

Bibliotherapy as Part of Therapeutic Education in Slovakia

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Abstract

The paper offers a brief overview of the contemporary history and current state of university education in bibliotherapy as part of the undergraduate curriculum in therapeutic pedagogy at the Faculty of Education of the Comenius University in Bratislava. The author addresses also the significant contributions made by individuals who played a pivotal role in shaping and advancing this field of study. The document provides information regarding the present content and structure of the study programme, which is oriented towards therapeutic pedagogical bibliotherapy. The paper also mentions some experts who contributed to the development of bibliotherapy in professional practice in Slovakia. Furthermore, it provides an overview of the possibilities of further education in the framework of approved recommended standard preventive, diagnostic and therapeutic procedures of the Ministry of Health of the Slovak Republic, international recommendations of the Council of the European Commission on the key competences in lifelong learning and the National Institute for Health and Care Excellence (NICE), which affect bibliotherapy practice.

Keywords: therapeutic pedagogy; bibliotherapy; curriculum; guidelines; health

Introduction

In accordance with the Recommendation of the Council of the European Union of 22nd May 2018, the EU published a recommendation on key competences for lifelong learning. These include the ability to face feelings of insecurity and stress, the ability to promote one's own physical and emotional well-being, resilience and self-confidence, the ability to make good decisions not only for own's benefit but for the benefit of the whole too, the ability to respect others and their needs while respecting one's own needs, the ability to show tolerance, to gain trust and to feel empathy. These should be developed at all levels and in all forms of education (EU, 10).

In accordance with the aforementioned recommendation, EU Member States are encouraged to facilitate the implementation of novel and innovative pedagogical approaches within the educational sector. This is with a view to addressing the challenges inherent in competence-oriented training and learning. In addition, the EU Council has identified several practical skills, including problem solving, collaboration, creativity, self-regulation and resilience, as being of particular importance in maintaining health in our rapidly changing society. In this context, it is therefore particularly important to talk about inclusive approaches in education of school-aged children. Vodičková, Mitašíková (2024, 96–97) defined external and internal supporting school factors of

inclusive education, which include social-emotional, academic, environmental and others, whether from the school's internal or external environment.

The aforesaid and the necessity for a university-level therapeutic study programme, which would equip professionals with the requisite skills for therapeutic pedagogical work in practice, as well as scientific research or managerial orientation, was identified by eminent experts in Slovakia as early as the beginning of the 1970s. As a result of the contributions of the individuals referenced in this paper, Slovakia has a history of over 50 years in the field of therapeutic pedagogy, which is comparable to that of other European countries such as Germany, Austria, Switzerland, Luxembourg, the Netherlands, and Hungary within the Internationale Gesellschaft Heilpädagogischer Berufs (International Federation of Therapeutic Schools and Associations). Additionally, Slovakia has a 30-year history in the field of bibliotherapy, which was incorporated into the curriculum of therapeutic pedagogy in the 1990s.

Failure prevention and resilience-building strategies is a common feature incorporated into the therapeutically focused educational programmes designed and practiced by therapeutic pedagogues. Such programmes include a variety of bibliotherapy interventions that are supportive, stimulating and developmental in nature. The programmes facilitate the development of competencies that enable individuals to live their lives and to solve their problems. They focus on the development of self-awareness and self-knowledge, with the objective of promoting coping strategies. They facilitate the ability to reflect on one's own progress and encourage continuous self-care through creativity. Additionally, they encompass other competencies that naturally fall within the range of metacognitive skill development.

The building and development of such competencies is usually incorporated in therapeutic programmes designed for medically vulnerable or fragile persons in order to promote their mental or physical health and prevent relapse. However, when adapted for the general population, they can also inform the development of preventive health promotion education programmes for all age groups and all forms of education, including adult education. Their essential component is the development of creativity, the expansion of interests and reflective skills and the realisation of an individual's potential through autonomous activity as important competencies for the living a meaningful life.

