AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Introduction to Psychology						
Course Code		PSİ173		Couse Level		First Cycle (Bachelor's Degree)		
ECTS Credit	2	Workload	56 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		By making students comprehend how human being is handled and examined in psychology as a scientific field, students learn the factors underlying the behaviors of individuals. To enable them to understand and explain various human behaviors with psychological concepts.						
Course Content		In general terms, it includes the main study subjects, methods used, basic concepts and theories and professional fields of psychology.						
Work Placement		N/A						
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion				
Name of Lecturer(s)		Res. Assist. Ayşe Vildan ACAR BAYRAKTAR, Res. Assist. Gamze KARADAYI KAYNAK						

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	R. PLOTNİK, Psikolojiye Giriş, Kaknüs yayınları, 2009.
2	C.G.MORRIS, Psikolojiyi Anlamak (Psikolojiye Giriş), Türk Psikologlar Derneği yay.
3	D. CÜCELOĞLU, İnsan ve Davranışı, Remzi Kitabevi.
4	R.L. ATKINSON, R.C. ATKINSON, E.E. SMITH, D.J.BEM ve S. NOLEN HOEKSEMA Psikolojiye Giriş, Arkadaş Yayınevi.
5	A.MASLOW, İnsan Olmanın Psikolojisi, Kuraldışı Yay.
6	D. P. SCHULTZ, S. E. SCHULTZ, Modern Psikoloji Tarihi, İstanbul: Kaknüs, 2002.
7	D. EVANS ve O. ZARATE, Evrimsel Psikolojiye Giriş, Ankara: Türk Psikologlar Derneği, 2004.
8	A.R. DAMASIO, Descartes'in Yanılgısı, Duygu, Akıl ve İnsan Beyni, Varlık Yayınları.

Week	Weekly Detailed Course Contents	
1	Theoretical	-COURSE INTRODUCTION; WHAT IS PSYCHOLOGY, WHY IS IT NECESSARY? HISTORICAL DEVELOPMENT OF PSYCHOLOGY
2	Theoretical	-SUBJECT AND FIELD OF PSYCHOLOGY; BASIC THEORETICAL APPROACHES, METHODS
3	Theoretical	-NEUROBIOLOGICAL BASIS OF BEHAVIOR
4	Theoretical	-CONSCIOUSNESS AND DIFFERENT STATES OF CONSCIOUSNESS
5	Theoretical	-LIFETIME DEVELOPMENT
6	Theoretical	-SENSATION AND PERCEPTION
7	Theoretical	-EMOTIONS AND MOTIVATION
8	Intermediate Exam	Mid-term
9	Theoretical	-LEARNING AND MEMORY
10	Theoretical	-THINKING AND LANGUAGE
11	Theoretical	INTELLIGENCE
12	Theoretical	PERSONALITY AND -THEORIES OF PERSONALITY
13	Theoretical	-STRESS AND COPING
14	Theoretical	-PSYCHOLOGICAL DISORDERS AND THEIR TREATMENT
15	Theoretical	-APPLICATIONS IN PSYCHOLOGY
16	Final Exam	Final Exams

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Midterm Examination	1	5	1	6

Final Examination	1	6	2	8
		Total Workload (Hours)		56
		[Total Workload (Hours) / 25*] = **ECTS**		2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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Programme Outcomes *(Child Development)*

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	L6	L7	L8	L9
P1	5	5	5	5	5	5	5	5	5
P3	5	4	5	4	4	4	4	4	4
P4	4	5	4	4	4	4	4	4	4
P6	5	5	5	5	5	5	5	5	5
P7	4	4	4	4	4	4	4	4	4
P8	4	4	4	4	4	4	4	4	4
P9	4	4	4	4	4	4	4	4	4
P10	5	5	5	5	5	5	5	5	5
P11	5	4	5	4	4	4	4	4	4