

# Psychological Counseling and Guidance

## Undergraduate Program Course Descriptions

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### First Semester

#### **ENG 101 English for Academic Purposes I**

4 ECTS

Focuses on the skills of academic reading, writing, listening, and speaking. It revolves around thematic modules and aims at developing critical thinking skills, which enable students to become confident lifelong learners. Enable university students to use their reading, speaking, listening and writing skills at a certain level of efficiency in academic activities of all sorts they carry out in their study fields. Improving linguistic and communicative competence and foreign language proficiency of the learners by offering interesting contexts, doing exercises that boost functional use of language and using language in real life communication.

#### **EDS 101 Introduction to Educational Sciences**

5 ECTS

The goal of the course is to have students investigate and understand the social, economic, historical, political, and philosophical foundations of education which shape and continue to affect the current system of education. It also focuses on the relations between these social, economic, cultural forces and student achievement. To help students understand the relations between the social, economic, cultural forces and the current state of schooling, students are required to conduct fieldwork.

#### **TURK 111 Turkish Language and Literature I**

2 ECTS

Language theories, the birth of languages, and the relationship between language and culture. The classification of languages with a specific focus on the Ural-Altaic language family that the Turkish language belongs. The study of four major areas of linguistics: Phonetics, morphology, syntax, and semantics. The phonetic structure of Turkish: Word and sentence structure. Analysis of selected poems, essays, and works of fiction. The basic features of written language and written communication with a specific focus on the differences as well. Communication, in relation to written and verbal means; subjective and objective communication; paragraph and types of paragraph (introductory, developmental, and conclusive paragraphs). Definition of text and text types (informative or literary texts); basic tenets of texts (coherence, cohesiveness, intertextuality, etc.). Written communication (free writing, pre-planned writing); stages of pre-planned writing (topic, narrowing down the topic, aim, view point, identifying the main and supporting ideas, outlining, margins); theoretical knowledge on informative texts (petition, letter, news, decision, advertisement, official report, scientific articles);

studies on examples and applications; summarizing and outlining a text; correcting the language errors of written productions.

#### **HISTR 211 Principles of Atatürk and History of the Turkish Republic I**

2 ECTS

Concepts, definitions, course method and definition of source, Industrial Revolution, French Revolution, Dissolution Period in the history of Ottoman Empire (19th Century), administrative reforms, 1st and 2nd Constitutional Monarchy Period, Tripoli and the Balkans War, 1st World War, Mondros Armistice Agreement, Wilson Principles, Paris Conference, M. Kemal's arrival in Samsun and situation in Anatolia, Amasya Declaration, National Congresses, foundation of Turkish Grand National Assembly (TGNA), national revolts, constitution, foundation of unitary army, 1st İnönü, 2nd İnönü, Kütahya, Eskişehir, Sakarya Wars and Grand Attack, War of Independence, Lausanne and other Treaties and abolition of Sultanate rule.

#### **PSYC 101 Introduction to Psychology**

5 ECTS

This course is an introduction to psychology. The main goals of the course are to familiarise the students with the basic theoretical background of major subdisciplines of psychology such as social, developmental, cognitive and clinical as well as to introduce them to psychology as a scientific discipline. At the end of the course, the students would be equipped with necessary knowledge of theories in psychology and would be able to understand and critique empirical articles published in highly acclaimed psychology journals. One of the main aims of this course is to enable students to critically evaluate the research findings communicated in scientific journals.

#### **SOC 101 Introduction to Sociology**

5 ECTS

This course aims to introduce the fundamental questions, theoretical frameworks and concepts of sociology. The course combines the introductory "down-to-earth" approach of the main textbook with theoretically rich primary readings. Throughout the course we will cover issues ranging from the foundations constituting the inner dynamics of culture and society to problematic social phenomena such as gender, sexuality, race, religion, crime, politics, stratification, urbanization, social movements and social change. Each week's topic will be supplemented with short texts from leading sociologists and thinkers such as Karl Marx, Emile Durkheim, Max Weber, Anthony Giddens, Zygmunt Baumann, Georg Simmel, Richard Sennet, Simone de Beauvoir, Erving Goffman, Robert Merton, Michel Foucault, Steven Lukes and others.

#### **EDS 103 Educational Psychology**

5 ECTS

Relationship between education and psychology, definition of educational psychology, general theoretical concepts in human development and learning, factors which influence development and learning, learning theories, understanding physical, psychosocial, cognitive and moral development, exploring different approaches of learning and their implications in education. Understanding how motivation, individual differences, group dynamics influence learning in classrooms.

