



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Contemporary Development and Personality Theories							
Course Code		PDR503		Couse 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 introduce current development theories and personality theories							
Course Content		Discussion of development theories and personality theories that are common today							
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
Final Examination	1	60

### Recommended or Required Reading

1	C.S. Hall ve G. Lindzey. Theories of Personality
2	D. Schultz. Theories of personality

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction
2	Theoretical	Theory, features of the theory
3	Theoretical	Theory, features of the theory
4	Theoretical	Psychodynamic perspective
5	Theoretical	Cognitive perspective
6	Theoretical	Learning perspective
7	Theoretical	Hümanistic perspective
8	Intermediate Exam	Midterm Exam
9	Theoretical	Ethological or biological perspective
10	Theoretical	Contextual theories
11	Theoretical	Big- 5
12	Theoretical	Eysenk, H
13	Theoretical	Bandura, A
14	Theoretical	Kely, G
15	Theoretical	General Evaluation
16	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

1	Students know current development theories and personality theories
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2	Comprehends development theories
3	Comprehends the role of development theories in practice
4	Explains the importance in personality theories in practice
5	Analyzes the relationship between development and personality theories

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

