

## **ABSTRACT**

The diploma thesis deals with the topic of ADHD at university from the perspective of psychology students and their experiences. It focuses on understanding how students who have had ADHD since adulthood cope with the demands of college, whether they have acquired ADHD through professional assessment or self-diagnosis. The goal of the thesis was to map their path to the diagnosis of ADHD and how their approach to the study and study experience changed after its adoption. Particular attention was paid to how students cope with the regime of university studies, which is significantly different from lower levels of education, and what strategies and what strategies and forms of support they use to overcome study challenges.

The theoretical part of the thesis is divided into three chapters. The first chapter provides an overview of the historical development of the ADHD concept and its position in the school counseling system in the Czech Republic. The second chapter deals with the diagnosis of ADHD in adults, describes the diagnostic criteria according to DSM-5 and ICD-11, their differences, the diagnostic procedure, including differential diagnosis, and the growing trend of self-diagnosis. The third chapter is devoted to the clinical picture of ADHD in adults, which differs from the picture in children both in the representation of the core symptoms of ADHD and in the degree of reporting of other associated features.

The practical part of the work includes qualitative research using four semi-structured interviews with university students. The results of the interpretive phenomenological analysis show that the path to the diagnosis of ADHD was not straightforward and was influenced by many factors. Self-diagnosis, which was part of the diagnostic process, played an important role on this journey. Studying at university presents a significant challenge for students with ADHD due to the less structured regime and greater emphasis on independence. However, after finding out that ADHD was behind the long-term problems, there were changes in the students' lives that had a positive impact on their studies as well. Overall, the work points to the importance of support from the environment and a quality professional approach, while the authentic experiences of students can contribute to a better understanding and support of these individuals in the academic environment.

## **KEYWORDS**

ADHD, college, (self)diagnosis, clinical picture, adulthood