Historical overview of the development of bibliotherapy teaching in Slovakia

Although bibliotherapy has long been used in medicine and psychology in Slovakia, it only began to be taught as an independent university study subject in the post-revolutionary period of the 1990s, following the so-called Velvet Revolution. In the wave of liberalisation of the whole society, after more than 20 years of socialism, the university master's degree in therapeutic pedagogy was re-established at the Faculty of Pedagogy of Comenius University in Bratislava and the study of bibliotherapy was also started within it.

Exactly in 1993, bibliotherapy was incorporated into the revised Master's degree II programme in the field of therapeutic pedagogy and lectures on bibliotherapy began to be offered alongside core

subject in medicine, psychology, pedagogy, social sciences, philosophy and methodology, as well as extra-curricular subjects such as music therapy, art therapy, psychomotor therapy, play therapy and occupational therapy.

The preparation of the first pedagogical documents, lectures and seminars was started by the special and therapeutic pedagogue Associate Professor PaedDr. Katarína Majzlanová, PhD. who created the first structure and content of the subject of bibliotherapy for this study program. She taught bibliotherapy at the Department of Therapeutic Pedagogy of the Faculty of Education of the Comenius University until 2012. Her publications *Poetry Therapy* (2014) and *Foundations of Bibliotherapy* (2017) she wrote are now used as basic university bibliotherapy textbooks. The structure and content of the course have been developed over a long period of time in search of the best way to implement the therapeutic-pedagogical concept of bibliotherapy.

Therapeutic pedagogy is a distinct pedagogical scientific discipline. It was defined as a science that complements the space between general and special pedagogy and borderline medical, psychological and social sciences (Horňáková, 2007, 20). It also deals with education in difficult circumstances (Horňáková & Janoško, 2017, 65–68). Its content touches on all of the specialised pedagogies, as well as prenatal pedagogy, early childhood pedagogy, primary and pre-primary pedagogy through andragopedagogy and learning and life orientation support for seniors.

The interdisciplinary character of therapeutic pedagogy allows for the integration of bibliotherapy within the therapeutic-pedagogical concept proposed by Majzlanová (2018, 193), defined as "*deliberate, systematic and purposeful therapeutic-educational action by individual components of literary expression on endangered, sick, disabled or disturbed individuals so that through the adjustment of the momentary state it helps to objectively improve or adjust their overall state (survival) and as a method of communicative character, which can serve as an interactive agent and stimulator of emotional, ethical and social development*". Bibliotherapy has the potential to facilitate development (Valešová Malecová, 2021, 2022; Bubeníčková, 2024) and act as a preventative too, as evidenced by its efficacy in the domain of psycho-hygiene and personal growth (Kotrbová, 2022a).

In this definition of bibliotherapy from a therapeutic and pedagogical perspective Majzlanová highlighted some new views in contrast to previous conceptualisations of bibliotherapy. The activities of Majzlanová were followed at the faculty by another younger colleagues.

Among the experts currently or previously engaged in the practice of bibliotherapy in their counselling, clinical pedagogical, psychotherapeutic or psychological practice in Slovakia, we may cite the therapeutic pedagogue Mgr. Katarína Šurdová (outpatient clinic Bratislava), the therapeutic pedagogue Mgr. Ing. Vladislav Babka (outpatient clinic Martin), special pedagogue Assoc. Prof. PaedDr. Barbora Kováčová, PhD. who has been engaged in the teaching and research of bibliotherapy in early childhood care at the Catholic University in Ružomberok (Kováčová, Valešová Malecová, 2018), clinical psychologist, Assoc. Prof. PhDr. Miloš Šlepecký, CSc. (in collaboration with colleagues O. Číková and J. Lehotský at the Specialised Therapeutic Psychiatric Institute in Predná Hora and Psychiatric Department of the Hospital with Polyclinic in Liptovský Mikuláš), clinical psychologist Assoc. Prof. PhDr. Vojto Haring, CSc. (Psychiatric hospital

Sokolovce - Piešťany district), clinical psychologist, Professor PhDr. Ondrej Kondáš, DrSc. (Psychiatric hospital in Veľké Leváre) and Prof. Dr. med. Jozef Kafka, DrSc. (Psychiatric Clinic of the University Hospital with Polyclinic in Košice).

