

## INFORMAȚII PERSONALE

Sulyok Kármén

 karmen.demeter@ubbcluj.ro

## EXPERIENȚA PROFESIONALĂ

- 02/2025-prezent **cadru didactic, lector universitar**  
Universitatea Babeș-Bolyai, Departamentul de Psihologie Aplicată, Cluj-Napoca (România)  
-activități didactice și de tutoriat
- 02/2023-prezent **cadru didactic (regim plata cu ora)**  
Universitatea Babeș-Bolyai, Departamentul de Psihologie Aplicată, Cluj-Napoca (România)  
-activități didactice și de tutoriat
- 05/2018-07/2023 **coordonator Erasmus**  
Universitatea Sapientia din Cluj-Napoca (România)  
-activități de coordonare programe de mobilități internaționale pentru cadre didactice, cadre administrative și studenți
- 09/2015–07/2017 **cadru didactic, lector universitar**  
Universitatea Babeș-Bolyai, Departamentul de Psihologie Aplicată, Cluj-Napoca (România)  
- activități didactice  
- activități de mentorare studenților, coordonare lucrări  
- activități administrative în redacția revistei științifice a departamentului
- 09/2008–08/2015 **cadru didactic, asistent universitar**  
Universitatea Babeș-Bolyai, Departamentul de Psihologie Aplicată, Cluj-Napoca (România)  
- activități didactice  
- participare în proiecte și granturi naționale și internaționale  
- activități administrative (evidențe și rapoarte la nivel de departament)
- 01/2008–08/2008 **psiholog**  
S.C. Happy Park s.r.l., Cluj-Napoca (România)  
- organizare activități de dezvoltare cognitivă și emoțională  
- activități administrative

## EDUCAȚIE ȘI FORMARE

- 10/2008–02/2012 **Doctorat în Psihologie**  
Universitatea Babeș-Bolyai, Cluj-Napoca
- 12/2008–01/2009 **Absolvent Training Gordon de comunicare eficienta (TET)**  
Asociația Maghiară a Școlii Gordon/ formator Tölgyesi Klára, Cluj-Napoca (România)

- comunicare pedagogică eficientă,
- competențe de evaluare și management al conflictelor.

05/05/2007–10/06/2010

**Formare în terapia familiei**

Asociația Maghiară de Terapie a Familiei, Cluj Napoca (România)

10/2006–06/2007

**Master în Psihologie școlară**

Universitatea Babeș-Bolyai, Cluj-Napoca (România)

- Managementul conflictelor
- Psihologia tulburărilor de comportament

10/2001–06/2005

**Licență în Psihologie**

Universitatea Babeș-Bolyai, Cluj-Napoca (România)

- Psihologie organizațională
- Psihologia muncii
- Psihologie școlară

**COMPETENȚE PERSONALE**

Limba(i) maternă(e)

maghiară

Alte limbi străine cunoscute

	ÎNȚELEGERE		VORBIRE		SCRIERE
	Ascultare	Citire	Participare la conversație	Discurs oral	
germană	B1	B2	A2	A2	B1
engleză	C2	C2	C1	C1	B2
italiană	B2	B2	A2	A2	A2

Niveluri: A1 și A2: Utilizator elementar - B1 și B2: Utilizator independent - C1 și C2: Utilizator experimentat  
Cadrul european comun de referință pentru limbi străine

Competență digitală

AUTOEVALUARE				
Procesarea informației	Comunicare	Creare de conținut	Securitate	Rezolvarea de probleme
Utilizator experimentat	Utilizator experimentat	Utilizator independent	Utilizator independent	Utilizator independent

Competențele digitale - Grilă de auto-evaluare

- bună stăpânire a programelor de birou (Microsoft Office, Word, Excel, etc.)

Sulyok Kármén

22.04.2025

## L I S T A

### lucrărilor științifice în domeniul disciplinelor din postul didactic

#### a.) 10 lucrări relevante din realizările profesionale proprii

1. **Sulyok, K.**, Kálcza-Jánosi, K., Kotta, I., Marschalkó, E., Bibók, B. (2025). The role of self-rated sexual functioning in general life satisfaction of generation X, Y, Z. Does pornography use matter?. *Journal of Educational Sciences & Psychology*, 15 (77), 233-247.
2. **Sulyok K.** (2024). Online kamasz: a szociális média hatása serdülőkorban. In Kotta I. (Ed.), *Zuglódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban* (pp. 119-126). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2286-8
3. **Sulyok K.** (2024). Családterápia: a család mint védőháló. In Kotta I. (Ed.), *Zuglódók 2. A serdülőkori fejlődési eltérések megelőzése és kezelése.* (pp. 229-234). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2287-5
4. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2024). The highs and lows of pornography use: Does motivation affect user's life satisfaction? *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, 69(1), 183-200.
5. **Sulyok K.** (2023). Elmeolvasó gyermek: a tudatelmélet kialakulása óvodáskorban. In Kotta I. (Ed.), *Mocorgók: érdekességek a kisiskoláskor pszichológiájából*. Presa Universitară Clujeană, ISBN 978-606-37-1817-5, 27-39.
6. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, 68(1), 5-27.
7. **Demeter K.**, Szabó K., Maior E., Susana F., Kálcza-Jánosi K. & János R. (2015). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education. *Procedia-Social and Behavioral Sciences*, 187, 45-49.
8. János R., **Demeter K.**, Fărcaș S., Kálcza-Jánosi K., Maior E., & Szabó K. (2015). Implications of motivational factors regarding the academic success of full-time and distance learning undergraduate students: A Self-Determination Theory perspective. *Procedia-Social and Behavioral Sciences*, 187, 50-55.
9. **Demeter K.**, Szamosközi S. (2013). A Quantitative Meta-analysis of the Association between Subtypes of Aggression and Sociometric Status in Primary School Children. *Erdélyi Pszichológiai Szemle*, 14, 149-172.

