

## **Abstract**

Submitted bachelor thesis follows the professional beginning experiences of psychologist in education. The aim of the study is to find and describe essentials influencing an entry of the beginning psychologist into education. A label „psychologist in education“ includes school psychologists, psychologists working in an educational psychological consultancy or a special education center, according to this thesis. The theoretical part of our study is divided into five parts. We outline a developmental period of young adulthood according to Erikson, general and professional adaptation, coping, professional support forms (supervision, intervision, mentoring) and role of a psychologist in chosen types of institutions. Qualitative methodology is used in an empirical part. Semi-structured interviews were undertaken with 11 respondents from among beginning psychologists working in assigned types of educational consultancies. The interviews were analyzed by IPA methodology. The results are described in detail and afterwards discussed with available literature. In the conclusion, key points are summarized, which may ease the entry of beginning psychologist in education to employment.

**Key-words:** psychologist in education, professional beginning, adaptation, coping