

# **Guidance and Psychological Counseling (Doctorate program)**

## **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.

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

## **3. Level of Degree**

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

## **4. Admission Requirements**

The necessary information for the conditions in order to be admitted to the PhD Program in Guidance and Psychological Counseling and also recording in this program is in Eskişehir Osmangazi University Graduate Education and Training 5<sup>th</sup> articles.

## **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 Doctorate Program of Guidance and Counseling and transfer to this 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 Doctorate 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**

Doctorate Program of Guidance and Counseling comprises less than a total of 30 credits which corresponds to at least 10 courses, qualification exam, PhD thesis and PhD thesis. Non-credit qualification exam, PhD thesis and PhD thesis 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 Doctorate Program of Guidance and Psychological Counseling program, students will be able to;

- *To conduct counselling sessions with children, adolescent, adult and elder*
- *To design research studies by using variant research designs that contribute guidance and psychological counselling field*
- *To develop guidance program based on individual's needs and their environmental features*
- *To be able to conduct authentic psychological counselling session based on psychological counselling approaches*
- *To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling*
- *To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques*
- *To be able to do interdisciplinary study with*
- *using the various disciplines in the field of guidance and counselling*
- *To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods*

### **9. Graduate Employment Opportunities**

Graduates of Doctorate 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](mailto:aypaya@yahoo.com)  
Phone: 0 (222) 239 37 50/1627

Vice Director: Assoc. Prof. Dr. Eyüp Artvinli

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Phone: 0 (222) 239 37 50/1641

Vice Director: Assist. Prof. Dr. Hüseyin ANILAN

E-mail: [hanilan@ogu.edu.tr](mailto: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.

PSYCHOLOGICAL COUNSELING AND GUIDANCE DOCTORATE PROGRAM ACADEMIC PREPARATION					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
542011801	Principles and Technics of Psychological Counseling	10	3+0+3	C	Turkish
542011802	Individual Counseling Practice	10	3+0+3	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>6</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
542012801	Theories of Counseling	10	3+0+3	C	Turkish
542012802	Principles and Techniques of Group Counseling	10	3+0+3	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>6</b>		



COURSE CODE	542011801	COURSE NAME	Principles And Technics of Psychological Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
I	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Guidance and Psychological Counseling Program [if it contains considerable design, mark with (√)]			Social Science
				√			
<b>ASSESSMENT CRITERIA</b>							
MID-TERM				Evaluation Type		Quantity	%
				Mid-Term		1	30
MID-TERM				Quiz			
				Homework		1	20
				Project			
				Report			
				Others (.....)			
FINAL EXAM						1	50
PREREQUIEITE(S)				There is no prerequisite or co-requisite for this course.			
COURSE DESCRIPTION				Expressing and applying the basic skills used in the process of 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 psychological counseling, knowing the therapeutic settingand showing the therapeutic skills.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES				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 therapeutıc 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.			
TEXTBOOK				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.			
OTHER REFERENCES				Egan, G. (1998). The skilled helper : A problem-management approach to helping. (6th ed.) Pacific Groove : Brooks/Cole. Egan, G. (1994). Yardım becerileri alıştırmaları. 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			
TOOLS AND EQUIPMENTS REQUIRED							

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 Educational Sciences Institute  
Course Information Form

SEMESTER	Fall
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COURSE CODE	542011802	COURSE NAME	Individual Counseling Practice
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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	Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science		
X							
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term						
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>						100	
<b>PREREQUIEITE(S)</b>		There is no prerequisite or co-requisite for this course.					
<b>COURSE DESCRIPTION</b>							
<b>COURSE OBJECTIVES</b>		The purpose of this course is to gain advenced counseling knowledge and skills , conceptualize client problems, develop supervision relationship					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		Students will be able to; 1. Show advenced counseling knowledge and skills 2. Conceptualize client problems 3. Formulate a counseling plan 4. Develope supervision relationship 5. Learn case management skills 6. Learn case reporting skills 7. Develop ones own counseling style					
<b>TEXTBOOK</b>							
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
2	Giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
3	Giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
4	Giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
5	Session wise listening weekly counseling sessions as group under supervision
6	Session wise listening weekly counseling sessions as group under supervision
7-8	
9	Session wise listening weekly counseling sessions as group under supervision
10	Session wise listening weekly counseling sessions as group under supervision
11	Session wise listening weekly counseling sessions as group under supervision
12	Session wise listening weekly counseling sessions as group under supervision
13	Session wise listening weekly counseling sessions as group under supervision
14	Session wise listening weekly counseling sessions as group under supervision
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  
Asist. Prof. Dr. Ali Eryılmaz  
Asist. Prof. Dr. Ayşe Aypay  
Asist. Prof. Dr. Abdülkadir Öztürk

**Signature:**

**Date:**





ESOGU Educational Sciences Institute  
Course Information Form

SEMESTER Spring

COURSE CODE	542012801	COURSE NAME	Theories of Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

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	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM			60

PREREQUIEITE(S)

There is no prerequisite or co-requisite for this course.

COURSE DESCRIPTION

To recognize theories of counseling and to know practices during counseling

COURSE OBJECTIVES

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.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

This course will be contributed to use skills during counseling to experts.

COURSE OUTCOMES

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

TEXTBOOK

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.

