

# **Program of Guidance and Psychological Counseling (Master program with thesis, non-thesis)**

## **1. General Information**

Psychological counseling and guidance is an integral part of the educational and training activities. Counselors who continue their professional life in counseling and guidance should increase their knowledge and skills. Psychological Guidance and counseling programs aims to implement this requirement. With this aim, Master's Program of Guidance and Counseling with thesis program is opened to accept its first students in the 2013-2014 academic years. Seeking a career in the field of Guidance and Counselling 10 people are accepted into the program. Moreover, doctorate program of guidance and counseling is opened to accept its first students in the 2013-2014 academic years. Seeking a career in the field of Guidance and Psychological Counselling 5 people are accepted into the program.

The main purpose of Master's Program of Guidance and Counseling, qualified experts to train counselors in the field and in the field to support improvements to the forefront. In addition, scientific studies to contribute to the literature review of counseling and guidance, psychological counseling and guidance aimed at making applications. The main purpose of education and training activities of the program is in line with the overall objectives of the scientific thinking, researching and self-renewing, experts to train counselors.

Guidance and counseling doctoral programs is needed nowadays more and more and it aims to grow up individual as counselors who contribute to guidance and counseling services, individuals with sufficient knowledge and skills in the field aims at training. For this purpose, the program target to increase PhD candidate's competence in areas such as vocational guidance and career counseling, group counseling, individual counseling, psychological counseling principles and techniques, motivation, adolescent issues, counseling theories, marriage and family counseling

## **2. Acquired Degree**

Guidance and Psychological Counseling Master program with no- thesis: Students who successfully complete the program are received certificate and degree of Guidance and Psychological Counseling Master program with no-thesis.

Guidance and Psychological Counseling Master program with thesis: Students who successfully complete the program are received certificate and degree of Guidance and Psychological Counseling Master program with thesis.

## **3. Level of Degree**

Guidance and Psychological Counseling Master program with no- thesis: Degree of Guidance and Psychological Counseling Master program with no-thesis.

Guidance and Psychological Counseling Master program with thesis: Degree of Guidance and Psychological Counseling Master program with thesis.

## **4. Admission Requirements**

In order to start Master's Program of Guidance and Counseling 5<sup>th</sup> and 11<sup>th</sup> Articles for student acceptance in Eskişehir Osmangazi University Graduate Education Regulations are taken into consideration.

## **5. Recognition of Prior Learning**

Turkish higher education institutions prior formal recognition of learning vertical, horizontal and universities in the transitions of Higher Education Board has determined "In Higher Education Undergraduate And Graduate Level Programs, Switching Between Double Major, Minor And Inter-Institutional Credit Transfer Shall Make Regulations Governing" is made under.

Acceptance of transfer students for thesis and non-thesis Master's Program of Guidance and Counseling and transfer to these programs is performed on the basis of 28<sup>th</sup> Article in Eskişehir Osmangazi University Graduate Education Regulations.

Acceptance of students to preparatory programs for thesis and non-thesis Master's Program of Guidance and Counseling is performed on the basis of 29<sup>th</sup> Article in Eskişehir Osmangazi University Graduate Education Regulations.

## **6. Qualification Requirements and Regulations**

Thesis Master's Program of Guidance and Counseling comprises less than a total of 27 credits which corresponds to at least 9 courses, one seminar course and thesis work. Non-credit seminar course and thesis work are evaluated by satisfactory or unsatisfactory.

Non-thesis Master's Program of Guidance and Counseling comprises less than a total of 30 credits which corresponds to at least 10 courses, and a semester project. Non-credit semester project course is evaluated by satisfactory or unsatisfactory.

## **7. Program Profile (The Purpose)**

Major aims of the program;

- To equipped with theoretical and practical knowledge and skills that will contribute to scientific developments in the field of academics qualified personnel to train and educate
- Scientific studies contribute to the literature review of counseling and guidance, counseling and guidance to promote applications.
- Both schools perform and the academy of contemporary approaches to counseling practice and apply knowledge to train specialized personnel.

## **8. Program Qualifications (Learning Outcomes)**

At the end of the Thesis Master's Program of Guidance and Psychological Counseling and non-thesis Master's Program of Guidance and Psychological Counseling program, students will be able to;

- *To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.*
- *To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.*
- *To do group counselling according to variant theory of group counselling.*
- *To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance*
- *To understand process and phase of career counselling and guidance*
- *To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws*
- *To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude*
- *To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational.*

## **9. Graduate Employment Opportunities**

Graduates of Thesis Master's Program of Guidance and Psychological Counseling and non-thesis Master's Program of Guidance and Psychological Counseling program, Ministry of Education official and private schools, classrooms, dormitories, guidance and research centers, universities, centers of counseling and guidance counselor and / or guidance counselor positions are employed. In addition, alumni, industry sector and the Health and Justice Ministry can work in the field of human resources..

#### **10. Transition to Next Degree Programs**

Candidates who successfully complete master education can study in their field or related field PhD programs on condition that they take ALES or equivalent exams and have adequate level of foreign language knowledge.

#### **11. Testing, Measurement and Evaluation**

Evaluation and assessment methods for each course are defined in detail in "Course Information Form".

#### **12. Graduation Requirements**

Graduation requirements are as described in "Qualification Requirements and Regulations" section.

#### **13. Mode of Study (Full-Time, e-learning)**

Full time

#### **14. Adress and Contact Information (Department/Program Heads, Assistant Heads and Erasmus Coordinator)**

Eskişehir Osmangazi University  
Faculty of Education  
Graduate School of Educational Sciences  
Meşelik Campus 26480 Eskişehir

Director Prof. Dr. Ahmet Aypay  
E-mail: aypaya@yahoo.com  
Phone: 0 (222) 239 37 50/1627

Vice Director: Assoc. Prof. Dr. Eyüp Artvinli

E-mail: eartvinli@ogu.edu.tr  
Phone: 0 (222) 239 37 50/1641

Vice Director: Assist. Prof. Dr. Hüseyin ANILAN

E-mail: hanilan@ogu.edu.tr  
Phone: 0 (222) 239 37 50/1637

#### **15. Department/Program Facilities**

Number of faculty members involved in this program is 13, including 4 professors, 4 associate professors and 5 assistant professors. There are 25 computers, 4 printers, 2 browsers and 5 projections in the department. These equipments are used by students and teachers inside and outside the classrooms for the purposes of literature review, project and seminar preparation, and making presentations. Faculty and the central library computers are available for use throughout the week during office hours. The number of open terminal to graduate students and / or the number of personal computers is 225. Faculty and the central library computers are available for use throughout the week during office hours.