10. **Demeter K.** (2013). A Comparative Study of Social Prejudice towards Typically Developing School Children and Children with SEN. Suggestions for Buffering Maladaptive Effects. *Erdélyi Pszichológiai Szemle Special Issue*, 121-146.
11. Lebeer, J., Birta-Szekely, N., **Demeter K.**, Bohács, K., Candeias, A.A., Sønnesyn, G., Partanen, P., & Dawson, L. (2012). Re-assessing the current assessment practice of children with special education needs in Europe. *School Psychology International*, 33, 69-92.

b.) **Teza de doctorat**

Demeter Karmen (2012). *Predictorii socio-cognitivi ai agresivității școlare*. Universitatea Babeș-Bolyai, Cluj-Napoca, pp.310.

c.) **Brevete de invenție**

- Nu e cazul

d.) **Cărți si capitole în cărți**

1. **Sulyok K.** (2024). Online kamasz: a szociális média hatása serdülőkorban. In Kotta I. (Ed.), *Zuglódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban* (pp. 119-126). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2286-8
2. **Sulyok K.** (2024). Családterápia: a család mint védőháló. In Kotta I. (Ed.), *Zuglódók 2. A serdülőkori fejlődési eltérések megelőzése és kezelése*. (pp. 229-234). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2287-5
3. **Sulyok K.** (2023). Elmeolvasó gyermek: a tudatelmélet kialakulása óvodáskorban. In Kotta I. (Ed.), *Mocorgók: érdekességek a kisiskoláskor pszichológiájából*. Presa Universitară Clujeană, ISBN 978-606-37-1817-5, 27-39.
4. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Bohács K., Dawson L., Sønnesyn G.(2011). Critical reflections and suggestions for change. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
5. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Rosário, A., Rebocho, M., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Tests and instruments currently used in Partner Countries. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4

6. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Rosário, A., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Organisation of assessment in Partner Countries. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
7. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Organisation and legislation of special needs education in the Partner Countries in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
8. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Problematic issues in assessment in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4

e.) **Articole în extenso publicate în reviste din fluxul științific internațional principal**

**Lucrări indexate ISI/BDI**

1. **Sulyok, K.**, Kálcza-Jánosi, K., Kotta, I., Marschalkó, E., Bibók, B. (2025). The role of self-rated sexual functioning in general life satisfaction of generation X, Y, Z. Does pornography use matter?. *Journal of Educational Sciences & Psychology*, 15 (77), 233-247.
2. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2024). The highs and lows of pornography use: Does motivation affect user's life satisfaction? *Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia*, 69(1), 183-200.
3. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia*, 68(1), 5-27.
4. **Demeter K.**, Szabó K. (2015). Az iskolai agresszivitás megnyilvánulási formái, mint az iskolai csoportban elfoglalt státusz meghatározó tényezői. *Különleges Bánásmód, I*, 1, 55-66.
5. Szabó K., & **Demeter K.** (2014). Creativity and Personality Profiles of Adolescents based on Cyberbullying Roles- pilot study. *Erdélyi Pszichológiai Szemle (Transylvanian Journal of Psychology)*, 15, 181-198.

6. **Demeter K.**, Szamosközi S. (2013). A Quantitative Meta-analysis of the Association between Subtypes of Aggression and Sociometric Status in Primary School Children. *Erdélyi Pszichológiai Szemle*, 14, 149-172.
7. **Demeter K.** (2013). A Comparative Study of Social Prejudice towards Typically Developing School Children and Children with SEN. Suggestions for Buffering Maladaptive Effects. *Erdélyi Pszichológiai Szemle Special Issue*, 121-146.
8. Lebeer, J., Partanen, P., Candeias, A., Gracio, M.L., Bohács K., Sonnesyn, G., Van de Veire, H., Van Trimpont, I., Orbán R., János R., **Demeter K.**, & Dawson, L. (2013). The need for a more dynamic and ecological assessment of children experiencing barriers to learning to move towards inclusive education: a summary of results of the Daffodil project. *Erdélyi Pszichológiai Szemle Special Issue*, 175-205.
9. Lebeer, J., Birta-Szekely, N., **Demeter, K.**, Bohács, K., Candeias, A.A., Sønnesyn, G., Partanen, P., & Dawson, L. (2012). Re-assessing the current assessment practice of children with special education needs in Europe. *School Psychology International*, 33, 69-92.
10. Teodorescu R., **Demeter K.** (2009). Az aszertivitás, empátia és altruizmus kapcsolatának összehasonlító vizsgálata egyházi és állami iskolában tanuló fiataloknál (Correlational Study of Assertiveness, Empathy and Altruism among Teenagers Learning in Church Schools and State Highschools). *Erdélyi Pszichológiai Szemle*, 1, 57-81.
11. János, R., **Demeter K.** (2006). Az aszertív készségek fejlesztésének hatása az agresszivitásra kiskorú bűnözők esetében (Effects of assertiveness training on aggressive behavior in a sample of juvenile delinquents). *Erdélyi Pszichológiai Szemle*, 1, 29-60.