OTHER REFERENCES

Yazgan İnanç, B. ve Yerlikaya, E. E. (2012). Kişilik Kuramları. Ankara: PegemA Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

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:**



COURSE CODE	542012802	COURSE NAME	Principles and Techniques of Group Counseling
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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 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		%		
	1st Mid-Term		x		40		
	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, Iğın 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.). Pasific					

	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:**

**PSYCHOLOGICAL COUNSELING AND GUIDANCE DOCTORATE PROGRAM**

Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
542011001	Advanced Research Methods in Education I	10	3+0+3	C	Turkish
542011002	Advanced Educational Statistics	10	3+0+3	C	Turkish
542011003	Advanced Principles and Techniques of Counseling	10	3+0+3	C	Turkish
542011004	Contemporary Theories of Counseling	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
542012001	Advanced Research Methods in Education II	10	3+0+3	C	Turkish
542012002	Individual Counseling Practice	10	3+0+3	E	Turkish
542012003	Marriage and Family Counseling	10	3+0+3	E	Turkish
542012004	Motivation Theories and Researches (Of)	10	3+0+3	E	Turkish
542012005	School, Learning and Motivation	10	3+0+3	E	Turkish
542012006	Writing and Publishing Academic Paper	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
542011005	School Guidance and Counseling	10	3+0+3	E	Turkish
542011006	Adolescence Issues and Adolescent Investigations (Of)	10	3+0+3	E	Turkish
542011007	Test Development (Of)	10	3+0+3	E	Turkish
542011008	Positive Psychotherapy	10	3+0+3	E	Turkish
542011009	Seminar	10	0+3+0	E	Turkish
542011010	Development and Learning	10	3+0+3	E	Turkish
542011011	Contemporary Issues and Solutions at Adolescence	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Spring Semester (IV. Semester)</u></b>					
542011701	Ph.D.Proficiency	30	0+1+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		
<b><u>Fall Semester (VI. Semester)</u></b>					
542012701	Doctoral Thesis	25	0+1+0	C	Turkish
542011901	Special Topics	5	3+0+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		



COURSE CODE	542011001	COURSE NAME	Advanced Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
I	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Basic Science	Educational Science	Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]	Social Science
-	%100		

**ASSESSMENT CRITERIA**

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	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**

- McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.

**OTHER REFERENCES**

- Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge.
- Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.
- APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.
- Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayıncı Yayınları.
- Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.
- Sipahi, B., Yurtkuru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.
- Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA

**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 conduct counselling sessions with children, adolescent, adult and elder			X
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches			X
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			x
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods			X
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assist. Prof. Dr. Mustafa Sever

**Signature:**

**Date:**



Esogu Institute of Educational Sciences  
Course Information Form

SEMESTER	Fall
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COURSE CODE	542011002	COURSE NAME	Advanced Educational Statistics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
I	3	0	0	3	10	COMPULSORY (x) ELECTIVE ( )	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		
2nd Mid-Term			
Quiz			
Homework		1	40
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	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, regression analysis and multivariate statistics.
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COURSE OBJECTIVES	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.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	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.
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TEXTBOOK	Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.
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OTHER REFERENCES	
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TOOLS AND EQUIPMENTS REQUIRED	Computer.
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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	Repeated measures t-test.
11	Correlation, simple linear regression.
12	Multivariate statistics, multiple linear regression.
13	Multivariate Analysis of Variance (MANOVA)
14	Factor Analysis
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder			X
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches			X
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			x
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods			X
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assos. Prof. Dr. Engin KARADAĞ

**Signature:**

**Date:**



COURSE CODE	542011003	COURSE NAME	Advanced Principles and Techniques of Counseling
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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

**COURSE CATAGORY**

Basic Science	Educational Science	Social Science
	√	

**ASSESSMENT CRITERIA**

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term	-	50
Quiz	-	-	
Homework	-	-	
Project	-	-	
Report	-	-	
Others (.....)	-	-	
FINAL EXAM		1	50

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	To use counseling techniques, to make understanding and ability advanced techniques
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COURSE OBJECTIVES	Advanced students use counseling skills
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	To gain theoretical knowledge about the functioning of the process of counselling
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COURSE OUTCOMES	At the end of the course the students, 1. Exercise their counseling skills 2. cognitive, 3. behavioral, 4. systemic, 5. solution Focused 6. Emotional Response are expected to use their skills.
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TEXTBOOK	Conte, C. (2010) Advanced Techniques for Counselling Psychotherapy. USA: Springer Publishing Company. Perry, W (2008) basic Counselling Techniques. USA:Author House. 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.
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OTHER REFERENCES	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: Füsün 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
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Basic Counseling Skills
2	Basic Counseling Skills
3	Attention
4	Active Listening, Questioning
5	Emotion, Content Mirroring
6	Empathy, Reflection,
7-8	MID-TERM EXAM
9	Emotional Intervention Techniques
10	Cognitive Intervention Techniques
11	Systemic Intervention Techniques
12	Solution Focused Intervention Techniques
13	Behavioral Intervention Techniques
14	Overall rating
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field		X	
3	To develop guidance program based on individual's needs and their environmental features	X		
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling	X		
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	X		
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling			X
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Professor Nilüfer Özabacı