#### **16. Academic Staff**

Prof. Dr. Nilüfer ÖZABACI - Department of Educational Sciences, Program of Guidance and Psychological Counseling

- Assist. Prof. Dr. Ayşe AYPAY - Department of Educational Sciences, Program of Guidance and Psychological Counseling
- Assoc. Prof. Dr. Ali ERYILMAZ - Department of Educational Sciences, Program of Guidance and Psychological Counseling
- Assoc. Prof. Dr. Abdulkadir ÖZTÜRK- Department of Educational Sciences, Program of Guidance and Psychological Counseling
- Arş. Gör. Tansu MUTLU - Department of Educational Sciences, Program of Guidance and Psychological Counseling
- Arş. Gör. Duygu ÇAVDAR - Department of Educational Sciences, Program of Guidance and Psychological Counseling
- Arş. Gör. Umut KERMEN - Department of Educational Sciences, Program of Guidance and Psychological Counseling

## 17. Courses – ECTS Credits

For detailed information like objectives, learning outcomes, content, assessment, workload and ECTS of any course, click on the name of the course in the following table.

PROGRAM OF GUIDANCE AND COUNSELING PROGRAM (THESIS)					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
542001001	Research Methods in Education I	10	3+0+3	C	Turkish
542001002	Education Statistics I	10	3+0+3	C	Turkish
542001901	Special Topics	5	3+0+0	C	Turkish
542001003	Principles and Techniques of Psychological Counseling	10	3+0+3	E	Turkish
542001004	Theories of Psychological Counseling	10	3+0+3	E	Turkish
<b>542001005</b>	<b>Marriage and Family Counseling (Of)</b>	<b>10</b>	<b>3+0+3</b>	<b>E</b>	<b>Turkish</b>
<b>542001006</b>	<b>Guidance and Psychological Counseling in School (Of)</b>	<b>10</b>	<b>3+0+3</b>	<b>E</b>	<b>Turkish</b>
542001007	Motivation Theories and Researches	10	3+0+3	E	Turkish
542001008	Psychology of Learning and Researches	10	3+0+3	E	Turkish
542001009	Positive Psychology	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>15</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
542002001	Seminar	10	0+3+0	C	Turkish
542002002	Research Methods in Education II	10	3+0+3	C	Turkish
542001701	Master Thesis	25	0+1+0	C	Turkish
542002003	Vocational Guidance and Counseling	10	3+0+3	E	Turkish
542002004	Principles and Techniques of Group Counseling	10	3+0+3	E	Turkish
542002005	Brief Solution Focus Counseling	10	3+0+3	E	Turkish
542002006	Problems of Adolescence and Adolescent Researches	10	3+0+3	E	Turkish
542002007	Comprehensive Developmental Guidance in Schools	10	3+0+3	E	Turkish
542002008	Test Development	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001001 | COURSE NAME | Research Methods in Education I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√) ]			Social Science	
-	%100						
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework		1		20		
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM					1		50
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.				
COURSE OBJECTIVES			The objective of this course is to gain ability for performing all aspects of quantitative research.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			1. To develop understandings about the role of research in science –especially in knowledge management 2. To gain knowledge about research processes and research methods 3. To analyze research in knowledge management field and gaining evaluation ability 4. To think systematically for solving problems in knowledge management field and perform analytical methods 5. To teach data collection, data analysis and evaluation techniques 6. To gain knowledge in writing research proposal and preparing research report				
TEXTBOOK			<ul style="list-style-type: none"><li>McMillan, J. H., &amp; Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.</li></ul>				
OTHER REFERENCES			<ul style="list-style-type: none"><li>Cohen, L., Manion, L., &amp; Morrison, K. (2007). Research methods in education. New York: Routledge.</li><li>Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.</li><li>APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.</li><li>Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.</li><li>Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.</li><li>Sipahi, B., Yurtkoru, E. S., &amp; Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.</li><li>Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA</li></ul>				
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM EXAM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Course evaluation
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			x
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	x		
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws		x	
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			x
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			x
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001002 | COURSE NAME | Educational Statistics I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY (x) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√) ]				Social Science
X							
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	1st Mid-Term						
	2nd Mid-Term						
	Quiz						
	Homework		1		40		
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUIEITE(S)</b>		None					
<b>COURSE DESCRIPTION</b>		Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation and regression analysis.					
<b>COURSE OBJECTIVES</b>		Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration hypothesis tests and deciding through results.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and ki-square test and decides through results.					
<b>TEXTBOOK</b>		Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.					
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Computer.					



COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing
2	Basic terms, universe and sample, variable types, categorizing the data.
3	Normal and Z distribution, statistical error and decision.
4	Introducing to statistical software, creating a database.
5	Descriptive statistics.
6	Hypothesis types and hypothesis tests.
7	Ki-square test and one-sample t-test.
8	Independent samples t-test.
9	One-way ANOVA and Post-hoc tests.
10	Dependent samples t-test.
11	Repeated measures t-test.
12	Correlation.
13	Simple linear regression.
14	Multiple linear regression.
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			x
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		x	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws		x	
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			x
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			x
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Assoc. Prof. Dr. Engin KARADAĞ

Signature:

Date:



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001901 | COURSE NAME | Special Topics

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	0	5	COMPULSORY (X) ELECTIVE ( )	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
	% 60					% 40	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term						
	Quiz						
	Research Homework		1		30		
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM	Report		1		40		
PREREQUISITE(S)	-						
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.						
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION							
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.						
REFERENCES							
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Study of determining the topic of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparation and presentation of the report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Report preparation and presentation
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation of the report

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	X		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	X		
3	To do group counselling according to variant theory of group counselling.	X		
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	X		
5	To understand process and phase of career counselling and guidance	X		
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	X		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	X		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): All Instructors

Signature:

Date:



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001003 | COURSE NAME | Principles and Techniques of Psychological Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( x )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Primary Mathematics Education [if it contains considerable design, mark with (√)]				Social Science
X							
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		30		
	Quiz						
	Homework		1		20		
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>		There is no prerequisite or co-requisite for this course.					
<b>COURSE DESCRIPTION</b>		Expressing and applying the basic skills used in the process of psychological counseling.					
<b>COURSE OBJECTIVES</b>		The purpose of this course is to gain to students the capabilities of express and apply the basic skills used in the process of psychological counseling, knowing the therapautic settingand showing the therapeutic skills.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		At the end of this course; Students 1.Express the basic skills used in the process of psychological counseling. 2. Aply the basic skills used in the process of psychological counseling 3.Explain the basic skills used in the process of psychological consultation with each other and the relationship between. 4. Know the therapautic setting 5.Show the therapeutic skills. 6.Associate psychological counseling and basic skills in the basic therapeutic conditions. 7.Create therapeutic conditions. 8.Perform psychological consultation process to start and end rules.					
<b>TEXTBOOK</b>		Hackney,H. And Cormier, S. (2005) Psikolojik Danışma İlke ve Teknikleri: Psikolojik Yardım El kitabı. Çeviren:Tuncay Ergene ve Seher Sevim AydemirBoston: Pearson Education Inc.					
<b>OTHER REFERENCES</b>		Egan, G. (1998). The skilled helper : A problem-management approach to helping. (6th ed.) Pacific Groove : Brooks/Cole. Egan, G. (1994). Yardım becerileri alıştırımları. Çeviren: Füsun Akkoyun. Ankara: Form Ofset. Hill, C. E. & O'Brien, K.M. (1999). Helping skills : Facilitating exploration, insight and action. Washington, DC : American Psychological Association. Ivey, A. E. & Ivey, M. B. (1999). Intentional interviewing and counseling; Facilitating client development in a multicultural society. California: Brooks/Cole. Meier, S. T. & , Davis, S.R. (2001). The elements of counseling. Canada : Brooks/Cole. Voltan-Acar, N. (2003). Terapötik iletişim. Kişilerarası ilişkiler (Geliştirilmiş 4. Baskı). Ankara: US-A Yayıncılık					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Counseling process, and skills,
2	Basic Principles on counseling skills
3	Attention
4	Questioning
5	Observing skills of client
6	<b>Mid Term</b>
7-8	Reflection of feeling
9	Attending, reflection of feeling and meaning, summarizing
10	Integration of basic counseling skills Interview process in five phase
11	Counseling skills in advanced level
12	Confrontation
13	Focusing, skills and strategies, overview
14	Integration of basic and advance counseling skills
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	x		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		x	
3	To do group counselling according to variant theory of group counselling.	x		
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		x	
5	To understand process and phase of career counselling and guidance		x	
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	x		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Prof. Dr. Nilüfer ÖZABACI

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001004 | COURSE NAME | Theories of Psychological Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( x )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science	
X							
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
60							
<b>PREREQUIEITE(S)</b>   There is no prerequisite or co-requisite for this course.							
<b>COURSE DESCRIPTION</b>   To recognize theories of counseling and to know practices during counseling							
<b>COURSE OBJECTIVES</b>   The purpose of this course is to gain counseling approaches used in different approaches recognize and know and be able to use their skills in counseling techniques to provide. At the same time similar and different aspects of counseling theories provide awareness, is to know how to use them in practice.							
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>   This course will be contributed to use skills during counseling to experts.							
<b>COURSE OUTCOMES</b>   Students will be able to; 1. To understand the philosophical basis of different approaches and techniques, 2. To Know in detail of counseling approaches 3. To recognize theories of counseling the consultation process 4. To able to use different techniques of counseling theories							
<b>TEXTBOOK</b>   Nelson-Jones, R. (1995). Danışma psikolojisi kuramları. (Çev. F.Akkoyun-Ed.). Ankara: Nobel. Corey, G. (2008). Psikolojik Danışma, Psikoterapi Kuram ve Uygulamaları. (Çev. T. Ergene). Ankara: Mentis Yayıncılık. Murdock, N. L. (2012). Psikolojik Danışma ve Psikoterapi Kuramları: Olgu Sunumu Yaklaşımıyla. (Çev. R. Arı ve F. Akkoyun). Ankara: Nobel Yayıncılık.							
<b>OTHER REFERENCES</b>   Yazgan İnanç, B. ve Yerlikaya, E. E. (2012). Kişilik Kuramları. Ankara: PegemA Yayıncılık.							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>   None							

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction, overview
2	The general characteristics of counseling theories
3	Adlerian/Individual Therapy
4	Solution Focused Brief Therapy
5	Individual-Centered Therapy
6	Existential Counseling
7-8	Mid-term Exam
9	Reality Therapy
10	Transactional Analysis
11	Rational Emotive Behavior Therapy
12	Gestalt Therapy
13	Cognitive behavior therapy
14	General Review
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	x		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		x	
3	To do group counselling according to variant theory of group counselling.		x	
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		x	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	x		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Asist. Prof. Dr. Abdülkadir Öztürk  
Signature:

Date:



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 542001005 COURSE NAME Marriage and Family Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( x )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]				Social Science
x							
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		50		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		50	
PREREQUIEITE(S)							
COURSE DESCRIPTION		To gain the knowledge and skills about descriptions of Guidance and Counselling on Couple and Marriage Counselling					
COURSE OBJECTIVES		To gain the knowledge and skills about descriptions of Guidance and Counselling on Couple and Marriage Counselling					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES							
TEXTBOOK		BARKER, P. (1986) Basic Family Therapy. Oxford University Pres, New York. GLADDING, S. (2002) Family Therapy. History, Theory and Practice. Pearson Education, Inc., Merrill Prentice Hall, New Jersey. NAZLI, S. (2000) Aile Danışması. Nobel Yayın Dağıtım, Ankara. Ateş, R., Erdoğan, İ., Ergin, H., Gül, G., Günayer Şenel, H., Güngörmüş Özkardeş, O. ve diğ. Evlilik Okulu., Remzi Kitabevi, İstanbul, 2004. Aydoğmuş, K., Baltaş, A., Baltaş, Z., Davaslıgil, Ü., Güngörmüş, O., Konuk, E. ve diğ. Ana-Baba Okulu. Remzi Kitabevi, İstanbul, 2006.					
OTHER REFERENCES		Canel, A. N. (2007). Ailede problem çözmeye, evlilik doyumu ve örnek bir grup çalışmasının sınanması. Yayınlanmamış doktora tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü Psikolojik Danışma ve Rehberlik Ana Bilim Dalı, İstanbul. Gülerce, A. (1996). Türkiye'de ailelerin psikolojik örüntüleri. İstanbul: Boğaziçi Üniversitesi Yayınları. Serap Nazlı, Aile Danışmanlığı, Anı Yayıncılık, 2003. Çağdaş, A., Seçer, Z. Mutlu ve Sağlıklı Yarınlar İçin Anne Baba Eğitimi, Eğitim Kitabevi, Konya, 2004. Duncan, S. F., Goddard, H. W., Family Life Education: Principles and Practices for Effective Outreach., CA: SAGE Publications, Inc., Thousand Oaks, 2005. Gladding, S., Family Therapy: History, Theory And Practice, NJ: Merrill Prentice Hall., New Jersey, 2002. Hamamcı, Z., Sevim, S. A., Türkiye'de Aile Rehberliği Çalışmaları, Türk Psikolojik Danışma ve Rehberlik Dergisi, Eylül, 2004, Cilt: III, Sayı: 22, ss. 77-85. Özdemir, Ş., Vatandaş, C., Torlak, Ö., Sosyal Problemleri Çözmede Aile Yaşam Döngüsünün (AYD) Önemi, Aile ve Toplum, 2009, 4(16), ss.7-18. Özdoğan, B., Ailede Eğitim Ve Sorunları, 2001 Yılı Aile Raporu (Yay. Hzl: İ. Çayboylu), ASAGEM Yayınları, Ankara, ss. 149-292). Özgüven, İ. E., Evlilik Ve Aile Terapisi, Pdrem Yayınları, Ankara, 2000. Timur, S., Türkiye'de Aile Yapısı, Hacettepe Üniversitesi Yayınları, Ankara, 1972. Üstünoğlu, Ü., Aile Eğitiminde Farklı Yaklaşımlar, Aile Eğitimi, T.C. Başbakanlık Aile Araştırma Kurumu Yayınları, Ankara, 1991. Yavuzer, H. (Ed.). (2009). Evlilik okulu. İstanbul: Remzi Kitabevi. Gordon, T. (2002). Etkili anne baba eğitimi aile iletişim dili. İstanbul: Sistem					



