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| COURSE DESCRIPTION |
| Course | *Code*  | Term | *T+A Hour* | Credit | *ECTS* |
| INDIVIDUAL RECOGNITION TECHNIQUES | PCG 510 | 2 | 3 + 0 | 3 | 8 |

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| **Prerequisite courses** | - |

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| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** | Core |
| **Coordinator of the Course** |  |
| **Name of Lecturer(s)** |  |
| **Assistants of the Course** | Arş. Gör. Merve Baykal |
| **Content of the Course** | To make students acquire information about tests and non-tests techniques which are used to get to know the individual and his personal differences in psychology and education; To introduce non-test techniques used for getting to know the individual, tests of intelligence, personality, attitude and interest; To give nformation about their applications to the groups and individuals, To explain the reporting process of these tests.  |

**Objective of the Course:**

* + - * + To be able to understand the content and purposes of evaluating the individual
				+ To be able to choose expedient valid and reliable tests and non-test techniques and to be able to apply them
				+ To be able to grade the tests and non-test techniques applied to students, to transform raw score to standard scores and interpret them
				+ To be able to report the results of tests and non-tests applied to students

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| 1) To be able to interpret th results of tests and non-test techniques and organize test report based on the sample test profiles | 3,4,13,15 | 1,2,3,4,5,6 | 1,2,3 7 |
| 2) To be able to use writing format of reporting test and non-test technique | 3,4,13,15 | 1,2,3,4,5,6 | 1,2,3 7 |
| 3) To be able to choose expedient tests and non-test techniques and apply them, and interpret their results  | 3,4,13,15 | 1,2,3,4,5,6 | 1,2,3 7 |
| 4) To be able to explain the significance of applying and reporting tests and non-test techniques in counseling | 1,2,3,4,5,8,9,17 | 1,2,3,4,5,6 | 1,2,3 7 |
| 5) To be able to tell the factors affecting the purpose and process of evaluation based on psychological and non-test techniques | 1,2,3,4,5,8,9,17 | 1,2,3,4,5,6 | 1,2,3 7 |

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| **Teaching Methods:** | 1.Lecture, 2. Question-Answer, 3.Discussion, 4.Group Study 5.Problem Solving 6.Project 7. Drama-Role Playing 8.Observation 9.Simulation 10.Exhibitiıon 11.Experiment 12.Case Analysis |
| **Evaluation and Assessment Techniques:** | 1. Essay 2.Multiple-choice 3.Fill in the blanks 4.True-False 5. Oral Examination 6. Rubric 7. Portfolio |

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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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| **COURSE WORK CALENDAR** |
| **Week**  | **Topics** | Preparation |
| 1. | The content and purposes of evaluating the individual (applying test and non-test techniques)  |  |
| 2 | The historical, cultural, legal and ethical dimensions of evaluation |  |
| 3 | Factors affecting the evaluation process, the purpose and content of pre-interview during psychological evaluation |  |
| 4 | Reliability, validity and practicality in tests |  |
| 5 | Evaluation in pre-school education, success, skill, performance, portfolio, authentic evaluation |  |
| 6 | Introduing diagnostic tests and test bataries: Intelligence, personality, neuropsycholocial evaluation  |  |
| 7 | Choosing expedient tests and non-test techniques and applying them |  |
| 8. | Observation, other technqiues based on observation, rating sclaes, sample applications for interviewing technique |  |
| 9. | Questionnaire, otobiography, problem checklist, sociometry, who is it? |  |
| 10 | Other techniques used to get to know the individual: Event investigation, home visits, bibliotherapy etc.  |  |
| 11 | Recognizing test and inventories based on development, Sample application of Gessel Development Intelligence Test, transforming raw scores into standard scores and interpreting them |  |
| 12 | Introducing visual-motor perception tests and sample applications, sample application of Bender Gestalt, its scoring and interpretation |  |
| 13 | **Sample applications** |  |
| 14 | **Writing reports based on sample application and interpretation** |  |

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| **RESOURCES** |
| **Required Textbook** | Kuzgun, Yıldız. Rehberlik ve Psikolojik Danışma. ÖSYM Yayınları.Myrick, R. D. 1996. Developmental Guidance and Counseling: A Practical Approach. |
| **Additional Textbooks** | Özyürek, Ragıp. 2012 Okullarda Psikolojik Danışma ve Rehberlik Uygulamaları El Kitabı. Pegem Yayıncılık. |

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

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| **ASSESSMENT** |
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| TERM LEARNING ACTIVITIES | NUMBER | WEIGHT, % |
| Homework | 2 | 30 |
| Midterm | 1 | 30 |
| Final | 1 | 40 |
| Total | 3 | 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 | Total Work Load |
| Duration | 15 | 3 | 45 |
| Prestudy | 15 | 5 | 75 |
| Homework | 3 | 12 | 36 |
| Vize | 1 | 6 | 6 |
| Final  | 1 | 15 | 15 |
|  |  |  |  |
| Total Workload |  |  | 177 |
| Total Workload / 25 (s) |  |  | 7.08 |
| ECTS Credit |  |  | 8 |