At the present time, there is considerable interest in the subject of bibliotherapy, both among those engaged in therapeutic pedagogy and among psychologists and psychotherapists working in a variety of sectors within the national economy. These include the sector of education, for work with children in kindergartens and children's centres, schools, educational-psychological counselling centres, and centres of therapeutic-educational prevention. In the health sector, for work in ambulances, health clinics, early diagnosis and treatment centres, convalescent homes, sanatoriums, hospitals, and specialised treatment institutes. Similarly, in the sector of labour, social affairs and family – for utilization in work in children's homes, diagnostic and re-education facilities, social service homes, retirement homes, facilities for the elderly, sheltered housing, and sheltered workshops. Additionally, in the justice sector for work in penitentiary and post-penitentiary facilities.

Bibliotherapy as an essential component of the university curriculum in the field of therapeutic pedagogy

The course of bibliotherapy has been part of the portfolio of courses taught in the therapeutic pedagogy study programme for 30 years and it is still continuing. The course comprises a total of 168 teaching hours, consisting of theoretical and practical experiential teaching (seminars) distributed across the full five-year duration of the full-time study programme (three years of Bachelor's and two years of Master's). The course culminates with a possibility of state examination in the subject of bibliotherapy, which forms part of the state final examination for the Master's degree in therapeutic pedagogy.

Over the course of the six-semester bachelor's degree, students have the option of taking three semesters of bibliotherapy. *Appendix 1* illustrates the integration of bibliotherapy within the broader curriculum of the Bachelor's degree in Therapeutic Pedagogy, representing the first university degree. *Appendix 2* depicts the role of bibliotherapy in the subsequent Master's degree programme, representing the second university degree of the therapeutic pedagogy study program.

In the course of bibliotherapy, the students of the Bachelor of Therapeutic Pedagogy learn how to use literature for preventive, educational and therapeutic purposes. In particular, the students learn how to select and apply motivational literature, self-help books, aphorisms, poems, fairy tales, and other literary genres of fiction in therapeutic education. Further, how to incorporate reading and therapeutic journaling, therapeutic letters writing, and creative writing into promoting health, personal development, and addressing various developmental and health challenges in children and adults; how to help themselves and others in life with the use of beautiful literature; how to lead therapeutic-educational processes in self-help reading groups or other similar support groups for children or adults; also how to work together in teams of professionals to address health, educational, social and other similar challenges faced by patients or clients in the health, education, social services and justice sectors.

The student is provided with comprehensive support throughout the course of study. This encompasses free consultation and guidance on practice, discussions on examples of good practice, recommended practice and case studies, and access to study materials in the faculty and university library. The final state examination comprises a thesis defence, an oral examination in the subject of therapeutic pedagogy, an oral examination in the subject of psychotherapy and family therapy, and oral examinations in two selected activity therapies (art therapy, bibliotherapy, dramatherapy, music therapy, occupational therapy, psychomotor/movement/dance therapy or play therapy).

Upon completion of their studies, graduates should be equipped with the necessary skills to identify potential health risks, threats and opportunities for individuals in relation to the integration of health and educational efforts. They should be able to apply interdisciplinary knowledge in the education of individuals with developmental and health disabilities and at risk, to support educational efforts and the educational process where it is needed. By means of therapeutic-educational programmes that integrate therapeutic and educational efforts, the practitioner should be able to facilitate the development of competence in the individual (patient, pupil, student, senior citizen, etc.) to enable them to live their life meaningfully and to solve their problems in a creative manner.

