



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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| Course Title | | Family Counseling | | | | | | | |
| Course Code | | CGB313 | | Course Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 2 | Workload | 52 (Hours) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | The aim of this course is to introduce different family structures, to provide understanding about problems that can occur in family-child relations and effects of these problems on child's development, child centered family counseling studies | | | | | | | |
| Course Content | | Overview of the family system and family counseling approaches, Parent and Child Interaction, Attitudes of families towards their children and their effects on the development of children, Disciplinary methods, effects of parental behavior on children, Participation of the disabled child in the family and psychological processes in families, Child development monitoring stages and counseling to the family, family counseling approaches (psychoanalytic family counseling, Bowen family counseling, structured family counseling, humanistic family counseling, strategic family counseling, cognitive behavioral family counseling), Counselor-family interaction, the importance and purpose of family participation, family participation studies, communication with the family (developing friendly welcome ways, first interview), informal communication with the family (daily conversations, phone calls personal notes, electronic communication, progress reports, handbooks, bulletin board, an important daily news, etc.), group interviews, individual interviews, home visits, training sessions, father involvement (child's life, the father's role, factors affecting father involvement, fathers participation in programs implemented around the world, implemented in Turkey father participation programs, family education, family training methods, techniques and materials used in the team (teaching by presentation, teaching by discovery, teaching by inquiry and investigation, teaching methods: lecture, question and answer, discussion, problem solving, case study, teaching techniques: brainstorming, role playing, drama, six hat techniques, educational games), education of families of children who develop differently. | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Case Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Prerequisites & Co-requisites

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| Prerequisite | CGB103 |
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Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 40 |
| Final Examination | 1 | 60 |

Recommended or Required Reading

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| 1 | Aksoy, A.B. (2017) (Editör).Family Education and Participation. Ankara: Hedef Yayıncılık. |
| 2 | Nazlı, S.(2007). Family Counseling. Anı Yayıncılık,Ankara |
| 3 | Yavuzer, H.(1986). Parents and Children, Remzi Kitabevi, İstanbul |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|-----------------------------------------------------------------------------------------|
| 1 | Theoretical | Family systems and overview of family counseling approaches |
| 2 | Theoretical | Family systems and overview of family counseling approaches |
| 3 | Theoretical | Interaction between parent and child , characteristic of healthy family |
| 4 | Theoretical | Parents' attitudes toward their children and their effects on children's development |
| 5 | Theoretical | Discipline methods, effects of parental behaviors on children |
| 6 | Theoretical | Joining of the disabled child to the family and psychological periods in the family |
| 7 | Intermediate Exam | Midterm Exam |
| 8 | Theoretical | Stress in the family |
| 9 | Theoretical | Interaction between family and counselor |
| 10 | Theoretical | Developmental diagnostics and child-oriented family counseling - concepts and process |
| 11 | Theoretical | Developmental diagnostics and child-oriented family counseling - case studies |
| 12 | Theoretical | Developmental diagnostics and child-oriented family counseling-case studies with groups |
| 13 | Theoretical | Guiding families in educational settings, methods of education |



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|----|-------------|--------------------|
| 14 | Theoretical | Case presentations |
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Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 1 | 2 | 42 |
| Midterm Examination | 1 | 3 | 1 | 4 |
| Final Examination | 1 | 5 | 1 | 6 |
| Total Workload (Hours) | | | | 52 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 2 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Programme Outcomes (Child Development)

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development. |
| 2 | In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society. |
| 3 | Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society. |
| 4 | Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems. |
| 5 | Using the basic knowledge in the field of child development, he produces individual and group studies |
| 6 | He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process. |
| 7 | Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children. |
| 8 | Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance. |
| 9 | Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes. |
| 10 | He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively. |
| 11 | Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach. |
| 12 | Using information and communication technologies together with the computer software required by the field. |
| 13 | To follow the changes and developments in the field using at least one foreign language. |

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

| | L1 | L2 | L3 | L4 | L5 |
|-----|----|----|----|----|----|
| P1 | 5 | 5 | 5 | 5 | 5 |
| P3 | 4 | 4 | 4 | 4 | 4 |
| P4 | 3 | 3 | 3 | 3 | 3 |
| P6 | 4 | 4 | 4 | 4 | 4 |
| P7 | 3 | 3 | 3 | 3 | 3 |
| P8 | 3 | 3 | 3 | 3 | 3 |
| P9 | 3 | 3 | 3 | 3 | 3 |
| P10 | 4 | 3 | 3 | 3 | 3 |
| P11 | 4 | 4 | 4 | 4 | 4 |

