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| **COURSE INFORMATION** |
| **Course Title** | ***Course Code*** | ***Semester*** | ***T+P Hours*** | ***Credits*** | ***ECTS*** |
| COUNSELING PRINCIPLES AND TECHNIQUES | PCG 361 | 1 | 3+0 | 3 | 6 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Graduate Level |
| **Course Type** | Compulsory |
| **Course Coordinator**  | --- |
| **Instructor** |  |
| **Assistants** | --- |
| **Objectives**  | Preparation of the consultation process, configuration, and termination is to gain knowledge and basic skills. |
| **Content** | Professional assistance, psychological counseling principles, processes and stages of counseling, basic counseling skills and techniques, the implementation of these basic skills and techniques. |

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| **Learning Outcomes**  | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Know the steps of counseling. | 9 | 1, 3 | A |
| 2) the process of establishing the relationship with the client knows first | 9 | 1, 3 | A |
| 3) Evaluate the client s problem. | 9, 11 | 1, 3 | A |
| 4) The purpose of counseling can create. | 4, 9, 11 | 1, 3, 7 | A, H |
| 5) Strategy can identify | 9 | 1, 3 | A |
| 6) Emotions knows about the interventions | 4, 9, 11 | 1, 3, 7 | A, H |
| 7) Behavioral interventions Know | 9, 11 | 3, 7 | A, H |
| 8) Termination knows-related skills | 11  | 3, 5, 7 | A, H |

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| **Teaching Methods:** | 1. Lecture 2. Case study 3. Discussion 4. Demonstration 5. Group work 6. Microteaching 7. Problem solving |
| **Assessment Methods:** | A. Supply type B. Multiple-choice test C. IncompleteD. True-False E. Oral exam F. Portfolio G. Performance type H. Report |

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| **COURSE CONTENT** |
| **Week** | **Topics** | **Study Materials** |
| 1 | Professional help | Students to pursue topics of the book. |
| 2 | As counselors self-recognition | Students should come prepared for. |
| 3 | Care and counseling skills | Students should come prepared for. |
| 4 | Establishment of the relationship and communication with the client first | Students should come prepared for. |
| 5 | Assessment of the client s problems | Students should come prepared for. |
| 6 | Goal setting in counseling | Students should come prepared for. |
| 7 | Selection strategy and intervention | Students should come prepared for. |
| 8 | midterm | Students should come prepared for. |
| 9 | Interventions related to feelings | Students should come prepared for. |
| 10 | Cognitive interventions | Students should come prepared for. |
| 11 | Behavioral interventions | Students should come prepared for. |
| 12 | Systemic interventions | Students should come prepared for. |
| 13 | Termination and monitoring | Students should come prepared for. |
| 14 | Overall assessment | Students should come prepared for. |

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| **RESOURCES** |
| **Compulsory** | Akkoyun, F. (1994). Yardım Becerileri (Temel Eğitim Programı) Ankara: Nobel. Carkhuff, F. (1986). The Art of Helping (5 th edition) Ambers: Human Resource Dewelopmant Pres, Publishers of Human Technology. Cormier,S. ve Hackney,H.(2009). Psikolojik Danışma Stratejiler ve Müdahaleler. (Çevr. Ed: Süleyman Doğan ve Barış Yaka) . Ankara: Pegem A Delaney, D.J ve Eisenberg, S.(1993). Psikoloj |
| **Recommended** |  |

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| **COURSE MATERIALS** |
| **Documents** |  |
| **Assignments** |   |
| **Exams** |  |

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| **ASSESSMENT**  |
| **IN-TERM STUDIES** | **Quantity** | **Percentage** |
| Midterm | 1 | 30 |
| Quiz |  |  |
| Final | 1 | 40 |
| Assignment | 4 | 30 |
| **Total** |   | **100** |
| **Contribution of Final Exam to Overall Grade** |   | 40 |
| **Contribution of In-term Studies to Overall Grade** |   | 60 |
| **Total** |   | **100** |

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| **COURSE CATEGORY** | Expertise / Field Courses |

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| **COURSE CONTRIBUTION TO PROGRAM OUTCOMES** |

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|  |  |  | COURSE’S CONTRIBUTION TO PROGRAM | Katkı Düzeyi |
|  |  |  |  | 1 | 2 | 3 | 4 | 5 |  |
|  |  | 1 | Having knowledge of past, basic though and principles of the PCG, and implementing PCG | x |  |  |  |  |  |
|  |  | 2 | Comprehending meaning and importance of the coordination, consultation/consulting and supervision in the PCG field, and implementing them |  | x |  |  |  |  |
|  |  | 3 | Having knowledge of ethical rules accepted by national and international PCG associations, and implementing them |  |  |  | X |  |  |
|  |  | 4 | Learning to accept everyone as they are / with all kind of features by the multicultural approach |  |  | X |  |  |  |
|  |  | 5 | Learning theories/information about cultural awareness, cultural social justice, solution of conflicts, and other cultural behaviors; for development and health of human soul, mind and body, and implementing them |  | X |  |  |  |  |
|  |  | 6 | Learning theories related to the development, learning and personality development so as to facilitate positive development and wellness of individual for his/her life time, and implementing them |  |  | X |  |  |  |
|  |  | 7 | Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process, |  | X |  |  |  |  |
|  |  | 8 | Learning and implementing the career consulting, processes, techniques and sources, career development and decision-making model so as to include those applied to certain groups in the global economy |  |  | X |  |  |  |
|  |  | 9 | Learning psychological consulting theories, being aware and use of intervention techniques suitable for counselees in practice | X |  |  |  |  |  |
|  |  | 10 | Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages | X |  |  |  |  |  |
|  |  | 11 | Learning varieties and skills of being group leader and implementing them | X |  |  |  |  |  |
|  |  | 12 | Gaining understanding to assess individual and group approaches within framework of multicultural society |  | X |  |  |  |  |
|  |  | 13 | Comprehending and implementing standardized and non-standardized tests containing the environmental assessment, performance assessment, individual and group assessments and inventory methods, psychological testing, and behavioral observations, as well as basic concepts of other assessment techniques |  |  |  |  | X |  |
|  |  | 14 | Learning qualitative and quantitative scientific research methods, comprehending importance to make research in the field of PCG and to present results in written, and implementing them |  |  | X |  |  |  |
|  |  | 15 | Learning how to use internet and technology for accessing information, sharing information, professional development and data analysis |  | X |  |  |  |  |
|  |  | 16 | Sticking to confidentiality principle in the PCG services, believing that benefiting from the PCG services is open to everyone for their life time on voluntarily basis |  |  | X |  |  |  |
|  |  | 17 |  Understanding the barriers before education of students who need special education and supporting students in these fields |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** |
| ***Activities*** | ***Quantity*** | ***Duration(Hour)*** | ***Total Workload (Hour)*** |
| Course hours (including the exam week: 15 x total course) | 15 | 3 | 45 |
| Hours for off-the-classroom study (pre-study, practice) | 15 | 3 | 45 |
| Midterm | 1 | 10 | 10 |
| Quiz |  |  |  |
| Assignment | 4 | 5 | 20 |
| Final Exam | 1 | 20 | 20 |
| **Total Workload** |   |   | 140 |
| **Total Workload / 25 (hours)** |   |   | 5.6 |
| **ECTS**  |   |   | 6 |