Since 2018, the author of this paper has been teaching bibliotherapy at the Department of Therapeutic Pedagogy at the Faculty of Education CU in Bratislava. In this capacity, she has been contributing the aforementioned study materials designed for students of therapeutic pedagogy, created by Majzlanová, with jointly created papers *The significance of narrative in bibliotherapy* (Majzlanová & Kotrbová, 2019), *The therapeutic diary in bibliotherapy* (Kotrbová & Majzlanová, 2021), and the more recently written *Therapeutic letters in bibliotherapy* (Kotrbová, 2022a), *The journalistic genres in bibliotherapy* (Kotrbová, 2024a) and *Movement in bibliotherapy* (Kotrbová, 2024b), in addition to the online interactive study material (teaching texts) *Biblioterapia.sk* (Kotrbová et al., 2023b) were added.

In accordance with the recommendations of the NICE, an internationally recognised organisation dealing with quality indicators and recommended practices to ensure safety and quality levels of healthcare and health protection and promotion, the recommendations for the treatment of depression using literature were included into the teaching of bibliotherapy (NICE, 2022). In the light of these recommendations, educators have devoted particular attention to the integration of self-help books in therapeutic pedagogy oriented bibliotherapy. This is evidenced by the work of Kotrbová (2022b; 2023a, 21), who has implemented application of self-help books into the content of students' learning.

The subject of how to utilise spirituality in bibliotherapy (as discussed by Kotrbová, Sturcz, Solárová, 2022; Kotrbová, 2023b) remains a developing area of interest, along with the now well-established practice of employing religious texts in bibliotherapy (hagiotherapy). An elaboration of the importance of adding sound to the encouraging and uplifting content by own patient/client's voice like an important tool in bibliotherapy has commenced in *Script Writing in Bibliotherapy* (Kotrbová & Vašková, 2024). The forthcoming paper on the application of modern technologies of artificial intelligence and similar in bibliotherapy was added too (Kotrbová, 2025).

The study “Covid-19 and Therapeutic Diaries”

In order to support students' self-regulation and professional growth, a therapeutic diary was introduced, in which students were encouraged to record emotionally significant experiences. This initiative was implemented with three groups of therapeutic pedagogy students ($n = 47$) during the summer semester of the 2019/2020 academic year. This period coincided with a period of community-wide interventions in response to the global pandemic caused by the SARS-CoV-2 virus.

In accordance with the recommendations of Rainwater (1989) and Pennebaker (2013), students were instructed to identify or create a journal (in terms of size, format, material, graphics, etc.) in which they would engage in daily writing activities for a minimum of 15 minutes, over a period of at least four to five consecutive days (or non-consecutive days) in the first person singular ("I") within a selected, secure setting where they would have complete privacy. The writing should be as detailed as possible, while maintaining a focus on the emotional experience. The students were instructed to write in the preferred "pen and paper" technique, without concern for grammatical correctness, and to take 10 minutes after writing to reflect on their entries. They were encouraged to add creative elements to their notes, such as clippings, photographs, or drawings. They could choose to read their entries, noting changes or to discard them entirely. Additionally, the students were provided with written materials outlining the rules and principles of writing. Furthermore, students were afforded the option of seeking guidance and support (via online or telephone consultations) on matters pertaining to journaling, including any other journal-related queries or requirements.

A structured feedback collection about journal keeping was conducted at the conclusion of the semester. Two-thirds of the student cohort ($n = 30$) reported a markedly positive experience: "journaling has helped me not to go crazy", "I have found a place and time for myself and have someone to talk to", "it has helped me to find the negative feelings under the surface and see myself from a new perspective", "I have started to notice more things", "it helps me", "it has helped me to cope with the conflict in my family", "at first I didn't want to, but then I started to enjoy it", "I confirm that writing it really helps," "I stayed at home alone with my disabled child, I introduced it, then my daughter did too and it helps", "I am at home alone with my children and it helps", "I use the diary both privately and in my work with the children in the oncology ward and I recommend it." The 13 responses can be rated moderate such as "at first I didn't want to do it at all, but I tried it and got new suggestions", "it was depressing at first, but then I enjoyed it", etc. and only 4 answers were relatively negative: "I kept an electronic diary", "I prefer to draw", "I didn't feel like writing it myself so my boyfriend and I started a chronicle and then it was nice", "I started to keep a video diary and I found myself getting lost in my feelings."