**Signature:**

**Date:** 19.07.2013



<b>SEMESTER</b>	FALL
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<b>COURSE CODE</b>	542011004	<b>COURSE NAME</b>	Contemporary Theories of Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
		√					
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		Mid-Term		-		-	
		Quiz		-		-	
		Homework		-		25	
		Project		-		-	
		Report		-		25	
		Others (.....)		-		-	
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>							
<b>COURSE DESCRIPTION</b>		This course include psychoanalytic approaches, existential approaches, cognitive approaches, behavioural approaches to counselling approaches and contemporary view of human nature, function, the basic philosophy.					
<b>COURSE OBJECTIVES</b>		The aim of course is to introduce students to basic academic knowledge and to equip them with modern theories of counselling theories and compare and critically review is to ensure that eligible.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		To gain theoretical knowledge about the functioning of the process of counselling					
<b>COURSE OUTCOMES</b>		At the end of the course, student; 1) To be able to explain the basic theories of counselling and contemporary theories of counselling. 2) To be able to associate basic and contemporary theories of counselling with new currents. 3) To be able to use contemporary theories of counselling at counselling practicum properly.					
<b>TEXTBOOK</b>							
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Psychoanalytic Approach
2	Adlerian Approach
3	Analytical Approach
4	Client-Centered Approach
5	Behavioural Approach
6	Cognitive Approach
7-8	MID-TERM EXAM
9	Gestalt Approach
10	Existential Approach
11	Transactional Approach
12	Family Therapy
13	Solution-Focused Therapies
14	Compare to Contemporary Approaches
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field			X
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			x
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		2	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assit. Professor Abdulkadir Öztürk

**Signature:**

**Date:** 19.07.2013



COURSE CODE	542011901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	5	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√)]			Social Science
		% 50					% 50
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		50	
		Quiz					
		Homework					
		Project					
		Report					
Others (presentation, summary of the presented discussion)							
FINAL EXAM				1		50	
PREREQUISITE(S)		-					
COURSE DESCRIPTION		Taking the lead for doctorate student, "The Specialization Field Course" ensures students to acquire knowledge, skills and attitude. The content of the course is as follows: defining a problem statemant 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.					
COURSE OBJECTIVES		Evaluations and discussions of the new developments and articles in the study fields of the students who are progressing their Ph.D. thesis.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		By the end of this module students will be able to: 1. Choose a problem statemant 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.					
REFERENCES		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. Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc. Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Subject of the thesis research
2	Literature on the subject follow-up
3	Evaluation
4	Report preparation and presentation
5	Follow-up of the literature
6	Article review
7-8	MID-TERM EXAM
9	source review
10	Evaluation
11	Follow-up of the literature
12	Article review
13	Evaluation
14	Report preparation and presentation
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field			X
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			x
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		2	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** All Instructors

**Signature:**

**Date:**



COURSE CODE	542012001	COURSE NAME	Advanced Research Methods in Education II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
II	3	0	0	3	10	COMPULSORY (x) ELECTIVE ( )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	%80					%20	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		40	
<b>PREREQUIEITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		<ul style="list-style-type: none"><li>- Knowledge base of different qualitative research methods,</li><li>- Different qualitative research designs,</li><li>- Basic steps of qualitative research,</li><li>- Implementation of qualitative data analysis,</li><li>- Examination of a sample qualitative research topic,</li></ul> cover the content of this course.					
<b>COURSE OBJECTIVES</b>		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.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		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					
<b>TEXTBOOK</b>		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 5. Articles (will be submitted by the instructor).					
<b>OTHER REFERENCES</b>		S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					



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> Phenomenology 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>

	<ul style="list-style-type: none"> <li>- Prolonged engagement</li> <li>- Persistent observation</li> <li>- Referential adequacy</li> <li>- Peer debriefing</li> <li>- Reflexive journal</li> <li>- Thick description</li> <li>- Purposive sampling</li> </ul> <p>Audit trail. (Lincoln and Guba, Erlandson et al. 1993)</p>
14	<b>VII Reporting</b>
15-16	<b>FINAL EXAM</b>

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field			X
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			x
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		2	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assos. Mustafa Sever

