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| **COURSE DESCRIPTION** | | | | | |
| **Course** | *Code* | *Semester* | *L+P Hour* | *Credit* | *ECTS* |
| School Guidance and Psychological Counseling | PCG 516 | 2 | 3 + 0 | 3 | 8 |

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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** | Observation and evaluation of the organization, personnel, application status, place and functioning of guidance services in primary and secondary schools in education organization. |
| **Objective** | Psikolojik Danışmanlık ve Rehberliğin Temelleri, Psikolojik Danışmanlık ve Rehberlik, Rehberliğin Amaçları, Rehberliğin İlkeleri, Psikolojik Danışmanlık ve Rehberliğin Etik Kuralları, Psikolojik Danışmanlık ve Rehberlikte Araştırma |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| Explains the principles and techniques of counseling in schools. | 3,5,13,14, | 2,4 | 6 |
| It explains the functions of guidance services to schools. | 3,5,13,14, | 2,4 | 6 |
| It explains the functions of guidance services to schools. | 3,5,13,14, | 2,4 | 6 |
| They open Student Personality Services at schools. | 3,5,13,14, | 2,4 | 6 |
| They disclose the code of ethics for the operation of Guidance services in schools. | 3,5,13,14, | 2,4 | 6 |

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| **Teaching Methods:** . Lecture Method 2. Case Method 3. Problem Solving Method 4. Discussion method 5. Demonstration method 6. Group work |

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| Measurement and Evaluation Methods | 1. Written examination 2. Multiple choice test 3. Space-filling  4. Right-False 5. Oral exam 6. 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 CALENDER** | | | | | |
| **Week** | | **Subject** | **Preparation** | | |
| 1 | Meeting | | |  |  |
| 2 | Guidelines for Psychological Counseling and Guidance in Schools | | |  |  |
| 3 | Aims, Principles and Techniques of Guidance in Schools | | |  |  |
| 4 | Aims, Principles and Techniques of Guidance in Schools | | |  |  |
| 5 | Student Personality Services and Guidance in Schools | | |  |  |
| 6 | Student Personality Services and Guidance in Schools | | |  |  |
| 7 | Student Personality Services and Guidance in Schools | | |  |  |
| 8 | Student Personality Services and Guidance in Schools | | |  |  |
| 9 | School guidance programs | | |  |  |
| 10 | Ethical Rules of Psychological Counseling and Guidance in Schools | | |  |  |
| 11 | Psychological counseling and ethics in schools | | |  |  |
| 12 | Psychological counseling and ethics in schools | | |  |  |
| 13 | An overview | | |  |  |

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| **READING TEXT** | |
| **Required Reading** | ERDOĞAN, İrfan (2011), Eğitim ve Okul Yönetimi, Pegem Yay. |
| **Recommended Reading** |  |

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

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| **ASSESSMENT** | | |
| **TERM LEARNING ACTIVITIES** | **NUMBER** | **WEIGHT, %** |
| Mid-Term | - | - |
| Quiz | - | - |
| Homework | 2 | 100 |
| **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) | Total Work Load (Hour) |
| Course Duration (includes exam week: 16x total course hours) | 15 | 3 | 45 |
| Out-of-class Course Study Time (Pre-study, practice) | 15 | 5 | 75 |
| Midterm | - | - | - |
| Quiz | - | - | - |
| Homework | 3 | 20 | 60 |
| Final | 1 | 20 | 20 |
| **Total Workload** |  |  | 200 |
| **Total Workload / 25 (h)** |  |  | 200 |
| **ECTS Credit** |  |  | 8 |