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| **COURSE DESCRIPTION** |
| **Course** | *Code* | *Semester* | *L+P Hour* | *Credit* | *ECTS* |
| SEMINAR  | PCG 508 | 2 |  0+0 | 0 | 12 |

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| **Prerequisites and Co-requisities** | - |

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| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** | Compulsory |
| **Coordinator of the Course** | - |
| **Name of Lecturer(s)** |  |
| **Assistants of the Course** | Res. Asist. Eren Özyiğit, Res. Asist. Merve Baykal, Res. Asist.. Burcu Dok |
| **Aim** | The aim of this course is to make students gain insight and knowledge about scientific research on a specific subject and to be able to synthesize the acquired knowledge via research to be organized and demonstrated in a report. |
| **Objective** | The course covers the research, synthesize, analysis processes of a specific subject determined by the student in order to work in the consultancy of a professor in the second half of the Master courses. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| 1) do research on a research topic in the field of guidance and counseling. | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| 2) make a research plan about chosen topics. | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| 3) carry out planned research | 1, 2,3,8,12,13 | 1,2,3,4,5,6 | 1,2,3 |
| 4) Get information about new improvements in the area of guidance and counseling | 1, 2,3,12,13,15 | 1,2,3,4,5,6 | 1,2,3 |
| 5) follow new developments in guidance and counseling | 1, 2,3,12,13,15 | 1,2,3,4,5,6 | 1,2,3 |

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| **Teaching Methods:** | 1. Lecture
2. Question & Answer
3. Observation
4. Field Trip
5. Team/Group Work
6. Brain Storming
7. Report Preparation and/or Presentation
8. Role Playing/Dramatization
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| **Evaluation and Assessment Techniques:** | 1. Written exam, 2. multiple-choice test, 3. Space-filling, 4. Right-Wrong type, 5. Oral examination, 6. Portfolio |

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| **COURSE'S CONTRIBUTION TO PROGRAM** |
| No | Program Learning Outcomes | Contribution |
| 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 |  |  |  |  |   |  |
| 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 7 | Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process, |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 10 | Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages |  |  |  |  |  |  |
| 11 | Learning varieties and skills of being group leader and implementing them |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 17 | Understanding the barriers before education of students who need special education and supporting students in these fields |  |  |  |  |  |  |

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| **WEEKLY DETAILED COURSE CONTENTS** |
| **Week** | **Topics** | **Preparation** |
| 1 | Examining current developments in the field of guidance and counseling |  |
| 2 | Reading and discussing articles about current developments in the field of guidance and counseling |  |
| 3 | Reading and discussing articles about current developments in the field of guidance and counseling |  |
| 4 | preparing a research proposal about a chosen topic in the field of guidance and counseling |  |
| 5 | Examining prepared research proposal |  |
| 6 | Examining and discussing data collection methods |  |
| 7 | Writting up research reports |  |
| 8 | Presenting the research |  |
| 9 | Presenting the research |  |
| 10 | Presenting the research |  |
| 11 | Presenting the research |  |

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| **READING TEXT** |
| **Required Reading** | Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları1.Kitap Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları, Prof. Dr. Serdar Erkan, Alim KayaSerdar Erkan ve Alim Kaya. 2009. Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları. (I. cilt). |
| **Recommended Reading** | Pegem Akademi, Yayıncılık.Serdar Erkan ve Alim Kaya. 2009. Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları. (II. cilt). Pegem Akademi, Yayıncılık. Serdar Erkan ve Alim Kaya. 2012. Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları. (III. cilt). Pegem Akademi, Yayıncılık. |

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| **MATERIAL SHARING** |
| **Materials** |  |
| **Homeworks** |  |
| **Exams** |  |

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| **ASSESSMENT** |
| **TERM LEARNING ACTIVITIES** | **NUMBER** | **WEIGHT, %** |
| Mıd-Term | 1 | 40 |
| Final  | 1 | 60 |
| **Total** |   | **100** |
| **Contribution of Final Exam to Success Grade** |   | 40 |
| **Contribution of Term (Year) Learning Activities to Success Grade** |   | 60 |
| **Total** |   | **100** |

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| **COURSE CATEGORY** | Lecture on Specialized Field |
| **ECTS / WORK LOAD TABLE** |
| Activities | Number | Duration(Hour) | TotalWork Load(Hour) |
| Duration (hour) | 15 | 3 | 45 |
| Prestudy | 15 | 12 | 180 |
| Homework | 2 | 15 | 10 |
| Mid-Term | 1 | 13 | 7 |
| Final  | 1 | 18 | 6 |
|  |  |  |  |
| **Total Workload**  |   |   | 286 |
| **Total Workload / 25 (h)** |   |   |  11.44 |
| **ECTS Credit** |   |   | 12 |