for classes	Lecturer:	Dr. Jakub Vávra
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. Jakub VÁVRA, Ph.D. (jakub.vavra01@upol.cz)	
<p>Description: This course introduces students to the four main creative art therapies. Students will learn about art therapy, drama therapy, music therapy and dance-movement therapy. Through hands-on learning, students have the opportunity to compare the differences in these therapies as well as look for intersections between them. The course introduces students to the fundamentals of the various creative arts therapies as well as their techniques and methods. The student's responsibilities in this course include reading and then discussing the assigned literature at a predetermined time.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> ▪ Developing creativity ▪ Working with improvisation ▪ Role-playing ▪ Playing with different music instrument used in music therapy ▪ Discovering the abilities of human body in relationship to movement and function ▪ Role of the color ▪ Working with art material and its use ▪ Working with group dynamics ▪ How to work with and promote group cohesion ▪ The construction of a dramatic situation and its use in education and therapy ▪ Techniques and methods of art therapy, drama therapy, music therapy, dance-movement therapy and their transfer to special education and pedagogy 			
<p>Course outcomes: Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ after completing the course students will be able to describe and differentiate the different creative art therapies and their specifics ▪ the student will go through all art therapies during the course of the course and have the opportunity to experience their different methods and forms ▪ the outcome of the course is the inclusion of art therapies in the theoretical framework and their teaching and relationship to psychotherapy ▪ in the practical part of the course, students have the opportunity to get acquainted with the different instruments used in music therapy, art material from art therapy, role-play and dramatic relationality in the context of drama therapy, as well as the possibilities of body work in dance-movement therapy ▪ the learning outcome is the student's self-experience ▪ the course presents the possibility to choose the creative art therapy that best suits the student and presents the possibility to further develop the chosen therapy ▪ students will be able to modify and apply partial techniques and methods in the context of education and special education intervention 			

References:

- Emunah, R., & Johnson, D. R. (2009). *Current Approaches in Drama Therapy*. Charles C Thomas.
- Jones, P. (b.r.). *Drama as Therapy Volume 1: Theory, Practice and Research*.
- Jones, P. (2020). *The arts therapies: A revolution in healthcare*. Routledge.
- Case, C., & Dalley, T. (2014). *The Handbook of Art Therapy* (3rd ed.). Routledge.
<https://doi.org/10.4324/9781315779799>
- Edwards, J. (Ed.). (2016). *The Oxford handbook of music therapy*. Oxford University Press.
- Meekums, B. (2002). Dance movement therapy. *Dance Movement Therapy*, 1-130.
- Jones, P. (2021). The Arts Therapies: A Revolution in Healthcare. *Journal*. (b.r.)

Course title including code			
Multiculturalism in communication disorders (USS/YLBIL)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance homework assignments, 80 % attendance, homework assignments, active participation	Lecturer:	Prof. Mgr. Kateřina Vitásková, Ph.D.
Semester in which the course is taught:		Winter/Summer Semester	
Contact Person:		Prof. Mgr. Kateřina Vitásková, Ph.D. (katerina.vitaskova@upol.cz)	
Description:			
<p>The course is focused on understanding the basic principles of a multicultural approach in the field of communication disorders, respecting cultural and linguistic diversity in global, as well as local community context. The aim is to acquire the competence to identify basic manifestations of differences in verbal and non-verbal communication in culturally-linguistically diverse groups and to use basic culturally and linguistically correct approaches in the education of individuals with special educational needs. The emphasis is also on interdisciplinary based multicultural approach to communication disorders and difficulties in counselling and clinical or social work.</p>			
Course outcomes			
Upon completion of the course, the student will be able to:			
<ul style="list-style-type: none"> ▪ understand the differences between the concepts of multiculturalism, bilingualism/multilingualism/plurilingualism and cultural-linguistic diversity in communication disorders ▪ understand the relationship of multiculturalism in communication disorders and society-wide, global phenomena – e.g., migration in the European and global context with a link to the issue of speech, language, and communication needs (SLCN) in relation to communication disorders ▪ understand the basics of acquisition and using multiple languages in communication, specifics of the mother tongue and interferences with other acquired languages ▪ describe the basic specifics in the field of oral verbal communication in selected groups of individuals from culturally-linguistically diverse groups ▪ describe the manifestations of specifics in the field of non-verbal communication in selected groups of individuals from culturally-linguistically diverse environments ▪ orient oneself in the role of experts in communication (e.g., speech-language therapist) in the assessment and intervention of bilingual and multilingual individuals or individuals from culturally-linguistically diverse backgrounds ▪ understand the basics of culturally-linguistically correct approaches in individuals with secondary communication disorders related to primary special educational needs ▪ apply specific approaches in work with families of individuals from culturally-linguistically different backgrounds, including communication facilitators and the collaboration with cultural-language mediators and interpreters in educational, clinical/health, social and extracurricular contexts (community-based activities). 			