The possibility of the offered consultations was used by students on only two occasions. In both cases, it was recommended that the processing/description be written from an alternative perspective, namely, a change of writing strategy. The use of the third person singular (from the position of the observer/narrator of the story – "this/that happened") is recommended for the problem of getting lost in feelings and return back from videodiary creating to the writing by hand

only. Similarly, the second person singular (from the position of the observer/narrator of the story – "this/that happened") is advised for the same issue. If the individual in question is better served by a non-verbal approach to processing their emotions, creative techniques such as dance, singing, drawing, painting and occupational activities can be applied as an alternative tools of expression. In such cases, writing is employed as a supplementary tool only to structure and comprehend the experience what was happened thanks to this experience in question (Pennebaker, 2013).

International collaboration

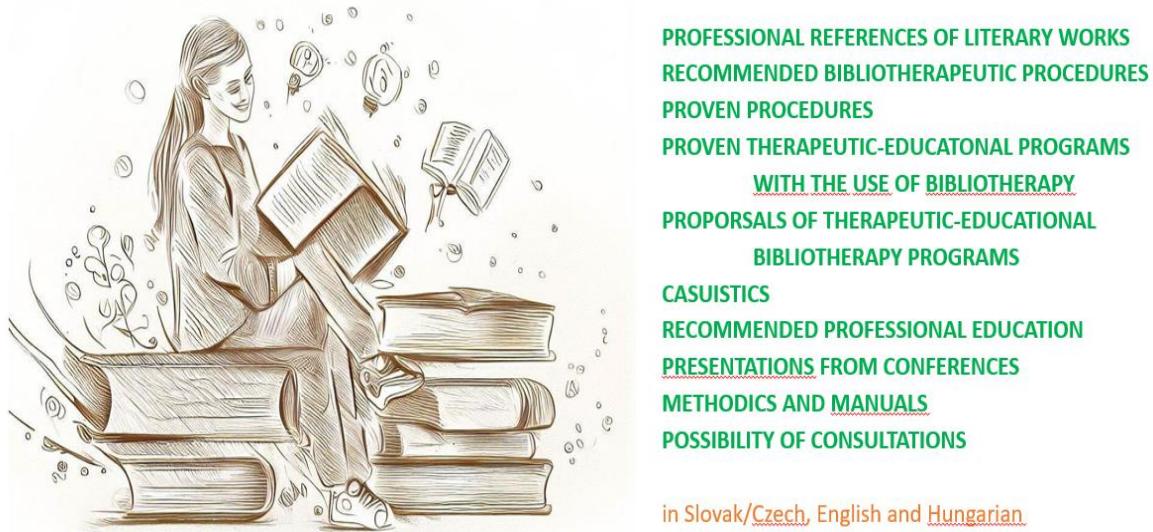
In addition to the national and international academic and authorial collaboration in the field of bibliotherapy which was initiated in the preceding period by Majzlanová frxmpl with colleagues in János Selye University in Komárno (SK), Catholic University in Ružomberok (SK), Palacký University in Olomouc (CZ – Assoc. Prof. Svoboda), Charles University in Prague (CZ), Teacher Training College in Győr (HU – Mária Kovács-Németh), and other institutions. The first public available teaching texts *Biblioterapia.sk* (Kotrbová et al., 2023) were created in 2023 in an international collaboration between Slovak, Czech and Hungarian partners, with the support of the Erasmus+ programme (see *Figure 1* below). In addition to the aforementioned university initiative, it is worth noting the international cooperation of the Slovak civic association EDUMA, which provides the most comprehensive methodologies and other materials for working with the topic of otherness in the form of storytelling on its website.