#### **EDS 105 Community Service Experience**

2 ECTS

Active participation in community service settings; creating projects at individual or group levels to help out in need communities. These communities could be local or in distance. Tutoring, initiating/participating educational projects of different kinds etc. will be the focus of this course. With this course, pre-service teachers will gain experiences to be productive members of the society that they serve.

### Second Semester

#### **TURK 112 Turkish Language and Literature II**

2 ECTS

Basic features of oral language and oral communication. Oral expression; basic features of oral skills (using the natural language and body language); basic tenets of giving a good speech; basic features of a good speaker (stress, intonation, pitch, etc.). Impromptu and prepared speech; stages of prepared speech (selecting a topic, narrowing-down, aim, view point, identification of main and supporting points, planning, preparing the text, presentation of the speech). Types of speech: (dialog, conversation, introducing yourself, answering questions, celebrating special events, such as new year's eve, child birth, festivals, etc., giving directions, talking on the phone, job application, interviewing, speaking on the radio and TV, etc.). Giving impromptu speech on different topics, applications in speech samples and giving speeches, correcting errors in speech.

#### **PCG 106 Guidance and Psychological Counseling**

6 ECTS

Basic concepts and principles of guidance and counseling, history of guidance and counseling, research and evaluation methods, counseling process, theories of counseling, ethical and legal issues in guidance and counseling will be mentioned in this course.

#### **PSYC 106 Introduction to Social Psychology**

5 ECTS

This course is an introduction to social psychology. The goals of the course are to equip the student with the necessary knowledge of research conducted in the field of social psychology. At the end of the course, the student would be equipped with necessary knowledge of theories in social psychology, develop their presentation and skills. One of the main aims of this course is to enable students to critically evaluate the research findings communicated in scientific journals.

#### **ENG 102 English for Academic Purposes II**

4 ECTS

This course has been designed to enable university students to use their reading, speaking, listening and writing skills of English at a certain level of efficiency while conducting academic activities in their own fields. The aim of this course is to raise the knowledge and abilities the students have gained in the "English for Academic Purposes I" course to a higher level. While doing so, the focus is on creating interesting contexts, doing exercises that increase the functional competence, using the language in authentic

communicative contexts and in this way to increase the linguistic and communicative competence and the linguistic proficiency of students.

### **GC 102 Cultural Skills I**

3 ECTS

There is a chance of better interactions among students, teachers and community in schools where teachers have a variety of cultural skills and performance abilities. In this course, depending on their individual interests and abilities, prospective teachers will choose a cultural skill, such as musical performance, folkloric dance, acting, cooking, clothing, storytelling, fine arts and the like, and develop expertise and skills on the chosen cultural component. They are expected to demonstrate competency by performing and producing in the chosen cultural area.

Third Semester

### **PCG 104 Non-Testing Techniques**

5 ECTS

The aim of this course is to capture the importance of knowing individual, individual differences, and the ways of knowing the individual. Using interviews, case studies, inventories, questionnaires, observation, psychodrama, sociometry, autobiography, etc. are some of the examples of ways of knowing the individual dynamics.

### **PCG 203 Physiological Psychology**

6 ECTS

The structure of nervous system, motor functions, the physiology of learning, memory, emotions, consideration of information as a data, investigation of the facts occurring during the retrieval and analysis of the information and the factors affecting the learning process will be the main focus of this course pointing out to the most effective learning strategies.

### **MATH 233 Statistics I**

5 ECTS

This course covers the basic concepts and procedures in descriptive and inferential statistics. The course begins with introducing the scales of measurements, methods for describing and summarizing frequency distributions, the concepts of central tendency, location of scores and standardized distributions followed by methods for hypothesis testing and describing relationships between two (or more) variables. The course then introduces probability theory as a background for understanding inferential statistics.

### **PCG 211 Theories of Personality**

5 ECTS

To learn the science of personality psychology and to gain knowledge about various personality theories in order to evaluate and discuss both the strengths and weaknesses of these theories.

### **PCG 207 Developmental Psychology I**

5 ECTS

This is an introductory developmental psychology course from conception through middle childhood. It introduces both theories of

development and recent research issues in biological, cognitive, emotional, and social development. We will also discuss historical perspectives on child development, modern-day institutions, and the impact of socio-political climates on developmental processes.