**Signature:**

**Date:**



COURSE CODE	542012002	COURSE NAME	Individual Counseling Practice
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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 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						
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>				10		10	
<b>PREREQUIEITE(S)</b>							
<b>COURSE DESCRIPTION</b>		Psychological help skills, therapeutic relationship counselor roles, responsibilities client, case conceptualization based on counseling theories					
<b>COURSE OBJECTIVES</b>		Demonstrate basic counseling skills to gain knowledge and skills.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of this course students; <ul style="list-style-type: none"><li>- To I have the information one needs to have as A competent counselor</li><li>- To Show skills of a counselor shows define the problems of clients with different problems</li><li>- To determine the client until the intervention methods that will help you determine</li><li>- To Understand the importance of supervision Supervision sessions are participating in</li><li>- To constitute their different theories constitute own personal style</li></ul>					
<b>TEXTBOOK</b>		Hackney,H., Cormier, S. (2005). Psikolojik Danışma İlke ve Teknikleri(Çev: T, Ergene., S. Sevim), Mentis Yayınları, Ankara					
<b>OTHER REFERENCES</b>		Egan, G.(2002). Yardım Becerileri Alıştırmaları, Çev: F. Akkoyun, Form Ofset, Ankara					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Course presentation and disclosure of those expected from students
2	Counseling will be held to determine the possible counseling and environment
3	Therapeutic knowledge and skills to be revised
4	Those expected from counseling sessions to be specified
5	Supervision services for counseling session will be informed about the
6	Supervisor and supervision of counselor candidates disclosure of roles and responsibilities in the process
7	Counseling Session with three individuals during adolescence Execution and Supervision Consultation Session Sessions Transcribe
8	Counseling Session with three individuals during adolescence Execution and Supervision Consultation Session Sessions Transcribe
9	Counseling Session with three individuals during adolescence Execution and Supervision Consultation Session Sessions Transcribe
10	Executive Counseling Session with three families, Counseling Session Transcribe and Supervision Sessions
11	Executive Counseling Session with three families, Counseling Session Transcribe and Supervision Sessions
12	Executive Counseling Session with three families , Counseling Session Transcribe and Supervision Sessions
13	Construction of Individual Counseling Session 2 Group In Video Capture and Video Analysis of
14	Construction of Individual Counseling Session 2 Group In Video Capture and Video Analysis of
15	Construction of Individual Counseling Session 2 Group In Video Capture and Video Analysis of
16	Evaluation

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field		X	
3	To develop guidance program based on individual's needs and their environmental features			X
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches			X
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling	X		
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	X		
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** All instructor

**Signature:**

**Date:** 19.07.2013



COURSE CODE	542012701	COURSE NAME	Doctoral Thesis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	0	1	0	0	25	COMPULSORY ( X ) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling [if it contains considerable design, mark with (√) ]			Social Science	
	%75					%25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	1st Mid-Term		1		40		
	2nd Mid-Term						
	Quiz						
	Homework		1		60		
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
None							
<b>COURSE DESCRIPTION</b>							
The content of this lesson is to educate students about the subjects such as determining thesis subject, dissertation research and writing process. In this lesson advisor gives the information about the doctoral dissertation process. Detailed content of each is determined by the academic advisor.							
<b>COURSE OBJECTIVES</b>							
It is a process in which students study his/her thesis under the advisor's management. It is aimed to teach how the scientific research should be and							
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>							
At the end of this lesson students will be able to; -gain an advanced knowledge about their thesis, -conduct their dissertation study, -review and evaluate literature.							
<b>TEXTBOOK</b>							
-							
<b>OTHER REFERENCES</b>							
-							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							
Computer							

COURSE SYLLABUS	
WEEK	TOPICS
1	Literature review
2	Literature review
3	Literature review
4	Advanced knowledge about thesis
5	Advanced knowledge about thesis
6	Advanced knowledge about thesis
7	The last literature review
8	The last literature review
9	The last literature review
10	Discussion
11	Discussion
12	Determining problem situation
13	Writing thesis
14	The last correction

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	X		
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** All instructor

**Signature:**

**Date:**



COURSE CODE	542012003	COURSE NAME	Marriage and Family Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
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	%
	Mid-Term		1
	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 çözme, 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. Çaybolu), 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.

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

**COURSE SYLLABUS**

WEEK	TOPICS
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

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field			X
3	To develop guidance program based on individual's needs and their environmental features	X		
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	X		
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods			X

1:None. 2:Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**





COURSE CODE	542012004	COURSE NAME	Motivation Theories and Researches
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
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
	%75		%25

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	-	-
	Quiz	-	-
	Homework	5	10
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

**PREREQUIEITE(S)**

**COURSE DESCRIPTION**

Motivation: tThe basis of the individual's motivation to increase the level factors, the individual's motivation will reduce the level factors, theories of motivation, motivation related research, theories of motivation of the various institutions of guidance and counseling services used in the formats, motivation of student achievement and school burnout on the role

**COURSE OBJECTIVES**

Students taking the course and Positive Mental Attitude in their lives to think about how they will be applied to encourage and psychologically healthy, life-long learners who become influential among the objectives of this course are to provide. Students to communicate effectively and have good organizational skills and motivation for the students to learn information to encourage them to put into practice is another object of this course.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Students taking this course, the student counselor competence and performance of clients' future by increasing the peak will contribute to reach.

**COURSE OUTCOMES**

At the end of the course, student;

- Know the foundations of motivation.
- Know motivating and demotivating factors as well as negative thoughts and benefits of motivation.
- Develop Positive Mental Attitude and will know how they can work towards a PMA in their lives.
- Develop better attitudes for good health, life-long learning, effective communication, and good organization skills.
- Endeavour to reach their peak performance.

**TEXTBOOK**

- 1) Sağlam, A. Ç. (2007). *Eğitim Örgütlerinde Kuramdan Uygulamaya GÜdüleme*. Ankara: Nobel yayıncılık.
- 2) BECK, R. C. (2004). *Motivation Theories and Principles*. Pearson Education, Inc., Fifth Edition, USA.
- 3) LAWLER, III, E. E. (1991). 'Drives, Needs and Outcomes', *Psychological Dimensions of Organizational Behavior*, Barry M. Staw (editor), Mc.Millan Publishing Company.
- 4) MASLOW, A. H. (2001). *İnsan Olmanın Psikolojisi*, (Çev. Okhan Gündüz), İstanbul: Kuraldışı Yayıncılık.
- 5) Onaran, O. (1981). *Çalışma yaşamında güdülenme kuramları*. Ankara, Ankara Üniversitesi Siyasal Bilimler Yayınları Yayınları. Yayın No:470.