	<p>Yayıncılık. Gordon, T. (2002). Etkili anne baba eğitiminde uygulamalar. İstanbul: Sistem Yayıncılık. Dokur, M. ve Profeta, Y. (2006). Aile ve çift terapisi. İstanbul: Morpa Kültür Yayınları. Madi, B. (2009) Aşk ve Beyin. G.O.A. Basım Yayım ve Tanıtım Hizmetleri, İstanbul. Tarhan, N. (2010). Evlilik psikolojisi: Öncesi ve sonrasıyla evlilik. İstanbul: Timaş Yayınları. Tezcan, M. (2000). Türk ailesi antropolojisi. Ankara: İmge Kitapevi. Şentürk, Ü. (2008). Aile kurumuna yönelik güncel riskler. Aile ve Toplum, 4(14), 7-31.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Family and Family Circle
2	Family System Theory, Healthy and Unhealthy Family
3	Psikodinamik ve Bowenian Family Therapy
4	Experiential Family Therapy
5	Behavioral and Cognitive Family Therapy
6	STructural Aile Terapisi
7-8	ARA SINAV
9	Stratejik ve Sistemik Family Therapy
10	Solution Focused and Narrative Family Therapy
11	Therapeutic Process
12	Special Issues for family studies
13	Marriage
14	Marriage Counselling and Intervention Technics
15-16	FINAL EXAM

<b>ID</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.		x	
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		x	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws			x
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude		x	
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Prof. Dr. Nilüfer Özabacı

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542001006 | COURSE NAME | Guidance and Psychological Counseling in School

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( x )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science	
				X			
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		40	
		Quiz					
		Homework					
		Project					
		Report					
		Others (.....)					
FINAL EXAM						60	
PREREQUIEITE(S)		None					
COURSE DESCRIPTION		Preventive mental health and preventive counseling services provided by counselors and submission of the theoretical basis for making implementation.					
COURSE OBJECTIVES		The purpose of this course is preventive mental health and preventive counseling services by counselors are to provide professional administration.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		School guidance services in preventive mental health issues and preventative measures to receive before and is very important because it provides the most important task in this regard falls to the psychological counselors in schools.					
COURSE OUTCOMES		Students will be able to; 1. To discuss guidance and counseling services in schools 2. To know theoretical and practical aspects of developmental Guidance Model 3. To know preparation of Comprehensive Guidance Program 4. To discuss educational guidance services and different applications 5. To discuss personal counseling services and different applications 6. To discuss career counseling services and different applications 7. To know and apply individual recognition techniques					
TEXTBOOK		Ozyürek, R. (2012). Okullarda Psikolojik Danışma ve Rehberlik Uygulamaları (El Kitabı). Ankara: Pegem yayıncılık. Korkut, F. (2011). Okul Temelli Önleyici Rehberlik ve Psikolojik Danışma. Ankara: Anı yayıncılık. Erkan, S. (2012). Okul Psikolojik Danışma ve Rehberlik Programlarının Hazırlanması. Ankara: Pegem yayıncılık.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED		None					

COURSE SYLLABUS				
WEEK	TOPICS			
1	Introduction, overview			
2	Ministry of Education in Guidance and Counseling Services framework program			
3	Comprehensive Guidance Program			
4	Preparation of Comprehensive Guidance Program, importance and application			
5	Practice in schools			
6	Feedbacks			
7-8	Mid-term Exam			
9	The educational guidance services			
10	The personal guidance services			
11	The career guidance services			
12	The preventive counseling services			
13	The individual recognition techniques			
14	General Review			
15-16	Final Exam			
ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	x		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		x	
3	To do group counselling according to variant theory of group counselling.		x	
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	x		
5	To understand process and phase of career counselling and guidance		x	
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	x		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Asist. Prof. Dr. Abdülkadir Öztürk

Signature:

Date:



COURSE CODE	542001007	COURSE NAME	Motivation Theories and Researches
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
		%75				%25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		Mid-Term		-		-	
		Quiz		-		-	
		Homework		5		50	
		Project		-		-	
		Report		-		-	
Others (.....)		-		-			
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>							
<b>COURSE DESCRIPTION</b>		Foundations of motivation; motivating and demotivating factors; motivation theories and the benefits of motivation; having a Positive Mental Attitude; fundamentals of the core four: Health, competence, relationships, organization.					
<b>COURSE OBJECTIVES</b>		Encourage students to thinking and applying for how they can work towards a Positive Mental Attitude in their lives. Encourage students to have good health, life-long effective learning, effective communication, and good organization skills by learning and applying motivation knowledge.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		Students will reach their peak performance while being work.					
<b>COURSE OUTCOMES</b>		At the end of the course, student; <ul style="list-style-type: none"><li>• Know the foundations of motivation.</li><li>• Know motivating and demotivating factors as well as negative thoughts and benefits of motivation.</li><li>• Develop Positive Mental Attitude and will know how they can work towards a PMA in their lives.</li><li>• Develop better attitudes for good health, life-long learning, effective communication, and good organization skills.</li><li>• Endeavour to reach their peak performance.</li></ul>					
<b>TEXTBOOK</b>		1) Sağlam, A. Ç. (2007). <i>Eğitim Örgütlerinde Kuramdan Uygulamaya Güdüleme</i> . Ankara: Nobel yayıncılık. 2) BECK, R. C. (2004). <i>Motivation Theories and Principles</i> . Pearson Education, Inc., Fifth Edition, USA. 3) LAWLER, III, E. E. (1991). <i>'Drives, Needs and Outcomes', Psychological Dimensions of Organizational Behavior</i> , Barry M. Staw (editor), Mc.Millan Publishing Company. 4) MASLOW, A. H. (2001). <i>İnsan Olmanın Psikolojisi</i> , (Çev. Okhan Gündüz), İstanbul: Kuraldışı Yayıncılık. 5) Onaran, O. (1981). <i>Çalışma yaşamında güdülenme kuramları</i> . Ankara, Ankara Üniversitesi Siyasal Bilimler Yayınları Yayınları. Yayın No:470.					
<b>OTHER REFERENCES</b>		Other books, articles and movies that contain motivation.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Course introduction, methodology, evaluation and sources of the course; history of motivational theories
2	Foundations of motivation.
3	Motivating and demotivating factors.
4	Motivation theories
5	Benefits of motivation
6	Work towards a Positive Mental Attitude
7-8	MID-TERM EXAM
9	Self-confidence
10	Setting priorities
11	Overcome your fears
12	The Core Four: good health, life-long learning, effective communication, and good organization skills
13	Handling distractions
14	The implementation phase: Implement and evaluate
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.		X	
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	X		
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		X	
5	To understand process and phase of career counselling and guidance			X
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	X		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	X		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			X
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Associate Professor AYŞE AYPAY

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | FALL

COURSE CODE | 542001008 | COURSE NAME | Psychology of Learning and Researches

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
		%75				%25	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM				Evaluation Type		Quantity	%
				Mid-Term		-	40
FINAL EXAM				Quiz		-	-
				Homework		-	-
				Project		-	-
				Report		-	-
				Others (.....)		-	-
PREREQUIEITE(S)				None			
COURSE DESCRIPTION				Know the basics of learning and learning theory			
COURSE OBJECTIVES				The purpose of this course is to learn the basics of learning, factors affecting learning theoretical perspective are different approaches, individual differences in learning, and learning to learn is to contribute to counselors in areas.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				Both counselors for students learning for themselves as well as their provision of learning and different approaches to this process, theories introduce will bring in terms of contribution.			
COURSE OUTCOMES				At the end of the course, student; <ul style="list-style-type: none"><li>To know the basics of learning.</li><li>To know the factors that affect learning.</li><li>To realize the individual differences in learning.</li><li>To know the nature of learning</li><li>To know learning theories</li><li>To know Learning research</li><li>To understand similar and different aspects of learning theories</li></ul>			
TEXTBOOK				Bacanlı, H. (2000). Gelişim ve Öğrenme. Ankara: Nobel yayın dağıtım. Çelen, N. (1999). Öğrenme Psikolojisi: Kuramlar. Ankara: İmge Kitabevi.			
OTHER REFERENCES				Bigge, M. L. Ve Shermis, S. (1999). Learning Theoried for Teachers. Addison Wesley Longman. Özdamar, Nilgün, Örenme Kuramlar (çevrimiçi), <a href="http://nilgunozdamar.blogspot.com/2007/03/renme-kuram.html">http://nilgunozdamar.blogspot.com/2007/03/renme-kuram.html</a> . Senemoğlu, N. (2005). Gelişim, Öğrenim ve Öğrenme. Ankara: Gazi Kitabevi Yayınları.			
TOOLS AND EQUIPMENTS REQUIRED				None			

COURSE SYLLABUS	
WEEK	TOPICS
1	Course introduction
2	Learning the basics
3	Factors affecting learning
4	Individual differences in learning
5	Learning and research in the behavioral approach
6	Social learning theory and research
7-8	MID-TERM EXAM
9	Gestalt and humanistic approaches to learning and research
10	Information processing theory and research
11	Bloom
12	Bruner
13	Learning to learn
14	General evaluation
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.		x	
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		x	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	x		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			x
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Associate Professor Ali Eryilmaz

**Signature:**

**Date:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE	542001009	COURSE NAME	Positive Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science	Guidance and Psychological Counseling	Social Science
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### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID - TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	60
PREREQUIEITE(S)			
COURSE DESCRIPTION	Positive Psychology will provide to students that the basic concepts, principles, techniques, and information on the content of the field.		
COURSE OBJECTIVES	The students are aware the positive psychology practices, while positive psychology and counseling methods and techniques to use to help them know..		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Expert in the field of counseling individuals will use different methods of psychotherapy.		
COURSE OUTCOMES	At the end of this course students will be able to: 1. Knows the basic concepts of positive psychology 2. Know about the principles and techniques of positive psychology. 3. A positive solution to the conflicting knows. 4. Positive psycholgy knows that the client-counselor relationship 5. Implementation of positive psychology knows ..		
TEXTBOOK	Gilman, R., Huebner, E.S., & Furlong, M.J. (2009). Handbook of positive psychology in the School. New York: Routledge. Lopez, S. (2011). The Oxford Handbook of Positive Psychology (Oxford Library of Psychology).		
OTHER REFERENCES	Kate Hefferson ve Ilona Boniwell (2011). Positive Psychology. New York: McGraw Hill.		
TOOLS AND EQUIPMENTS REQUIRED			



COURSE SYLLABUS	
WEEK	TOPICS
1	Structuring Course
2	Positive Psychology: Definition and history
3	Positive Psychology: organization, efficiency
4	Three basic principles of positive psychology
5	Positive conflict resolution
6	Positive conflict resolution
7-8	MID-TERM EXAM
9	The therapist-client relationship
10	The therapist-client relationship
11	Therapeutic effect of the relationship of cultural values
12	Positive psychology techniques
13	Positive psychology techniques and treatment
14	Assessment
15-16	Final Exam Week

NO	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	To do group counselling according to variant theory of group counselling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	To understand process and phase of career counselling and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