Students will describe biological, cognitive, emotional, and social development from conception through middle childhood by referring theories and research findings in developmental psychology. Students will demonstrate knowledge of research methodologies in developmental psychology and their relation to theories of psychology. Students will understand how theoretical perspectives of developmental psychology position themselves on the issues of nature and nurture, continuity and discontinuity, and human agency. Students will demonstrate a multi-level understanding of diversity issues and their influences on children's cognitive, emotional, social and moral development (e.g., class systems, schools, family patterns and practices), racism, sexism, classism, homophobia, and ethnocentrism). Students will increase critical reading and writing skills.

### **GC 203 Cultural Skills II**

4 ECTS

In this course, prospective teachers will continue to develop their knowledge and skills in a cultural area that they are supposed to choose in "Cultural Skills I" which was described as: There is a chance of better interactions among students, teachers and community in schools where teachers have a variety of cultural skills and performance abilities. In this course, depending on their individual interests and abilities, prospective teachers will choose a cultural skill, such as musical performance, folkloric dance, acting, cooking, clothing, storytelling, fine arts and the like, and develop expertise and skills on the chosen cultural component. They are expected to demonstrate competency by performing and producing in the chosen cultural area.

Fourth Semester

### **PCG 214 Developmental Psychology II**

5 ECTS

The purpose of this course is to help you see human development through the lenses of developmental theories. You will be introduced to the current theories of development along the research issues in cognitive, emotional, social, and moral development. We will consider and reflect upon historical, modern-day intuitions, and social climates that impact upon human development. Furthermore, it aims to examine theories and research of human development and use popular movies to assist provoking thought and analysis of theory and research. By the end of the course you will be able to build conceptual relations among readings, movies and your life.

### **PCG 204 Principles and Techniques of Psychological Counseling**

6 ECTS

Techniques of counseling, processes and stages of counseling, counseling skills, applications of these techniques and skills, confidentiality, volunteer participation, ethics, therapeutic alliance between counselor and client will be the focus of this course.

### **PCG 206 Life Cycle and Adjustment Problems**

6 ECTS

The characteristics and conflicts of infancy, childhood, adolescence, young adulthood, middle adulthood, and late adulthood, the ways to overcome the conflicts of each developmental period will be studied in this course.

### **HISTR 212 Principles of Atatürk and History of the Turkish Republic II**

2 ECTS

Political revolutions, political parties, transition to multi-party period, revolutions in law, reorganization of social life, renovations in economy. Turkish foreign policy between the years of 1923 and 1938, Turkish foreign policy after Atatürk, principles of Turkish Revolution (Republicanism, Populism, Secularism, Revolutionism, Statism, Nationalism). Integral principles.

### **PCG 208 Theories of Psychological Counseling**

6 ECTS

Basic counseling theories and approaches, concepts, principles and techniques of these theories, reflection of these techniques to counseling and new approaches will be included in the course.

### **MATH 234 Statistics II**

5 ECTS

This course covers the basic concepts and procedures in descriptive and inferential statistics. As a follow up of Math233 Statistics I course, this course begins with review of basic concepts such as standard deviation, standardized scores (i.e., z-scores), standard error, the distribution of sample means, and probability and normal distribution. The course will continue with the methods for hypothesis testing and describing relationships between two (or more) variables, t-statistic, the t-test for the two independent and related samples, estimation, analysis of variance test for differences among two or more population means (ANOVA), correlations, and nonparametric tests.

Fifth Semester

### **PCG 301 Internship I: Vocational Counseling**

10 ECTS

After successfully completing the first two years of their education, prospective psychological counselors will be placed as full-time counselor assistants in partner schools with mentor counselors. In these schools, prospective counselors will: (a) observe the practices of the mentor counselors (b) assist the mentor counselor in guidance and counseling-related issues, (c) guide and tutor students who need academic support, (d) complete practice-based assignments of their college courses, and (d) do other similar duties assigned by their mentor and college instructors. The duties undertaken by counselor assistants may differ depending on the level of their schools. However, all of the counselor assistants will undertake the following two duties: (1) Observe carefully the performance of their mentor, and "learn from practice." (2) Contribute to the improvement of student achievement by guiding and tutoring them and "learn in practice."

This class will be taught in connection with the course of "Vocational Guidance and Counseling" which includes the following topics: an overview of the major approaches and conceptualizing career development.

### **EDS 309 Measurement and Evaluation**

4 ECTS

This class will be taught in connection with the following topics: Importance of measurement and evaluation in education, fundamental concepts related to measurement and evaluation, desired qualities in measurement tools measurement tools and their qualities, traditional methods of assessment (written tests, short answered tests, true and false tests, multiple-choice tests, oral evaluations, homework), assessment tools that allow assessment of students from multiple perspectives (observation, interviews, performance evaluations, student portfolios, research papers and projects, attitude evaluations) and using basic statistics in understanding assessment results, developing assessment tools.

