



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|----------------------|---|---|--------------------------------|---|------------|---|
| Course Title | | Career Psychological Counseling and Practice in Schools | | | | | | | |
| Course Code | | PDR509 | | Course Level | | Second Cycle (Master's Degree) | | | |
| ECTS Credit | 5 | Workload | 125 (<i>Hours</i>) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | To learn Career Development Theories To understand the differences among the perspectives of career development theories on career choice To learn vocational counseling techniques | | | | | | | |
| Course Content | | Historical Perspective of Career Development Theories Trait Factor Theory, Holland's Types Theory Developmental Theories, Social Learning Theory (Krumboltz) Competence Theory and Decision Theories in Vocational Choice Vocational Counseling Techniques. | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Project Based Study, Individual Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 25 |
| Final Examination | 1 | 25 |
| Attending Lectures | 1 | 25 |
| Assignment | 1 | 25 |

Recommended or Required Reading

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| 1 | Kuzgun, Y. (2000). Meslek Danışmanlığı: Kuramlar, Uygulamalar. Nobel Yayın Dağıtım, Ankara. |
| 2 | Brown, S. D., & Lent, R. W. (2005). Career development and counselling: Putting theory and research to work. New York Wiley & Sons. |
| 3 | Kuzgun, Y. & Bacanlı, F. (2005). Psikolojik Danışma ve Rehberlikte Kullanılan Ölçme Araçları ve Programlar Dizisi. Yıldız Kuzgun & Feride Bacanlı (Dizi Editörleri). Nobel Yayın Dağıtım, Ankara. |
| 4 | Savickas, M. L. & Walsh, W. B. (1996). Hand- book of Career Counselling Theory and Practice. Mark L. Savickas & W. Bruce Walsh. (Eds.). Davies- Black Publishing Pulo Alto, California. |
| 5 | Leong, F. T. L. & Barak, A. (2001). Contemporary Models in Vocational Psychology. Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, London. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | Course objectives and allocating the assignments |
| 2 | Theoretical | Historical Perspective of Career Development Theories |
| 3 | Theoretical | Trait Factor Theory |
| 4 | Theoretical | Holland's Theory of Types |
| 5 | Theoretical | Person Environmental Compliance, Article presentation |
| 6 | Theoretical | Developmental Theories Ginzberg and Companions Theory, Article presentation |
| 7 | Theoretical | Super's Theory, Article presentation |
| 8 | Intermediate Exam | Mid-Term Exam |
| 9 | Theoretical | Gottfredson Theory, Article presentation |
| 10 | Theoretical | Decision Concepts in Vocational Counseling, Article presentation |
| 11 | Theoretical | Competency Theory in Vocational Counseling, Article presentation |
| 12 | Theoretical | Social Learning Theory (Krumboltz), Article presentation |
| 13 | Theoretical | Techniques used in career counseling, Article presentation |
| 14 | Theoretical | Techniques used in career counseling |
| 15 | Final Exam | Final Exam |



Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 3 | 3 | 84 |
| Assignment | 1 | 11 | 3 | 14 |
| Midterm Examination | 1 | 10 | 3 | 13 |
| Final Examination | 1 | 10 | 4 | 14 |
| Total Workload (Hours) | | | | 125 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 5 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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|---|---|
| 1 | To have the will to learn career development theories. |
| 2 | To know the concepts of career development theories. |
| 3 | To know Career Development Theories. |
| 4 | To know the differences among the perspectives of career development theories on career choice. |
| 5 | To know professional counseling techniques. |

Programme Outcomes (Guidance and Counseling Master)

| | |
|----|--|
| 1 | To deepen the general knowledge in the field of guidance and psychological counseling within the framework of basic theories and practices, to have a comprehensive understanding of guidance and psychological counseling theories and models |
| 2 | Ability to apply appropriate psychological counseling skills, interventions and strategies at school level by conceptualizing child and adolescent clients' problems within the framework of psychological counseling theories. |
| 3 | Establishing, maintaining and terminating the professional help relationship by making use of psychotherapeutic theories, skills and conditions so that children and adolescents can recognize, understand, accept and develop themselves. |
| 4 | Knows contemporary educational theories and approaches, using these theories and approaches while supporting the development of the individual, society and education system |
| 5 | To have an understanding of the expertise area of psychological counseling on the basis of school |
| 6 | Developing a unique understanding of psychological counseling on a school basis |
| 7 | To follow national and international publications in the field of guidance and psychological counseling and to follow scientific activities (congress, summer school programs) publications. |
| 8 | Carrying out the necessary studies for the implementation of psychological counseling and guidance programs to the life of the clients and the continuous development of the clients. |
| 9 | To be able to conduct scientific research in the field of guidance and psychological counseling. |
| 10 | Being able to pay attention to prioritizing the scientific method and perspective in their work. |
| 11 | To be able to establish and maintain the determination of guidance and psychological counseling services in school-based services in accordance with ethical principles, rules and laws. |
| 12 | Being determined to act in accordance with school psychological counseling professional identity |
| 13 | Developing culture sensitive psychological counseling skills and using them in school practices. |

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 | 4 | 5 | 5 |
| P2 | 5 | 5 | 5 | 5 | 4 |
| P3 | 4 | 5 | 5 | 5 | 4 |
| P4 | 5 | 5 | 4 | 5 | 5 |
| P5 | 5 | 5 | 4 | 5 | 4 |
| P6 | 5 | 5 | 4 | 4 | 5 |
| P7 | 5 | 5 | 4 | 4 | 5 |
| P8 | 4 | 5 | 4 | 5 | 5 |
| P9 | 5 | 4 | 4 | 5 | 4 |
| P10 | 5 | 5 | 4 | 4 | 5 |
| P11 | 5 | 5 | 4 | 4 | 4 |
| P12 | 5 | 5 | 5 | 4 | 5 |
| P13 | 5 | 5 | 5 | 5 | 5 |