#### Lucrări publicate în extenso în lucrări ale principalelor conferințe internaționale de specialitate

1. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2025). Is there Satisfaction Beyond Pleasure? Motivational, Demographic and Sexual Functioning Predictors of Life Satisfaction in Self-Perceived Sex Addiction. *1<sup>st</sup> LEPSY CEEPUS Network Research and Cooperation Conference Proceedings*. 12<sup>th</sup> March 2024. Ludovika University Press
2. **Demeter K.**, Szabo K., Maior E., Susana F., Kalcza Janosi K. & Janos R. (2015). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education. *Procedia-Social and Behavioral Sciences*, 187, 45-49.

3. János R., **Demeter K.**, Fărcaș S., Kálcza Jánosi K., Maior E., & Szabó K. (2015). Implications of motivational factors regarding the academic success of full-time and distance learning undergraduate students: A Self-Determination Theory perspective. *Procedia-Social and Behavioral Sciences*, 187, 50-55.

**f.) Alte lucrări și contribuții științifice**

**Lucrări apărute în volume de conferințe cu referenți**

1. Szabó K., **Demeter K.**, Kálcza-Jánosi K. (2014). *Eficiența programelor clasice de dezvoltare cognitivă și influența Programului de îmbogățire Instrumentală asupra funcțiilor cognitive*. In: Frunză, V., Enache, R. G., Căescu, M. (Coord.) *Psihologul: Urme în viața cetății* (pg.61-74), Ediție electronică, Constanța. ISBN 978-973-0-16827-3
2. **Demeter, K.** Szabó K. (2014). The influence of social status variables on different types of school aggression, 11th Apls-Adria Psychology Conference, Pécs Hungary, 18th-20th september, Abstracts, *Review of psychology*, 21, 1, 62, ISSN: 1330-6812
3. Szabó K., **Demeter, K.** (2014). The role of personality Traits in the relationship between creativity and cyberbullying, 11th Apls-Adria Psychology Conference, Pécs Hungary, 18th-20th september, Abstracts, *Review of psychology*, 21, 1, 81, ISSN: 1330-6812
4. Raduly-Zorgo E., Anca, M.D., Bodea-Hategan, A-C., **Demeter K.**, Torok M. (2011). *Ce știi studenții români despre dislexie? Opinii, dificultăți și oportunități în evaluarea și intervenția psihopedagogică- Perspective integrative* (221-230), Presa Universitară Clujeană, RO ISBN 978-973-595-323-2
5. Antonietti A., **Demeter, K.**, Caravita, S., și Cena, L. (2011). *Correlati cognitive di tipi diversi di aggressività (Corelate cognitive ale diverselor tipuri de agresivitate)*. XX Congresso Nazionale dell'Associazione Italiana per la Ricerca e Intervento nella Psicopatologia dell'Apprendimento (AIRIPA) "I disturbi dell'apprendimento", Prato, 21 ottobre 2011, 93-94.

**Prezentări orale la conferințe științifice internaționale**

1. „The influence of social status variables on different types of school aggression”, International Conference „**Alps Adria 2014- Context and Culture**”, 18-20 septembrie, Pécs
2. „The Role of Personality Traits in the Relationship between Creativity and Cyberbullying”- International Conference „**Alps Adria 2014- Context and Culture**”, 18-20 septembrie, Pécs, DOI: 10.13140/2.1.1528.7040

3. „Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education”- **24-25 octombrie, 2014, Bucuresti-International Conference “Psychology and the Realities of the Contemporary World” 5<sup>th</sup> edition.**
4. „Implications of motivational factors regarding the academic success of full-time and distance learning undergraduate students: A Self-Determination Theory perspective”- **24-25 octombrie, 2014, Bucuresti-International Conference “Psychology and the Realities of the Contemporary World” 5<sup>th</sup> edition.**
5. “Is there satisfaction beyond pleasure? Motivational, demographic and sexual functioning predictors of life satisfaction in self-perceived sex addiction” - **12 martie, 2024, Budapesta- 1<sup>st</sup> research and cooperation conference- Lepsy Ceepus Network, Ludovika University of Public Service (conferinta online)**

Sulyok Kármén

10.2025