**Date:**  
**Instructor(s):**  
**Signature:**



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	542002001	COURSE NAME	Seminar
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	0	3	0	0	10	COMPULSORY ( X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
-							
<b>COURSE DESCRIPTION</b>		In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.					
<b>COURSE OBJECTIVES</b>		The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		By the end of this course students will be able to: 1. Notice a problem in the relevant field. 2. Effectively use the scientific process. 3. Develop alternative solutions about this problem. 4. Write a scientific report. 5. Effectively present their resarch reports .					
<b>TEXTBOOK</b>		APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.					
<b>OTHER REFERENCES</b>		Türkiye Bilimler Akademisi (2002). <i>Bilimsel araştırmada etik ve sorunları</i> . Ankara: TUBA					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Computer					

COURSE SYLLABUS	
WEEK	TOPICS
1	Current developments and problems in the field
2	Determining a problem
3	The literature review
4	Preparing a research proposal
5	Data collection
6	Data collection
7-8	MID -TERM
9	Data analysis
10	Data analysis
11	Results
12	Conclusions and recommendations
13	Writing research report
14	Presentation of research report
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			X
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	X		
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		X	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			X
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): All Instructors

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 542002701 COURSE NAME Master Thesis

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	0	1	0	0	25	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
		% 75					% 25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		Evaluation Type		Quantity		%	
		Mid-Term		1		50	
		Quiz					
		Homework					
		Project					
		Report					
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		50	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		The content of the course is as follows: defining a problem statement and research topic related to the thesis, exposuring the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.					
<b>COURSE OBJECTIVES</b>		Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		By the end of this module students will be able to: 1. Choose a problem statement and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem, 3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.					
<b>REFERENCES</b>		Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz, D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitative research. London: Sage Publications.					
<b>OTHER REFERENCES</b>		Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Coursebook					

COURSE SYLLABUS				
WEEK	TOPICS			
1	Basic principles in educational research			
2	Problem/Purpose			
3	Literature Review			
4	Qualitative and quantitative research designs			
5	Sampling			
6	Experimental research			
7-8	MID-TERM EXAM			
9	Survey research – Correlational research			
10	Causal research			
11	Qualitative and quantitative measurement			
12	Quantitative data analysis			
13	Writing research report			
15-16	Course evaluation			
ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			X
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	X		
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance		X	
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			X
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):  
Signature:

Date:



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 542002002 COURSE NAME Research Methods in Education II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY (x) ELECTIVE ()	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Psychological Counseling and Guidance [if it contains considerable design, mark with (✓)]			Social Science	
	%80					%20	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (.....)							
FINAL EXAM				1	40		
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		- Knowledge base of different qualitative research methods, - Different qualitative research designs, - Basic steps of qualitative research, - Implementation of qualitative data analysis, - Examination of a sample qualitative research topic, cover the content of this course.					
COURSE OBJECTIVES		The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3. comprehend basic steps of qualitative research, 4. interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research					
TEXTBOOK		1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara. 2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London. 3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks. 4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara					
OTHER REFERENCES		S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.					
TOOLS AND EQUIPMENTS REQUIRED		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	<b>I Introduction</b> Emergence-first research studies Basic concepts Philosophical foundations Basic characteristics
2	What kind of research topics and what kind of areas What kind of results are obtained Qualitative or Quantitative
3	<b>II Types</b> Fenomenology Ethnography Grounded theory Case study Field research
4	Action research Biography Narratives Hermeneutical Group focused studies (type of analysis)
5	<b>III Sampling and types</b> ( <i>Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling</i> )
6	<b>IV Analysis</b> <b>A. Types of analysis</b> Typology, John Lofland & Lyn Lofland Taxonomy ve Domain Analysis James Spradley Constant Comparison/Grounded Theory Anselm Strauss Analytic Induction F. Znaniecki, Howard Becker, Jack Katz.
7-8	MID -TERM
9	Logical Analysis/Matrix Analysis Matthew Miles ve Huberman Quasi-statistics Howard Becker Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman Metaphorical Analysis Michael Patton, Nick Smith Hermeneutical Analysis Max Van Manen
10	Phenomenology/Heuristic Analysis Clark Moustakas Discourse analysis James Gee Narrative Analysis Catherine Reisman Semiotics Peter Manning Content Analysis R. P. Weber
11	<b>B. Types and characteristics of interview</b> i. Tightly structured ii. Structured iii. Loosely structured <b>C. Observation</b> (Participant Observation, Nonparticipant Observation) <b>Observation records</b> <b>D. Document analysis and artifact analysis</b>
12	<b>V Coding of data</b> <b>A. Data sources and characteristics</b> <b>B. Analsis</b> i. Data recording and transcription (video, audio, paper-pencil) Coding types (Levels, processes, titles, perceptions, open areas) <b>Categories and the formation process of themes and cautions</b> (Open Coding, <u>Axial Coding</u> , <u>Selective Coding</u> ) <b>C. Qualitative analysis types according to analysis</b>
13	<b>VI Validity, Reliability, Generalizability, Triangulation:</b> - <u>Member Checking:</u> - <u>Outlier Analysis:</u> - <u>Pattern Matching:</u> - <u>Representativeness Check:</u> - <u>Coding Check multiple coders:</u> - Prolonged engagement - Persistent observation - Referential adequacy - Peer debriefing - Reflexive journal

	<ul style="list-style-type: none"> <li>- Thick description</li> <li>- Purposive sampling</li> </ul> Audit trail. (Lincoln and Guba, Erlandson et al. 1993)
14	<b>VII Reporting</b>
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			X
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		X	
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance			X
5	To understand process and phase of career counselling and guidance			X
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws		X	
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			X
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):  
Signature:

Date:





ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542002003 | COURSE NAME | Vocational Guidance and Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science	
√							
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUIEITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Basic concepts and principles in career guidance and counseling, Individual recognition techniques used career counseling and guidance, terms and definitions in the field of vocational guidance and vocational guidance approaches.					
<b>COURSE OBJECTIVES</b>		This course aims that students comprehend career decision-making process, role and functional of counselor in career decision-making process and individual recognition techniques used career counseling and guidance.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of this course; Students 1. Know basic concepts and principles related to career and career counseling. 2. Know the development of career counseling services 3. Know the factors influencing the development of vocational 4. Know theory of vocational guidance. 5. Know the principles and techniques of career counseling 6. Know the classification of occupations 7. Know the evaluation in career counseling.					
<b>TEXTBOOK</b>		1. Kuzgun, Y. (2009). Mesleki Rehberlik ve Danışma. Ankara: Nobel.					
<b>OTHER REFERENCES</b>		Kuzgun, Y. (2009). Meslek Gelişimi ve Danışmanlığı. Ankara: Nobel. Kuzgun, Y. (2000). Meslek Danışmanlığı: Kuramlar ve uygulamalar. Ankara: Nobel. Yeşilyaprak, B. (2011). Mesleki Rehberlik ve Kariyer Danışmanlığı, Ankara: Pegem Yayınları.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course, basic concepts related to choosing vocation, principles and importance of choice of profession, history of career guidance and development.
2	Historical development of career guidance service.
3	Factors career selection is influenced (ability, interests and vocational values)
4	Factors career selection is influenced ( psychological needs, socio- economic level, sex)
5	Feature-factor theory
6	Psychodynamic Approaches
7-8	MID-TERM EXAM
9	Social Cognitive Approaches
10	Developmental Theories
11	Contemporary Approaches to Career Counseling
12	System of occupational classification
13	Techniques and principles of career counseling
14	Evaluation in career counseling
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	X		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.			X
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	X		
5	To understand process and phase of career counselling and guidance	X		
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	X		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			X
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Yrd. Doç. Dr. Abdülkadir ÖZTÜRK  
**Signature:**