References:

- BATTLE, D. *Communication Disorders in Multicultural Populations*, 4th Edition. New York: Mosby. Mosby. 2011. ISBN-13: 978-0323066990
- GROSJEAN, F.; LI, P.; BIALYSTOK, E. *The psycholinguistics of bilingualism* (1st pub.). Chichester: Wiley-Blackwell. 2013. ISBN 978-1-4443-3279-7
- ISURIN, L.; WINFORD, D.; BOT, K. D. *Multidisciplinary approaches to code switching*. Amsterdam: Philadelphia, Pa.: John Benjamins Publishing Company. 2009. ISBN 978-90-272-4178-8
- BHATIA, T. K.; RITCHIE, W. C. *The handbook of bilingualism and multilingualism* (2nd ed.). Chichester: Wiley-Blackwell. 2014. ISBN 978-1-118-94127-0
- PAVLENKO, A. *The bilingual mind: And what it tells us about language and thought* (1st pub.). Cambridge: Cambridge University Press. 2014. ISBN 978-0-521-71656-7
- VITÁSKOVÁ, K. (2013). Inclusion in reflection of pedagogy of children in multicultural environment. In: V. LECHTA ET AL. *Reflection of inclusive education of the 21th century on correlative scientific fields. (How to turn risks into chances)*. (angl.) Frankfurt am Main: Peter Lang, s. 119-125. ISBN 978-80-224-1336-7.
- VITÁSKOVÁ, K. *Reflection of Inclusion in Education of Children in Multicultural Environment. (Chapter 2.2)*. (2018) In Lechta, V. Kudláčová, B.: *Reflection of Inclusive Education of the 21st Century in Correlative Scientific Fields*. Peter Lang, Frankfurt am Main. pp. 117-123. ISBN 978-3-631-64835-3.

American Speech-Language-Hearing Association. (n.d.). Cultural responsiveness [Practice Portal]. <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>.

ASHA Multilingual & Multicultural Resources. <https://apislhc.org/asha-multilingual-multicultural-resources/>

Course title including code Evidence Based Teaching in Inclusive Classes (USS/YIEBT)			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80 % attendance and homework assignments	Lecturer:	Mgr. Dagmar Sedláčková, Ph.D.
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. Dagmar Sedláčková, Ph.D. (dagmar.sedlackova@upol.cz)	
<p>Description: Presentation of theoretical knowledge about selected methods and strategies used in education of learners with spacial needs, with particular regard to learners with physical disabilities. The course will include the aim and the principles of secondary research, the principles of systematic reviews and implementation of the results into educational practice. The course will introduce selected teaching methods and examples of their use in teaching practice. Another theme of the subject is the expansion of students' knowledge in the area of limited mobility. Students will learn the psychological, health and social aspects of working with students with mobility limitations and the possibilities of their application in inclusive classes. The teaching will use a combination of theoretical explanation, exercises and practical demonstrations, discussion and independent work of students</p>			
<p>Course outcomes:</p> <ul style="list-style-type: none"> ▪ Students explain the basic terms used in education of learners with physical disability and give examples of selected physical disabilities and diseases with a brief description ▪ Students describe the psychosocial characteristics of pupils with physical disabilities ▪ Students understand and explain the principles of evidence based education ▪ Students understand the principles of secondary research ▪ Students describe theoretically the process of conducting systematic reviews ▪ Students state and describe selected evidence based didactic approaches and methods suitable for use in inclusive classes ▪ Students design an example of the lesson plan of the selected subject for a class with a student with PD 			
<p>References:</p> <ul style="list-style-type: none"> ▪ BEST, S. J., Heller K.W., BIGGE, J. <i>Teaching Individual with Physical or Multiple Disabilities</i>. New Jersey: Pearson Education, 2010. ISBN 978-0-13-159012-0 ▪ HATTIE, J.: <i>Visible learning</i> for teachers. New York: Taylor & Francis Ltd, 2011 ▪ MITCHELL, D., 2014. <i>What really works in special and inclusive education: using evidence-based teaching strategies</i>. Second edition. New York: Routledge. ISBN 9780203105313. ▪ PETTY, G., 2018. <i>How to teach even better: an evidence-based approach</i>. Oxford: Oxford University Press. ISBN 978-0-19-841410-0 			