**OTHER REFERENCES**

Other books, articles and movies that contain motivation.

**TOOLS AND EQUIPMENTS REQUIRED**

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction of the course and the students are expected to express their
2	Fundamentals of Motivation
3	Determining the level of motivation and measurement tools developed for this purpose
4	Motivating and demotivating factor, motivation theories
5	Motivation of the child, adolescent and adult life role
6	Positive Mental Attitude efforts to develop
7-8	MID-TERM EXAM
9	Academic achievement and motivation subjective well-being
10	Determining priorities
11	Overcoming Fear
12	Quad Core: health, lifelong learning, effective communication and good organizational skills
13	To pay attention
14	Implementation phase: implement and evaluate
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder		X	
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches		X	
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			X
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods			X
1:None. 2:Partially contribution. 3: Completely contribution.				

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

**Signature:**

**Date:** 19.07.2013



T.C.  
EŞKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

**DERS BİLGİ FORMU (İngilizce)**

**SEMESTER** Spring

**COURSE CODE** 542012005 **COURSE NAME** School, Learning and Motivation

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

**COURSE CATAGORY**

Basic Science	Educational Science	Social Science
	X	

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	-	
	Quiz	-	
	Homework	10	20
	Project	-	
	Report	-	
	Others (Presentation)	10	30
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

**COURSE DESCRIPTION**

This course deeply handles the relations between school, learning factors and the motivation. The course includes the analysis of motivation theories and applications in school and learning activities with critical pespective and it includes the efforts for producing new informations for further studies.

**COURSE OBJECTIVES**

The students learn the well-being at school and the motivational factors in effective learning and their different functional mechanisms and they gain effective intervention abilities

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

School and learning objectives are very important in children's and adolescent's lives. Their beliefs and thoughts about themselves and their interpersonal popularities and trust are affected mostly by their success at school. With the help of this course, students will learn how the children and adolescents can use the motivational sources effectively in their school and learning experiences

**COURSE OUTCOMES**

At the end of this course students,  
1. Will develop deep understanding of factors which disrupt children's and adolescent's motivational structure related with their school and learning experiences  
2. Will develop higher awareness of positive/negative emotions' related to school and learning effects on children's and adolescent's other areas of life  
3. Will comprehend the relations with strong positive emotional bonds that cildren and adolescents have to school and their willingness to learn and their potential to promote learning across life-span  
4. Will gain informations and abilities which provide children and adolescents to cope effectively with problems they face at school and other learning environments.

<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	Scientific articles, teachers from different grades and academicians who are expert in their areas, movies which are related to school and learning
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction, trying to understand school and school experiences within the perspective of children and adolescents
2	Introduction, trying to understand school and school experiences within the perspective of children and adolescents
3	Trying to understand children's and adolescents' attitudes towards learning with their reasons
4	Trying to understand family members' effect on children's and adolescents' attitudes towards learning
5	Trying to understand teachers' effect on children's and adolescents' attitudes towards learning
6	The ineffective motivational interventions in improving children's and adolescents' school and learning experiences
7-8	<b>MID-TERM EXAM</b>
9	Examining the intervention programs which were developed for children and adolescents in order to make them feel more happy and safe at school
10	Examining the intervention programs which were developed for children and adolescents in order to increase their internal motivations for learning
11	Reviewing the literature which includes the effects of problems that children and adolescents have related to school on other areas of their lives
12	Trying to develop models based on the effective using of motivational objectives for improving children's and adolescents' school and learning experiences
13	Trying to develop models based on the effective using of motivational objectives for improving children's and adolescents' school and learning experiences
14	The evaluation of models which are developed and the course
15-16	<b>FINAL EXAM</b>

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	To conduct counselling sessions with children, adolescent, adult and elder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	To develop guidance program based on individual's needs and their environmental features	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1:** None **2:** Partially contribution **3:** Completely contribution

**Instructor(s):**

**Date:**  
**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 542012006 COURSE NAME Writing and Publishing Academic Paper

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

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
		x

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID - TERM	Mid-Term		
	Quiz		
	Homework	10	50
	Project		
	Report	1	10
	Others ( )		
FINAL EXAM	Project	1	40
PREREQUIEITE(S)	Students need to prepare their research topic. Their data needs to be collectable during the semester.		
COURSE DESCRIPTION	This course is designed to help students to understand how they can publish their academic studies.		
COURSE OBJECTIVES	to increase students' ability to write papers publishable in scientific and scholarly journals.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	to increase students' knowledge of the academic publication process so that the students' studies would have been added to the literature		
COURSE OUTCOMES	to increase students' knowledge of the academic publication process to enhance students' skills at other forms of professional communication (such as oral presentations and grant proposals) to increase students' ability to edit or peer review others' work		
TEXTBOOK	How to Write and Publish a Scientific Paper, 7th edition, by Robert A. Day and Barbara Gastel (ABC-CLIO, 2011).		
OTHER REFERENCES	Published article samples		
TOOLS AND EQUIPMENTS REQUIRED	Students need a computer and analysis softwares		