Figure 1. Available at: <https://www.biblioterapia.sk/>

The site's visitors of Bibliotherapy.sk will gain insight into the theoretical and practical aspects of paremiological therapy, poetry therapy, fairy tale therapy, narrative therapy, hagiotherapy. They will learn what are the professional recommendations for the use of self-help books, how reading aloud,

storytelling, recitation and creative writing as basic techniques of bibliotherapy help. The texts have been developed as an online interactive teaching tool for professionals with a therapeutic background and students preparing to enter the helping professions. They include expert reviews of recommended literary works, suggested and proven bibliotherapeutic practices, proposals for therapeutic educational programmes using bibliotherapy, examples of good practice, case studies, conference presentations, methodologies and guidelines, research results, a list of recommended professional and scientific literature on bibliotherapy and the possibility of professional consultations (see *Figure 2* below).



<https://www.biblioterapia.sk/>

Figure 2

The project involved the co-authoring of over 100 contributions of text (386 standard pages), 192 minutes of audio and 15 minutes were created. The project assets are accessible to readers in Slovak, Czech, English, and Hungarian (see *Figure 3*), and were made available at the end of August 2023. We extend our gratitude to all partners who have collaborated with us thus far and are looking forward to further continuing fruitful collaboration in the future too.

Contributions

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- **Friendship**



Recommended procedure of literary work

The blind and the lame

Created by • Anna Kürthy • February 9th 2023



Recommended procedure of literary work

Domdo-domdo-domdodom

Created by • Attila Sturcz • Kvetoslava Kotrbová • March 19th 2023

<https://www.biblioterapia.sk/>

Figure 3

Audio recordings of some of the literary works recommended for bibliotherapy are also available to support work with children or adults who have reading difficulties. On 11 November 2023, the results of the international project were evaluated by the Erasmus+ National Grants Agency as an exemplar of effective practice. Since its inception, the website has attracted 243 regular users from across the globe, with an average time spent on the site of 2.3 minutes. On 16 February 2024, Biblioterapia.sk became the third official partner of the 1st European Biblio/Poetry Therapy Conference, which took place on 4–5 October in Budapest.

Discussion and conclusion

In the period following the global Covid-19 pandemic, numerous authors have observed a significant increase in mental health issues among children, adolescents, and adults. The international study Health Behaviour in School-Aged Children 2021–2022, which examines the social determinants of health, health awareness and behaviour, revealed an increase in emotional, concentration and behavioural problems among Slovakian adolescents. They found negative impact on both physical and mental health of this period to them (Madarasová Gecková et al., 2023, 107).

In its report on mental healthcare data in 2023, the National Centre for Health Information (2024) also observed that, over the long term, the most significant increase in hospitalisations has been among adolescents aged 15–19. Calculated per 10,000 population, the number of hospitalisations in this age group has increased by 55.6 % since 2008.

As stated by the authors of the study (Madarasová Gecková et al., 2023), there is a need for a change in the way school is viewed, moving away from previous perspectives and towards a focus on the development of well-being as an integral aspect of the educational process (*ibid*, 14). It is imperative that pupils and students are educated on the significance and utilisation of suitable coping mechanisms, encompassing intellectual, emotional and physical aspects, during their formative years in primary and secondary education. The application of bibliotherapy, which draws upon therapeutic principles, can prove invaluable in this context.

In the context of the Reform of Psychiatric Care in Slovakia (Izáková et al., 2022), which posits that the community constitutes an integral component of the novel system of psychiatric care, the author Polák et al. (2022) underscores the significance of prevention within psychiatry. As the author subsequently asserts, primary prevention encompasses a healthy lifestyle, sufficient rest and sleep, the planning of activities, exercise, the fostering of healthy relationships, and a balanced diet.