**Date:** 24.12.2012



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | SPRING

COURSE CODE | 542002004 | COURSE NAME | Principles and Techniques of Group Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]	Social Science
		x	

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		x
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		x	60

PREREQUIEITE(S)

COURSE DESCRIPTION

Expressing and applying the basic skills used in the process of group psychological counseling.

COURSE OBJECTIVES

The purpose of this course is to gain to students the capabilities of express and apply the basic skills used in the process of group psychological counseling.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Using the principle of group counseling techniques, group counseling with students able to practice.

COURSE OUTCOMES

At the end of this course; students  
Understand to role of group leader qualifications, personal qualities  
Provide Group counseling to therapeutic conditions. understand the ethical principles of group counseling.  
Use therapeutic group counseling skills  
Start the process of group counseling, maintenance, and practice termination rules  
Able to recognize members who have difficulties with group counseling  
Distinguish similarities and differences of Group counseling and individual counseling skills  
Distinguish similarities and differences of Group counseling and individual counseling process  
According to the stage in a group able to their therapeutic skills  
Willingness of to group counseling

TEXTBOOK

Voltan-Acar, N. (2004). Grupla psikolojik danışma. Ankara: Nobel yayınları.  
Chen, M. Ve Rybak, C. (2003). Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy.  
Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2004). Group techniques. (3rd Ed.). Pasific Grove: Brooks/Cole.  
Corey, G. (2008). Theory and practice of group counseling. (7th Ed.). Pasific Grove: Brooks/Cole.

OTHER REFERENCES

Aktaş, A.M. (1997). Grup süreci ve dinamikleri. İst.: Sistem yayıncılık.  
Berg, Robert. C., Landreth, G. L., & Fall, K. A. (2006). Group counseling: concepts and procedures. Philadelphia, PA : Accelerated Development.  
Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2006). Introduction to group work. (4th. Ed.). Love Publishing Company: Denver, Colorado.  
Carroll, M. R. (2008). Grupla psikolojik danışmanın öğeleri. Kavramlar, ilkeler ve uygulamalar. Çev. Süleyman Doğan, İlgin Başaran, Mine Aladağ, Barış Yaka. Ankara: Pegem A Akademi.  
Carroll, M. R., Bates, M., Johnson, C. (2004). Group leadership. Strategies for group counseling leaders. (4th Ed.). Love Publishing Company: Denver, Colorado.

	Corey, M. S. & Corey, G. (2006). Groups: process and practice. (7th Ed.). Pacific Grove: Brooks/Cole. Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2006). Group counseling: strategies and skills. Pacific Grove: Brooks/Cole-Thomson Learning.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Structuring Course
2	The basics of group counseling: Introduction to group counseling / group leader
3	Group therapeutic powers
4	In the initial stages of group
5	Advanced stages of group process
6	Techniques, the use of group counseling / group to use the techniques of ethical principles in the process of
7	<b>MID-TERM EXAM</b>
8	Techniques in the group stage of the establishment
9	The Group's start-up techniques
10	The Group's transition techniques
11	Techniques in the group stage of the action
12	End of the group stage techniques
13	Assessment
14	<b>FINAL EXAM</b>

<b>ID</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	x		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		x	
3	To do group counselling according to variant theory of group counselling.	x		
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance			x
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	x		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude		x	
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assist. Prof. Ali ERYILMAZ

**Signature**

**Date:**



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 542002005 COURSE NAME Brief Solution Focus Counseling

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		50		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		50	
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		Solution Focused Brief Counseling and counseling strategies to apply the process.					
COURSE OBJECTIVES		The purpose of this course, the students knowing Solution Focused Brief Counseling process, relationship building, ability to listen to the problem, re-framing, praise, to use techniques of identifying exceptions, miracle questions, rating, solution development techniques to use, the solution is to provide capabilities to implement strategies solution focused brief counseling.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of this course; To know solution Focused Counselling Process To build relationship and to have the ability to listen to the To use re-framing, praise and identifying exceptions To determine purpose To use miracle questions, rating, solution development techniques To implement solution-focused counseling strategies					
TEXTBOOK		Gerald., S (2010) <i>Kısa Süreli Çözüm Odaklı danışmanlık</i> . Ankara:Anı Yayıncılık.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to Brief Counselling
2	Brief Counselling; structuring the relationship, listening reframing
3	The Strategies on Brief Counselling Question Types
4	To define purpose, and miracle questions
5	Scaling Questions, writing message, to aware the change
6	Brief Counselling with families
7-8	Mid-Term Exam
9	Brief Counselling in the school
10	Case Studies
11	The brief counselling in the concepts of Systemic approach
12	The brief counselling in the concepts of Systemic approach
13	The Strategies on brief Counselling
14	The Case Studies
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.	x		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.	x		
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance			x
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws		x	
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude		x	
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			x
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s)** : Prof. Dr. Nilüfer Özabacı  
**Signature:**

**Date:**



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 542002006 COURSE NAME Problems of Adolescence and Adolescent Researches