### **EDS 301 Special Education: Teaching Diverse Learners**

4 ECTS

Definition of special education, basic principles of special education, reasons of impairment, importance of early diagnosis and treatment, a historical approach to how people regard impairment, students with mental, physical, visual and/or hearing impairment, children with speech defect, communication defect, learning difficulty, Attention Deficit Hyperactivity Disorder, and also autistic and gifted students, teaching and education of these student groups, teaching through games, reactions observed in the families with children in need of special education, special education in Turkey, organizations and institutions founded for special education in Turkey.

### **PCG 303 Professional Ethics and Legal Issues**

3 ECTS

Ethic codes of some profession organizations, the basis of ethic approach, the effect of individual values on the counseling process, the client rights and the responsibility of counselor, legal issues in the field of Counseling and Guidance, making professional decisions suited for ethic codes will be the focus of this course.

Sixth Semester

### **PCG 302 Internship II: Vocational Guidance and Counseling II**

10 ECTS

After successfully completing "School Experience and Psychological Counselor Assistantship-I" prospective psychological counselors will be again placed as full-time counselor assistants in a different partner school with a different mentor counselor. In these schools, prospective counselors will continue to: (a) observe the practices of the mentor counselors (b) assist the mentor counselor in guidance and counseling, (c) guide and tutor students who need academic support, (d) complete field-based assignments of their college courses, and (d) do other similar duties assigned by their mentor and college instructors. The duties undertaken by counselor assistants

may differ depending on the level of their schools. However, all of the counselor assistants will undertake the following two duties: (1) Observe carefully the performance of their mentor, and "learn from practice." (2) Contribute to the improvement of student achievement by guiding and tutoring them and "learn in practice."

This class will be taught in connection with the course of "Field Practice in Vocational Guidance and Counseling" which includes the following topics: counseling techniques on vocational issues, career assessment techniques and designing career counseling groups.

### **PCG 314 Program Development in Guidance and Psychological Counseling**

3 ECTS

The aim of this course is to teach how to plan and conduct guidance and psychological counseling programs in elementary, secondary, and high schools.

### **PCG 316 Learning Disabilities**

4 ECTS

Definition, classification, reasons of learning disability, noticing those exceptionalities in classroom environment and reorganizing the learning setting, guidance and psychological counseling techniques for students with learning disabilities, their parents and the teachers, will be the focus of this course.

### **PCG 312 Behavioral Disorders**

4 ECTS

Definition and reasons of behavioral disorders according to different theories, DSM diagnostic criteria, behavioral disorders according to DSM and intervention methods will be captured in this course.

### **EDS 302 Classroom Management**

4 ECTS

This class will be taught in connection with the following topics: Fundamental concepts related to classroom management, communication and interaction in classroom, definition of classroom management and how it differs from classroom discipline, factors influencing classroom environment, models of classroom management, management of undesirable student behaviors, classroom organization, development of classroom rules and procedures and their execution in classrooms, building a classroom environment conducive to learning (examples and suggestions).

### **EDS 403 Scientific Research Experience I**

5 ECTS

Science and basic concepts (facts, knowledge, absolute, accurate, false, universal knowledge), basic knowledge related to science history, the structure of scientific research. Defining problems, research design, data collection, methods for data collection and analysis (quantitative and qualitative research methods), explanation of data and reporting.

Seventh Semester

### **PCG 403 Psychological Testing**

5 ECTS

Basic concepts and principles of psychological tests, individual and group intelligence tests, achievement, ability and aptitude tests, the use and evaluation of some specific tests and inventories will be taught in this course.

### **EDS 407 Internship III: Individual Counseling**

15 ECTS

Prospective counselor will become "Counselor Candidate" after successfully completing "School Experience and Psychological Counselor Assistantship-I and II." They are placed in partner schools with chosen mentor counselors for their full-time counseling practice. During this semester, prospective teachers will gradually assume the responsibilities of a school counselor. They are required to assume the full time responsibility of a psychological counselor for at least five weeks, preferably during the second half of the semester. The mentor counselor and faculty member of the course will regularly observe the performance of candidate counselors and provide them with formative feedback to help them grow as professional counselors.

This class will be taught in connection with the course "Field Practice in Individual Counseling" which includes the following topics: practice in using psychological counseling techniques in frame of therapeutic approaches, students' getting experience in individual counseling and taking supervision by their supervisors.