COURSE SYLLABUS	
WEEK	TOPICS
1	Overview of the course.
2	Deciding When and Where to Submit a Paper
3	Approaching a Writing Project
4	Citing References—Some Basics
5	Tables and Figures
6	Titles and Authors & Writing the Discussion
7-8	
9	Publishing a Paper
10	Writing the Introduction & Preparing a Curriculum Vitae
11	Preparing Grant Proposals and Progress Reports
12	Writing Review Papers
13	Other Writing for Journals & Writing Book Chapters and Books
14	Providing Peer Review
15-16	

NO	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	To develop guidance program based on individual's needs and their environmental features	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

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



COURSE CODE	542011005	COURSE NAME	School Guidance and Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	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>	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
<b>FINAL EXAM</b>					60		
<b>PREREQUIEITE(S)</b>			None				
<b>COURSE DESCRIPTION</b>			Preventive mental health and preventive counseling services provided by counselors and submission of the theoretical basis for making implementation.				
<b>COURSE OBJECTIVES</b>			The purpose of this course is preventive mental health and preventive counseling services by counselors are to provide professional administration.				
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			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.				
<b>COURSE OUTCOMES</b>			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				
<b>TEXTBOOK</b>			Özyürek, 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.				
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>			None				

COURSE SYLLABUS				
WEEK	TOPICS			
1	Introduction to the course and those expected from students Disclosure			
2	Ministry of Education, Counseling and Research Center and the Provincial Directorate of Education: Guidance and Counseling Services in the roles and responsibilities of the Operation			
3	History of the School Guidance and Counseling Services			
4	Comprehensive Developmental Guidance Model: Pure and Applied Aspects in School Counseling			
5	Preventive Comprehensive Developmental Guidance and Counseling Programs			
6	Roles and responsibilities of school counselors			
7-8	Mid-term Exam			
9	Discussion of Educational Guidance Service			
10	Discussion of Personal Counseling Services			
11	Discussion of Career Guidance Services			
12	Educational, Personal and Career Counseling Services Offered in Effective Risk and Protective Factors Affecting			
13	Discussion of Individual Recognition Techniques			
14	Discussed Loss Application Guidance Services in Schools			
15-16	Final Exam			
ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder		X	
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field			X
3	To develop guidance program based on individual's needs and their environmental features	X		
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches		X	
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques		X	
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

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

**Date:**





COURSE CODE	542011006	COURSE NAME	Adolescence Issues and Adolescent Investigations
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
III	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

**COURSE CATEGORY**

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	%
	Mid-Term	-	-
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	1	40
	Others (Oral Examination)	1	60
FINAL EXAM			

**PREREQUIEITE(S)**

-

**COURSE DESCRIPTION**

Adolescence Problems and Adolescent Studies courses during puberty occurring biological, psychological, cognitive, emotional and social changes, the scientific study focuses on heredity and cultural impact, the main theories of moral development, the role of gender issues, sexuality and family relationships covers such issues.

**COURSE OBJECTIVES**

Students of the basic problems of adolescence adolescents' issues and knows what is happening, understand the factors that cause these problems.  
Considering these factors, an effective mentoring program prepares  
Future therapeutic intervention methods they will use in their professional lives  
infrastructure theoretical bases of this course.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

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.

**COURSE OUTCOMES**

At the end of this course students;  
1. To knows what is going on occurring during adolescence, physical, emotional, social and cognitive changes  
2. To take into consideration about the nature of adolescent development and conceptual studies, the experimental results taking into account the needs of developing guidance programs for  
3. To understand Physical development during adolescence in individuals with other developmental changes that affect the size of the theoretical develop an understanding of  
4. To explain of adolescents in the development of family, peer, school, and the role of culture,  
5. To comprehend adolescent's social, emotional and personality determine risk and protective factors affecting the development  
6 . To develop preventive counseling services offers shaping according to developmental tasks of adolescents.

**TEXTBOOK**

Steinberg, L. (2007). Ergenlik. (Ed. Figen Çok). Ankara: İmge Kitabevi.

**OTHER REFERENCES**

Scientific articles

**TOOLS AND EQUIPMENTS REQUIRED**

COURSE SYLLABUS	
WEEK	TOPICS
1	Course Introduction and Introduction to Adolescence
2	Developmental Stages and Developmental Tasks of Adolescence: Theoretical Approaches
3	Cognitive Development: Cognitive development and change. Acquisition of decision-making and problem-solving skills, information processing process
4	Physical Development: Cognitive Development, Moral Development and Identity Outcomes reflections on Sexual maturation, physical growth and body image.
5	Personality Development and Identity Award: Cultural differentiation, gender and identity.
6	Identity Award: Self, Self Esteem, Self-Efficacy
7-8	MID-TERM EXAM
9	The main factors in adolescence: the media, peer relationships, culture and subculture.
10	Sexual Development and Close Relationships: Relationships, come and marriage.
11	Moral development: the formation of an individual's character and integrity beliefs
12	Adolescence and Family Relations.
13	Adolescence Professional Development: Success, careers, employment.
14	Subjective Well-Being in Adolescence: Adolescent problems, stress and health.
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field		X	
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches		X	
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			X
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling		X	
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

