

ABSTRACT

This thesis explores the experiences of school psychologists with online counselling. The theoretical part has three chapters which discuss school psychology as a field of study, provide an insight into the current state of online counselling and a description of online counselling from the perspective of school psychologists based on an analysis of scientific articles. The aim of the thesis is to describe school psychologists' experiences with online counselling during COVID-19 lockdown. The qualitative design was chosen for the research purposes. The method of data collection consisted of conducting semi-structured interviews. The research sample included four female school psychologists and one male school psychologist. Data analysis was conducted based on interpretative phenomenological text analysis. In the research findings, the school psychologists' cumulative experience with online counselling consisted of an overall reduction in counselling services, which was primarily due to addressing ethical issues such as privacy and the construction of professional and work boundaries, as well as technical barriers and a change in the form of work in the online environment. School psychologists considered the main benefit of the online environment to be the flexibility of time and place, or the ability to adapt to clients' time requirements and to join appointments from various locations.