



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Counselling							
Course Code		EBB105		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	101 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Objectives of this course are to improve students' knowledge, understanding and attitudes towards guidance, and to help students understanding the relationship between guidance services and learning methods in the schools.							
Course Content		Basic concepts, student personality services, psychological counseling and guidance services, principles of guidance, types of guidance, assessment techniques, organization and personnel, new developments in the field, cooperation between counselor and teacher, responsibility of guidance teachers.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)		Assoc. Prof. Ali Serdar SAĞKAL							

### Assessment Methods and Criteria

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

### Recommended or Required Reading

1	Can, G. (2005). Psikolojik danışma ve rehberlik. Ankara: Pegem Yayınları.
2	Kaya, A. (2004). Psikolojik danışma ve rehberlik. Ankara: Anı Yayınları.
3	Kuzgun, Y. (2004). İlköğretimde rehberlik. Ankara: Nobel Yayın Dağıtım.
4	Yeşilyaprak, B. (2002). Eğitimde rehberlik hizmetleri. Ankara: Nobel Yayın Dağıtım.

Week	Weekly Detailed Course Contents	
1	Theoretical	Student personality services and guidance
2	Theoretical	Types of guidance
3	Theoretical	Guidance services in schools
4	Theoretical	Educational guidance
5	Theoretical	Career guidance
6	Theoretical	Individual guidance
7	Theoretical	Assessment techniques
8	Intermediate Exam	Mid-term Exam
9	Theoretical	Assessment techniques
10	Theoretical	Multiple Intelligences and education
11	Theoretical	Guidance and special education
12	Theoretical	Gifted children
13	Theoretical	Guidance and communication
14	Theoretical	Guidance and organization
15	Theoretical	Development of school guidance programs
16	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Individual Work	14	0	3	42
Midterm Examination	1	5	1	6



Final Examination	1	10	1	11
Total Workload (Hours)				101
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Learner understands the importance of guidance services.
2	Learner explains definitions, aims, and principles of guidance
3	Learner describes types of guidance.
4	Learner explains guidance models.
5	Learners identifies student assessment techniques.
6	Learner understands the organizational structure of guidance services.

### Programme Outcomes (Science Teacher Education)

1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to gain the competence of using the appropriate approach, strategy, method and technique for the instructional plans to be prepared in the learning process.
3	To be able to gain the skills of the teaching profession in the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process.
5	To be able to comprehend contemporary approaches of education and the philosophy they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter.
7	To be able to become individuals faithful to the Principles and Revolutions of Ataturk, be modern democratic, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture.
9	To be able to become individuals believing in lifelong learning.
10	To be able to gain the vision of being individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solutions of these problems.

### 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			
P2	5		5			
P3	5		5			
P4	5		5	5		
P5	5			5		5
P6	5			5		5
P7	5			5	5	5
P8	5	5			5	5
P9	5	5			5	5
P10	5	5			5	5