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

**Signature:**

**Date:**



SEMESTER Fall

COURSE CODE 542011007 COURSE NAME Test Development

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
III	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	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S) No prerequetetes

COURSE DESCRIPTION To develop the test for counseling and psychology

COURSE OBJECTIVES To develop the test for counseling and psychology

ADDITIVE OF COURSE TO APPLY  
PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of the course students;  
To develop tests  
Evaluate them

TEXTBOOK

Erkuş, A.(2012) Psikolojide Ölçme ve Ölçek Geliştirme. İstanbul: İlkNokta Yayınevi.  
Tezbaşaran, A.(2008) Likert Tipi Ölçek Geliştirme. Ankara: Pskologlar Derneği Yayınları

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

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 conduct counselling sessions with children, adolescent, adult and elder			X
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features	X		
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches			X
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			X
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Prof. Dr. Nilüfer Özabacı

Signature:

Date:



SEMESTER	Fall
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COURSE CODE	542011008	COURSE NAME	Positive Psychotherapy
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X)	Turkish
<b>COURSE CATAGORY</b>							
Professional Knowledge		Content Knowledge		General Knowledge		Elective Course	
				X			
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		1st Mid-Term		1		30	
		2nd Mid-Term		-		-	
		Quiz		-		-	
		Homework		1		20	
		Project		-		-	
		Report		-		-	
		Others (.....)		-		-	
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>		None					
<b>COURSE DESCRIPTION</b>		Positive psychotherapy, basic concepts, principles, techniques, and information on the content of these disciplines					
<b>COURSE OBJECTIVES</b>		The purpose of this course is to be aware of positive psychotherapy practices, methods and techniques and to know when counseling use positive psychotherapy.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		Experts in the field of counseling individuals use different methods of psychotherapy will be provided.					
<b>COURSE OUTCOMES</b>		At the end of the this course; 1. To know the basic concepts of positive psychotherapy. 2. To know the principles and techniques associated with positive psychotherapy 3. To know positive the solution to the conflict. 4. To know positive client-counselor relationship in psychotherapy 5. To know implementation of positive psychotherapy					
<b>TEXTBOOK</b>		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).					
<b>OTHER REFERENCES</b>		Kate Hefferson ve Ilona Boniwell (2011). Positive Psychology. New York: McGraw Hill.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					

Course syllabus				
Week	Topics			
1	To Introduce Textbook And Other References To Students And To Distribute Course Topics Between Students.			
2	Positive Psychotherapy: description, history			
3	Positive Psychotherapy: organization, efficiency			
4	The three basic principles of Positive Psychotherapy			
5	Positive conflict resolution			
6	Positive conflict resolution			
7,8	MID-TERM EXAM WEEK			
9	Therapist-client relationship			
10	Therapist-client relationship			
11	The impact of cultural values in the therapeutic relationship			
12	Positive psychotherapy techniques			
13	Positive psychotherapy techniques and treatment			
14	Evaluation			
15,16	FINAL EXAM WEEK			
ID	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	X		
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field		X	
3	To develop guidance program based on individual's needs and their environmental features	X		
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	X		
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling		X	
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	X		
7	To be able to do interdisciplinary study with	X		
8	using the various disciplines in the field of guidance and counselling		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assis.Prof.Dr. Ali ERYILMAZ

**Signature**

**Date:** 03.12.2013



ESOGU Educational Sciences Department  
Course Information Form

SEMESTER Fall

COURSE CODE 542011009 COURSE NAME Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	0	3	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Guidance and Psychological Counseling Program [if it contains considerable design, mark with (√)]				Social Science
	% 75						% 25
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term						
	Quiz						
	Homework		1		30		
	Project						
	Report		1		30		
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		In this course, students focus on research study related to psychological counseling and guidance with responsible instructors. After reviewing literature, research study carry out according to research models. Findings are discussed in terms of literature and the findings is shared with students at class.					
COURSE OBJECTIVES		The main purpose of the course is to help students play a role in research study process before starting PhD thesis. To play this role, aims of the course is to gain skills like as using scientific method, following research steps, gathering research information, using appropriate analysis according to data, discussing findings in terms of literature and also preparing presantition.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		At the end of this course students; 1 Guidance and counseling needs of the area determines 2 Need for research to develop the idea. 3 Research makes the idea practical theory. 4 Research patterns using scientific research methods. 5 According to research data collection tools determines the content. 6 Select the method according to the data obtained are analyzed. 7 By following the steps of a scientific report and prepare the reports. 8 Research using appropriate presentation skills in a group setting will transfer.					
TEXTBOOK		APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.					
OTHER REFERENCES		Türkiye Bilimler Akademisi (2002). <i>Bilimsel araştırmada etik ve sorunları</i> . Ankara: TUBA Scientific articles related scientific research					
TOOLS AND EQUIPMENTS REQUIRED		Computer, projection					

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 EXAM
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 conduct counselling sessions with children, adolescent, adult and elder		X	
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	X		
3	To develop guidance program based on individual's needs and their environmental features		X	
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches			X
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling			X
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques			X
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	X		
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** All instructors

