



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Guidance and Counseling Programs							
Course Code		PDR514		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		In this course students will acquire knowledge and skills that are important for effective leadership and direction of K-12 school guidance counseling programs. The course is primarily intended for students who are preparing to be Guidance Directors and/or Supervisors in public schools.							
Course Content		History of guidance in schools, Developmental psychological foundations of guidance services, Effective schools, and school culture and climate, Models for leadership in schools, school guidance program delivery system, Comprehensive developmental guidance, Evidence-based guidance interventions, Technology-assisted school guidance, School guidance program management, Measuring student outcomes, Developmental and administrative supervision processes, School counselor performance evaluation, School counseling program facilities and budget, School guidance program accountability, Review of school guidance counseling outcome research, Program evaluation methods and procedures.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Problem Solving					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Project	1	60

### Recommended or Required Reading

1	Erkan S. (2002). Okul Rehberlik Programlarının Hazırlanması. Nobel Yayınları: Ankara.
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Week	Weekly Detailed Course Contents	
1	Theoretical	History of guidance in public schools, philosophy of guidance services
2	Theoretical	Developmental psychological foundations of guidance services, evolution of school counselor roll and function
3	Theoretical	Effective schools, and school culture and climate, principles of standards-based educational reform
4	Theoretical	Models for leadership in public schools, school guidance program delivery system
5	Theoretical	Comprehensive developmental guidance, Evidence-based guidance interventions
6	Theoretical	Technology-assisted school guidance, School guidance program management
7	Theoretical	Measuring student outcomes (academic/vocational/personal-social), achievement gap, and equity of access
8	Intermediate Exam	Midterm Exam
9	Theoretical	Data-based Decision Making, Developmental and administrative supervision processes
10	Theoretical	School counselor performance evaluation, effective professional development
11	Theoretical	School counseling program facilities and budget, School guidance program accountability
12	Theoretical	Review of school guidance counseling outcome research
13	Theoretical	Program evaluation methods and procedures
14	Theoretical	Program accreditation, audits and report cards
15	Theoretical	Communicating evaluation results
16	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84
Project	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

1	Students will come to understand the history, philosophy and human growth and development foundations of school guidance counseling and be able to describe how these foundations shape modern guidance programs.
2	Students will understand the critical features and the strengths and limitations of Comprehensive Developmental Counseling.
3	Students will understand models of leadership, the characteristics of effective schools, the critical features of school climate/culture that promote student learning and achievement, and approaches to designing, implementing and leading an effective school-based program.
4	Students will learn how to develop and implement systems to measure needs assess school culture and climate, measure student outcomes in academic, career/vocational and social/personal domains.
5	Students will learn how to develop and manage guidance budgets and demonstrate the connection between the budget and student outcomes.
6	Students will learn about the physical requirements and staffing patterns required for effective guidance programs.

### 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	L6
P1	5	5	5	4	5	5
P2	4	4	5	5	4	4
P3	5	5	5	4	5	5
P4	4	4	4	5	4	4
P5	5	5	5	4	5	5
P6	4	4	4	5	4	4
P7	5	5	5	4	5	5
P8	4	4	4	5	4	4
P9	5	5	5	4	5	5
P10	4	4	4	5	4	4
P11	5	5	5	4	5	5
P12	4	4	4	5	4	4
P13	5	5	5	4	5	4