### **EDS 404 Scientific Research Experience II**

5 ECTS

This course will focus on collecting, analyzing, and interpreting data about a research problem relating to education, developmental psychology, and/or psychological counseling and guidance. Concepts of tests, measurements, and other qualitative or quantitative methodologies will be emphasized. Students will analyze data, interpret findings, and write a research article and prepare a poster presentation. Student will apply concepts learned in EDS 403 for their own research under the supervision of the professor.

Eighth Semester

### **EDS 408 Internship IV: Group Counseling**

15 ECTS

After successfully completing "Psychological Counselor Candidacy and Counseling Practices-1," "Candidate Counselors" will be again placed full-time in a different school with a different mentor counselor. This is the last supervised experience in the education of the prospective counselors. After this semester, they will graduate and become professional "Psychological Counselors." For candidate counselors, reaching this semester means that they have successfully completed all the required courses and practices of their education program. In this last semester, they are required to gradually take the full responsibility of a counselor for at least seven weeks. The mentor counselors and the faculty of the course will regularly observe the performance of prospective counselors and provide them with formative feedback to help them grow as professional counselors.

This class will be taught in connection with the course “Group Counseling” which includes the following topics: principles of group dynamics, basic theoretical positions as they apply to group counseling, group counseling processes, group behavioral patterns including roles, behaviors and personal experiences, functions and applications to various counseling settings.

## ELECTIVE COURSES

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### **PCG 331 – Selected Topics in Counseling: Grief, Loss and Bereavement**

5 ECTS

As counselors we address issues that occur in everyday life. Loss and grief are both universal and common, yet when faced with them in daily life and professional settings most of us feel uncomfortable and do not know how to respond. While this introductory course will not make you grief counselors it will help you become sensitive and better-informed professionals. The goal is to give you the “knowledge”, “language”, the basic “skills” and the “courage” to be able to be able to “sit with” grief.

In this course, you will learn about the theories of grief, their evolution over time and how this influences our work as counselors. We will discover that, under normal circumstances, grief is an adaptive response to loss and can actually lead to growth. At the same time, we will notice and discuss factors that might complicate this process. We will look at how we mourn in our society. We will also explore other types of losses across the lifespan and notice how different age groups have different grief experiences. Most importantly, throughout the class, we will develop self-awareness as we tune into our own experiences and our reactions relating to class material.

### **PCG 201 Psychology of Learning**

5 ECTS

Basic concepts and principles of learning, factors affecting learning, theories of learning, techniques and principles of learning will be included in this course.

### **PCG 435 Adult Psychopathology**

5 ECTS

This course is designed to introduce the student with the mental disorders seen in clinical practice in adult level. The emphasis of the course is placed on the diagnostic criteria, etiology, evidence-based treatments and psychopharmacology. The case examples will be illustrated and discussed during the class hours to manifest each of the mental disorders.

### **PCG 437 Advanced Psychopathology**

5 ECTS

This course aims to introduce mental health problems that adults encounter. The general aim of the course for students to learn diagnostic criteria, etiology of psychological disorders, research outcomes, treatment ways and psychopharmacology. In this course

students discuss case studies and gain idea regarding each psychopathological disorder.

### **PCG 417 Cultural Sensitivity in Counseling**

5 ECTS

This course is designed to provide knowledge, awareness, and skills with regard to individual and cultural diversity within the counseling context. The emphasis of the course is on theoretical and practical understandings of the factors that influence the nature and effectiveness of multicultural counseling processes. Students will be provided with the opportunity to examine their own cultural identities and learn to understand and empathize with individuals from backgrounds both similar to and different from their own.

Reading materials, video lectures, visual and auditory aids, experiential activities, and discussions will challenge students to observe and acknowledge their own biases and assumptions toward culturally diverse individuals and groups. Through these experiences, students will gain the knowledge, awareness, and skills that will help them become multiculturally sensitive and competent professionals.

### **PCG 433 Special Topics in Counseling**

5 ECTS

This elective course introduces psychological counselor candidates to the key issues in prevention and intervention studies for dating violence in adolescents and young adults by presenting relevant theoretical and practical approaches emphasizing school settings and educational implications as highlighted in the School within University Model. The main aims of this course are to (1) promote psychological counselor candidates' self-awareness about dating violence, (2) build psychological counselor candidates' professional capacities on dating violence prevention and intervention studies, and (3) encourage psychological counselor candidates to conduct prevention & intervention studies.