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science	
	X						
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		-		-		
	Quiz		-		-		
	Homework		-		-		
	Project		-		-		
	Report		1		40		
Others (Oral Examination)		1		60			
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
-							
<b>COURSE DESCRIPTION</b>		Adolescent Psychology focuses on the scientific study of the biological, psychological, cognitive, emotional, personality, and social changes that occur during adolescence; includes the effects of heredity and culture, major theories, moral development, gender role issues, sexuality, and family relationship issues.					
<b>COURSE OBJECTIVES</b>		Students know what the basic adolescence issues and the adolescents adjustment problems are, understand the causes of these problems.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		Adolescence is a period that includes many significant changes from a variety of aspects (biological, cognitive, social) in the course of life. In this period, there have been many problems experienced especially in terms of identity, autonomy, intimacy, sexuality and achievement. Thus, in the field of guidance and counseling, graduate students need to have a profound and extensive understanding of this period. Students will critically analyze major theories which attempt to explain adolescent behavior; analyze and evaluate current findings and latest research related to adolescent psychology and finally will understand that how psychology principles can be applied to practical issues faced during adolescence.					
<b>COURSE OUTCOMES</b>		At the end of this course; Students; 1. will develop an increased understanding of the physical, emotional, social, moral, and intellectual changes occurring during the transitional period of adolescence. 2. will develop a conceptual and theoretical understanding of the nature of adolescent development. 3. will understand the biological processes and cognitive development of the adolescent. 4. will identify the roles of families, peers, schools, and culture in adolescent development. 5. will understand of the areas which impact social, emotional, and personality development of the adolescent. 6. will understand the issues involved in adolescent problems, stress, and health.					
<b>TEXTBOOK</b>							
Steinberg, L. (2007). Ergenlik. (Ed. Figen Çok). Ankara: İmge Kitabevi.							
<b>OTHER REFERENCES</b>							
Scientific articles							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS				
WEEK	TOPICS			
1	Introduction, theories and methods.			
2	Cultural diversity – gender, ethnicity and identity.			
3	Sexual maturation and physical growth and the body image.			
4	Cognitive growth and change.			
5	Intelligence, information processing, and decision making			
6	Self-concept and self-esteem.			
7-8	MID-TERM EXAM			
9	Adolescent society, culture, and sub-culture			
10	Relationships, dating, non-marital cohabitation, and marriage			
11	Development of moral judgment, character, and beliefs			
12	Adolescents in their family.			
13	Achievement, careers, and work.			
14	Adolescent problems, stress, and health.			
15-16	FINAL EXAM			
ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			x
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		x	
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance			x
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws			x
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude	x		
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Associate Professor Ayşe AYPAY

**Signature:**

**Date:**





ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 542002007 COURSE NAME Comprehensive Developmental Guidance in Schools

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]				Social Science
			√				
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type			Quantity		%	
	Mid-Term			1		40	
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM			1		60		
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			The characteristics and content of comprehensive developmental guidance in schools, models of comprehensive developmental guidance in schools, developing a comprehensive-developmental counseling and guidance program and application of some of the activities included in the program at school setting.				
COURSE OBJECTIVES			To provide the students with a general knowledge on content of comprehensive developmental guidance in schools, to help them use their knowledge to understand comprehensive-developmental counseling and guidance program and application of some of the activities.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			The course aims to provide the students with a general knowledge about historical development of counseling and guidance in turkey and in the world, basic concepts and principles of counseling and guidance, aims of guidance and principles of guidance.				
COURSE OUTCOMES			Students will at the end of this course; 1. To know basic concept and principles of comprehensive developmental guidance 2. To interest in student's personality, educational and vocational development's need. 3. To take in consideration the needs of students in educational institution in giving guidance services. 4. If necessary, he/she will do psychological counseling.				
TEXTBOOK			Nazlı, S. (2011).Kapsamlı Gelişimsel Rehberlik Ve Psikolojik Danışma Programları, Anı Yayıncılık, Ankara.				
OTHER REFERENCES			Yeşilyaprak, B. 2001; Eğitimde Rehberlik Hizmetleri, Nobel Yayın Dağıtım, Ankara. Can, G. 2002; Psikolojik Danışma ve Rehberlik, Pegem A Yayınları, Ankara				
TOOLS AND EQUIPMENTS REQUIRED			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	Approaches in Psychological Counseling and Guidance
2	Models of Comprehensive Developmental Guidance
3	Comprehensive Developmental Guidance Principle
4	Component Comprehensive Developmental Guidance
5	Comprehensive Classroom Guidance Program
6	Interventions in Comprehensive Developmental Guidance Model Modelinde Müdahaleler
7-8	MID-TERM EXAM
9	Design of Comprehensive Developmental Guidance Program
10	Plan in Comprehensive Developmental Guidance
11	Evaluation of Comprehensive Developmental Guidance
12	Developmental Guidance Theoretical Background
13	Developmental Area in Developmental Guidance
14	School Psychological Counseling Duties and Responsibilities
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counseling techniques and principles within the framework of theories of psychological counselling.	X		
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.		X	
3	To do group counselling according to variant theory of group counselling.			X
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance			X
5	To understand process and phase of career counselling and guidance		X	
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws	X		
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			X
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Yrd. Doç. Dr. Abdülkadir ÖZTÜRK

**Signature:**

**Date:** 24.12.2012



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2012-2013

COURSE CODE 542002008 COURSE NAME Test Development

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (✓)]			Social Science	
				x			
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		50		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>		No prerequietetes					
<b>COURSE DESCRIPTION</b>		To develop the test for counseling and psychology					
<b>COURSE OBJECTIVES</b>		To develop the test for counseling and psychology					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		At the end of the course students; To develop tests Evaluate them					
<b>TEXTBOOK</b>		Erkuş, A.(2012) Psikolojide Ölçme ve Ölçek Geliştirme. İstanbul: İlkNokta Yayınevi. Tezbaşaran, A.(2008) Likert Tipi Ölçek Geliştirme. Ankara: Pskologlar Derneği Yayınları					
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	To evaluate Attitudes
2	Likert's scalling Technics
3	To develope Likert Type Test
4	To description of the attitudes
5	The Sample attitude questions
6	The Sample attitude questions
7-8	Ara Sınav
9	The sample application
10	Data analysis
11	Data Analysis and the item selection
12	Psycometric characteristics of questionnaire
13	Data Analysis and the item selection
14	evaluation
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To use appropriate counselling techniques and principles within the framework of theories of psychological counselling.			x
2	To be able to conduct scientific research using the relevant scientific methodology in psychological counselling and guidance.	x		
3	To do group counselling according to variant theory of group counselling.			x
4	To comprehend psychological tests and their psychometric properties used in psychological counselling and guidance	x		
5	To understand process and phase of career counselling and guidance			x
6	To be decisive perform psychological counselling services in accordance with ethical principles, rules and laws			x
7	To be describe the required knowledge and skills regarding child and adolescent psychology, to evaluate these knowledge and skills with a critical attitude			x
8	To plan and perform seminars and group guidance activities for support the development of students' personal, vocational and educational			x
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Prof. Dr. Nilüfer Özabacı

**Signature:**

**Date:**