Polák et al. (*ibid.*) emphasize the significance of providing assistance to parents in the areas of parenting and education, as well as promoting an understanding of emotions, reducing loneliness, fostering relationships and offering comprehensive support to individuals. It is also crucial to provide education about mental disorders, as mental health promotion has been demonstrated to reduce a range of adverse outcomes, including physical illness and mortality, poverty, crime, suicide, and the burden on families. Additionally, it has been linked to increased stability, employment, productivity, and educational attainment.

One of the fundamental prerequisites for mental health is that children, adolescents and adults are able to understand their emotions, regulate them effectively and empathise with the emotions of others. As other authors state the most effective means of preventing the onset of mental illness is the establishment of a positive relationship. In their meta-analysis (2011), Durlak et al. found that therapeutic educational programmes had an immediate positive effect on emotional well-being, behaviour and school performance. Furthermore, Friedly and Parsonage (2007) demonstrated in another study that children with more severe problems benefited the most from such programmes.

The Slovak Republic currently possesses optimal prerequisites for the advancement of therapeutic-pedagogy programs now, thanks to the 50-year history of therapeutic pedagogy study program and the incorporation of bibliotherapy as a subject within it too. Except the existing of the mentioned university study program of therapeutic pedagogy, have been bibliotherapy, recently included in several recommended preventive, diagnostic and therapeutic procedures of the Ministry of Health of the Slovak Republic with reference to international recommended standards (MoH SR, 2022). In Slovakia, the therapeutic pedagogues usually work in collaboration with other professionals from a range of disciplines, including health, education, social care and justice, to address a variety of challenges. They are also members of support teams in schools.

It is evident that there is a necessity for further efficacious therapeutic and educational support for professionals, adults and youth alike, in order to facilitate the development of this potential. As demonstrated by Chekhov (1897) in his short story *At Home* (2010), reading or telling a story is often a more effective method of effecting change of behaviour than it would be lecturing only, particularly in the context of changing of health behaviour too.

Reading and storytelling, writing, reading and therapeutic diaries, the completion of stories, and other creative activities, in addition to therapeutically guided sharing, which are intrinsic to bibliotherapy, helps with the formation of the requisite experiences. If, with the support of all the aforementioned documents and auxiliary materials, this can be made available to the widest possible range of people who require such assistance, with a view to enabling them to flourish in their personal, family, work and wider social lives, we will be gratified to be able to state that valuable support has been provided, and that it is, moreover, worthy of emulation.

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APPENDICES

APPENDIX 1

Bachelor Therapeutic Pedagogy University Study Program profile (Comenius University Bratislava, Slovakia) 2024

Degree	Compulsory courses	Mandatory optional courses Type A – therapy disciplines	Mandatory optional courses Type B – supportive disciplines	Voluntary courses (recommended)
Bc. 3 years of daily study	<p>General Pedagogy</p> <p>General Psychology</p> <p>Basics of Therapeutic Pedagogy</p> <p>Health and it's Disorders</p> <p>Philosophical Concept of Human</p> <p>Developmental Psychology</p> <p>Neuroscientific Foundations of</p> <p>Therapeutic Pedagogy</p> <p>Special Pedagogy</p> <p>Social Psychology</p> <p>Basics of Speech Therapy</p> <p>Therapeuticpedagogy Diagnostics</p> <p>Psychology of Personality</p> <p>Learning Disabilities</p> <p>Behaviour Disorders</p> <p>Early intervention</p> <p>Psychiatry</p> <p>Basics of Psychotherapy</p> <p>Family Therapy and Counselling</p> <p>School Therapeutic Pedagogy</p> <p>Supportive accompanying</p> <p>Casuistics Seminar 1, 2*</p> <p>Therapeutic Pedagogy Practice 1, 2, 3*</p> <p>State exams – bachelor theses</p>	<p>Art therapy 1, 2, 3*</p> <p>Bibliotherapy 1, 2, 3*</p> <p>Dramatherapy 1, 2, 3*</p> <p>Ergotherapy 1, 2, 3*</p> <p>Musictherapy 1, 2, 3*</p> <p>Movement therapy 1, 2, 3*</p> <p>Play therapy 1, 2, 3*</p> <p>Notes: Every therapy: Theory: 2 hours weekly/semester Self-experiential practice: 3 hours weekly/semester + homeworks, selfstudy and semestral works 1, 2, 3 means 3 courses/3 semesters distributed into 6 semesters of the whole study</p>	<p>Developmental Biology</p> <p>Inclusive Pedagogy</p> <p>Development and Health Support Programs</p> <p>Social Pedagogy</p> <p>Basics of Didactics</p> <p>Developmental Speech Disorders</p> <p>Neurodevelopmental Disorders</p> <p>Self-advocacy and Participation</p> <p>Basal Intervention Strategies</p> <p>Social Pathologies</p> <p>Substitute family care</p> <p>Introduction</p> <p>to Therapeuticpedagogy Gerontology</p> <p>Dependence on Psychoactive Substances</p>	<p>Communication</p> <p>Professional Foreign Language</p> <p>Projects in Therapeutic Pedagogy 1, 2*</p> <p>Social-psychology Training 1, 2, 3*</p> <p>Social work</p> <p>Academic Writing</p> <p>Students' Conference</p>