Course title including code USS/YCMD Creative mindfulness development			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	90 % attendance active approach collective and individual work home assignments	Lecturer:	Doc. MgA. Hana Strejčková, Ph.D.
Semester in which the course is taught:		Winter / Summer Semester <u>Due to the need to fully concentrate on work, the course takes place over two full days (weekend).</u>	
Contact Person:		Doc. MgA. Hana Strejčková, Ph.D. (hana.strejckova01@upol.cz)	
Description: Creative mindfulness development is mostly practical but also theoretical course which improve your creativity through a body work, art works, music and drama, based on mindfulness background. This course will include an explanation and explaining different creative art approaches for emotional and behavioural development. Through periodic practice and evaluating our own experience we could explore our own potential of creativity. Part of the course includes theoretical lectures, which offer deeper understanding of basic principles and usability of these methods for personal and professional life. The course is based on self-experience. Requires a deep dive into the topic. It involves working with the body, especially in the field of self-awareness. Terms such as conscious body, authentic voice, psychosomatics often appear. The emphasis is on feeling and perception, on breathing techniques, on mindfulness.			
Course outcomes:			
<ul style="list-style-type: none"> ▪ Experiencing and exploring creative methods ▪ Practising creative mindfulness ▪ Understanding basic principles of creative mindfulness development ▪ Usability of these methods for personal and professional life 			
Course supplies – please, bring with you:			
<ul style="list-style-type: none"> ▪ comfortable clothing, warm socks ▪ one tennis ball (or a ball) ▪ paper/ notebook ▪ pencil and crayons 			
References:			
<ul style="list-style-type: none"> ▪ Zellner Keller, Brigitte, Nirbhay N. Singh a Alan S. W. Winton. MindfulnessBased Cognitive Approach for Seniors (MBCAS): Program Development and Implementation. DOI: 10.1007/s12671-013-0262-2. ISBN 10.1007/s12671-013-0262-2. Dostupné také z: http://link.springer.com/10.1007/s12671-013-0262-2 Parsons, C. E., Crane, C., Parsons, L. J., Fjorback, L. O., & Kuyken, W. (2017). Home practice in Mindfulness-Based Cognitive Therapy and Mindfulness-Based Stress Reduction: A systematic review and meta-analysis of participants' mindfulness practice and its association with outcomes. Behaviour Research and Therapy, 95(3), 29–41. https://doi.org/10.1016/j.brat.2017.05.004 ▪ De Witte, M., Orkibi, H., Zarate, R., Karkou, V., Sajnani, N., Malhotra, B., Ho, R. T. H., Kaimal, G., Baker, F. A., & Koch, S. C. (2021). From Therapeutic Factors to Mechanisms of Change in the Creative Arts Therapies: A Scoping Review. Frontiers in Psychology, 12, 1–27. https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.shib&db=edb&AN=151429329&lang=cs&site=eds-live&scope=site&authtype=shib&custid=s7108593 			

- Levy, F. J. (2014). Integrating the arts in psychotherapy: Opening the doors of shared creativity. *American Journal of Dance Therapy*, 36(1), 6–27. <https://doi.org/10.1007/s10465-014-9171-8>
- Zvelc, G., & Zvelc, M. (2021). Integrative Psychotherapy: A Mindfulness- and Compassion-Oriented Approach.
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Course title including code USS/YDIAL Possibilities for dialogue			
Number of ECTS credits:	5	Course completion:	Exam
Completion requirements:	80% attendance active participation in practical activities	Lecturer:	Petra Jurkovičová
Semester in which the course is taught:		Winter / Summer Semester	
Contact Person:		Mgr. Petra Jurkovičová, Ph.D. (petra.jurkovicova@upol.cz)	
Description:			
The course focuses on linking theoretical knowledge in the field of using dialogue in specific crises with specific practical procedures and programs, especially foreign ones, which base the resolution of crises and complex social situations on the use of dialogue and the support of personal and professional social networks. The course will therefore cover specific examples of Czech and foreign approaches, such as "Open Dialogue," Anticipatory Dialogue, Kids Skills, "No Kids in the Middle," and others.			
Course outcomes:			
<ul style="list-style-type: none"> ▪ By completing this course, students will gain an overview of current specific ways of using dialogue in resolving social and personal crises. ▪ Students will be able to distinguish between a dialogical and monological approach to crisis resolution. ▪ Students will gain an overview of specific approaches in dialogical practice and in the practice of using personal and professional networks, in particular the practice of "Open Dialogue," Anticipatory Dialogue, Kids Skills, the "No Kids in the Middle" project, and others. 			
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