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| COURSE DESCRIPTION | | | | | |
| Course | *Code* | Term | *T+A Hour* | Credit | *ECTS* |
| Psychological Tests in Guidance and Counseling | PCG 517 | 1/2 | 3 + 0 | 3 | 6 |

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| **Prerequisite courses** | - |

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| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** |  |
| **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 | 3 | 45 |
| Homework | 2 | 4 | 8 |
| Vize | 1 | 4 | 8 |
| Final | 1 | 9 | 9 |
|  |  |  |  |
| Total Workload |  |  | 141 |
| Total Workload / 25 (s) |  |  | 5,6 |
| ECTS Credit |  |  | 6 |