APPENDIX 2

Master Therapeutic Pedagogy University Study Program profile (Comenius University Bratislava, Slovakia) 2024

Degree	Compulsory courses	Mandatory optional courses Type A – therapy disciplines	Mandatory optional courses Type B – supportive disciplines	Voluntary courses (recommended)
Mgr. + 2 years of daily study	<p>Clinical Psychology</p> <p>Theories of Education</p> <p>Disability and Participation</p> <p>Alternative and Augmentative Communication</p> <p>Clinical Therapeutic Pedagogy</p> <p>Social and Working Integration</p> <p>Forensic psychology</p> <p>Neuropsychology</p> <p>Psychodiagnostics</p> <p>Crisis Intervention</p> <p>Systemic Family Therapy</p> <p>Psychosocial Rehabilitation</p> <p>Psychotherapy and Child Psychotherapy</p> <p>Legislative Frameworks of Therapeuticpedagogy Practice</p> <p>Proseminar from Therapeutic Pedagogy</p> <p>Diploma seminar</p> <p>Continous Practice under Supervision 1, 2</p> <p>State exams – master theses</p> <p>State exams – therapeutic pedagogy</p> <p>State exams – theory of psychotherapy and family therapy</p> <p>State exams – therapeutic discipline 1</p> <p>State exams – therapeutic discipline 2</p>	<p>Artherapy in institutional care</p> <p>Bibliotherapy in institutional care</p> <p>Ergotherapy in institutional care</p> <p>Dramatherapy in institutional care</p> <p>Musictherapy in institutional care</p> <p>Movement therapy in institutional care</p> <p>Playtherapy in institutional care</p> <p> </p> <p>Artetherapy in clinical practice</p> <p>Bibliotherapy in clinical practice</p> <p>Dramatherapy in clinical practice</p> <p>Ergotherapy in clinical practice</p> <p>Musictherapy in clinical practice</p> <p>Movement therapy in clinical practice</p> <p>Playtherapy in clinical practice</p>	<p>Psychology of Health</p> <p>Nutrition and Behaviour</p> <p>Substitute Education</p> <p>Specific Dependences</p> <p>Chapters from Psychiatry and Pedopsychiatry</p> <p>Therapeutic Pedagogy Gerontology</p> <p>Programs for children with autism</p> <p>Multisenzoritic Therapy</p> <p>Neurogenic Communication Disorders</p> <p>Penitentiary and Postpenitentiary Care</p> <p>Palliative care</p> <p>Migration in the Context of Education and Help</p> <p>Casuistics Seminar 1, 2</p> <p>Professional Foreign Language 1, 2</p> <p>Research Methodology</p>	n/a