**Signature:**

**Date:**





ESOGU Educational Sciences Department  
Course Information Form

SEMESTER    SPRING

COURSE CODE    542011010    COURSE NAME    Development and Learning

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATAGORY</b>							
Professional Knowledge		Content Knowledge		General Culture Knowledge		Elective Course	
						General Knowledge( ) Content Knowledge ( X )	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		1st Mid-Term		x		40	
		2nd Mid-Term					
		Quiz					
		Homework					
		Project					
		Report					
Others (.....)							
FINAL EXAM				x		60	
PREREQUIEITE(S)		There is no perquisites					
COURSE DESCRIPTION		Introduces psychology bases of instructional systems. Examines development and learning of children and adolescents.					
COURSE OBJECTIVES		Understanding and knowing about development of children and adolescents, and also learning theories and concepts.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		Understanding of learning theories. Understanding of motivation. Understanding of personal development. Understanding of moral development. Understanding of social development. Understanding of behavioral learning theories. Understanding of cognitive theories.					
TEXTBOOK		Hasan Bacanlı. (2009). Eğitim Psikolojisi. Asal Yayınları					
OTHER REFERENCES		Engin Deniz. (2010). Eğitim Psikolojisi. Maya Yayınları					
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Concepts of development
2	Psychical development
3	Cognitive development
4	Personality development
5	Moral development
6	Social development
7-8	MID-TERM EXAM
9	Concepts of leanings
10	Behavioral theory
11	Cognitive theory
12	Social learning theory
13	Motivation
14	General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Efficiently and effectively use developmental concepts		x	
2	Reaching, analyzing, synthesing and evaluating knowledge and using and adapting knowledge to new situations by using development of children and adolescents.	x		
3	Have sufficient knowledge, skill and competence about issues related to teaching profession and to perform this profession		x	
4	Knows how to use developmental theories in lessons.	x		
5	Develop learning and motivational strategies		x	
6	Identifies, models and solves problems with respect to development	x		
7	Understanding of developmental areas		x	
8	Used domain-specific teaching-learning theories, teaching-learning strategies, methods and techniques to apply		x	
9	Knows how to use learning theories in lessons.	x		
10	Identifies, models and solves problems in learning		x	
11	Create solutions for social problems within the framework of social responsibility and professional ethics.		x	
12	Having skills about learning	x		
13	Having skills about critical thinking, create new ideas, have the ability to solve problems and to discover		x	
14	Having knowledge of the general culture		x	
15	Apply to projects processes and conduct to project in the classroom learning	x		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Ali ERYILMAZ  
**Signature**

**Date:** 10.01.2014



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE 542011011 COURSE NAME Contemporary Issues and Solutions at Adolescence

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

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework		
	Project		
	Report	1	40
	Others (Presentation)	3	60
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course include contemporary issues and solutions at context of developmental and interpersonal relations being experienced at adolescence because of varying social life and tecnological evolution.		
COURSE OBJECTIVES	Students know that because of varying social life and tecnological evolution adolescents' issues will be consistently varied. They understand that about updated issues thay schould be produce new solutions.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Adolescence is a period of life process that individuals are most sensitive and opened to evolution. New technological developments efect the life style of persons and preferences of formation and maintain interpersonal relations and social life. Adolescents are the persons which use this novelties most effectively in their life. Technological novelties some times can cause negative effects at social life. Because of this, the issues and solutions that adolescents's experienced are getting updated and varied. Whith this course, students will be able to follow up updated issues of adolescence and produce appropriate solutions to new issues.		
COURSE OUTCOMES	At the end of this course; Students; 1. will develop an increased understanding of the relation between adolescence and social life, 2. will develop an increased understanding of that adolescence is a period of opened to evolution and updated oneself based on conditions and needs of date, 3. will understand effects of technological evolutions on adolescence, 4. will be able to cope with varying and renewed adolescence and new issues that adolescets' experienced.		
TEXTBOOK	Scientific articles, experts worked at different institutions and films about contemporaray adolescents.		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction, overlook to adolescence theories
2	historically overlook to adolescence
3	Adolescence at the different social context
4	Technological novelties and evolutions that effect contemporary life conditions
5	Effects of technological evolutions on our life style
6	Positive and negative effects of technological and social evolutions on adolescents
7-8	MID-TERM EXAM
9	Positive and negative effects of technological and social evolutions on adolescents
10	Positive and negative effects of technological and social evolutions on adolescents
11	Contemporary adolescence issues, case patterns and recommendations of solution
12	Contemporary adolescence issues, case patterns and recommendations of solution
13	Contemporary adolescence issues, case patterns and recommendations of solution
14	Contemporary adolescence issues, case patterns and recommendations of solution
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	To conduct counselling sessions with children, adolescent, adult and elder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	To design research studies by using variant research designs that contribute guidance and psychological counselling field	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	To develop guidance program based on individual's needs and their environmental features	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	To be able to conduct authentic psychological counselling session based on psychological counselling approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	To be able to conduct career counselling and provide vocational guidance with using knowledge in the field of vocational guidance and career counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	To be able to conduct group counselling with clients who have various problems with different theories, principles and techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	To be able to do interdisciplinary study with using the various disciplines in the field of guidance and counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	To be able to transfer current developments in the field of counselling psychology and own studies by means of written, oral and visual methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

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