**PROGRAM INFORMATION**

**Establishment:** The PDR program was established in 1996 and has been graduating since 2008.

**Purpose:** The aim of the guidance and psychological counseling undergraduate program is to provide its graduates with the knowledge, skills and attitudes to provide personal-social, educational, professional psychological counseling and guidance services in accordance with scientific criteria for the psychological development of individuals.

**Objective:** As the guidance and psychological counseling undergraduate program, our goal is; to train graduates who are preferred nationally and internationally; To contribute to social life with our graduates and scientific studies.

**Qualification Awarded:** Graduates who successfully complete the program by fulfilling all requirements receive the "Bachelor's Degree in Guidance and Psychological Counseling".

**Level of Degree:** Undergraduate

**Qualification Requirements and Rules:** Successfully completing all courses in the program (equivalent to a total of 240 ECTS) and having a grade point average of at least 2.00 out of 4.00 are the necessary qualification conditions for graduation.

**Admission and Registration Requirements:** Student admission to the program is explained in detail under the heading "Student Admission" in the "About Yeditepe University" section. Rules on Recognition of Prior Learning (formal, non-formal, non-formal) Recognition of prior formal (formal) learning in Turkish Higher Education Institutions, vertical, horizontal and internal transfers within the university "The Principles of Transfer Between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Credit Transfer Between Institutions It is carried out within the scope of "Regulation". based on non-formal certification outside formal educational institutions in Turkey or based on experience (in-formal and non-formal) recognition of the learning process it is at an early stage. For this reason, recognition of prior learning has not been fully initiated in all programs of Yeditepe University.

**Profile of the Program:** The undergraduate program has two main objectives: (1) to provide a general psychological counseling and guidance formation to psychological counselor candidates and (2) to train psychological counselors needed by health and industrial institutions, especially educational institutions.

**Occupational Profiles of Graduates (with examples):** Our graduates are mainly counselors in schools affiliated with the Ministry of National Education; They can work as a psychological counselor in private counseling centers, public, social and health institutions, and as a specialist in institutions such as family courts and social services.

**Transition to Higher Degree Programs:** Candidates who have successfully completed their undergraduate education can study in postgraduate programs in their own or related fields, provided that they have a valid grade from the ALES exam and have sufficient English language knowledge.

**Exams, Assessment and Grading:** The types of exams and assessment and evaluation methods applied for each course in the program are defined in detail in the "Course Teaching Plan".

**Graduation Requirements:** There is no special final exam or final exam period that must be done at the end of the academic year or following the completion of the program in order to get the degree / complete the program. However, at the end of each semester, there are usually two-week final exams following the end of the semester. In addition, for graduation, the student must fulfill the requirements of the observation course in schools and have successfully completed the 80-hour institutional internship. The experience to be gained through internships and the required workload have been taken into consideration within the content, application and workload of the relevant courses in the program.

**Mode of Study (Full Time, e-learning):** Full time

Address and Contact Information (Program Director, ECTS / DS Coordinator):

Assoc. Dr. Yelkin Diker Coşkun

Faculty of Education

Extension: 3168

ydiker@yeditepe.edu.tr

**Department Opportunities:** Two Professors, one Associate Professor and five Dr. There are lecturers and two research assistants. There are three computer labs, one PDR application lab and one smart classroom within the Faculty of Education of Yeditepe University, where the program is affiliated.

**Program Outcomes (written in articles compatible with TYYÇ)**

1. Having knowledge of past, basic though and principles of the PCG, and implementing PCG
2. Comprehending meaning and importance of the coordination, consultation/consulting and supervision in the PCG field, and implementing them
3. Having knowledge of ethical rules accepted by national and international PCG associations, and implementing them
4. Learning to accept everyone as they are / with all kind of features by the multicultural approach
5. Learning theories/information about cultural awareness, cultural social justice, solution of conflicts, and other cultural behaviors; for development and health of human soul, mind and body, and implementing them
6. Learning theories related to the development, learning and personality development so as to facilitate positive development and wellness of individual for his/her life time, and implementing them
7. Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process,
8. Learning and implementing the career consulting, processes, techniques and sources, career development and decision-making model so as to include those applied to certain groups in the global economy
9. Learning psychological consulting theories, being aware and use of intervention techniques suitable for counselees in practice
10. Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages

**Education Methods and Techniques**

| **Methods and**  **Techniques** | **Features Intended to be Developed** | **Features of the Teaching Environment** |
| --- | --- | --- |
| Expression | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system building |  |
| Role play | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Notation | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Problem solving | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Case study | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Simulation | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Seminar | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Team work | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Individual study | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Panel | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Guest Speaker | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Brainstorming | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Exercise | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Experiment | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |
| Observation | Cognitive features such as listening, interpretation and commenting, and competencies specific to the affective domain such as awareness raising and value system creation; psychomotor characteristics such as imitation and skill development. |  |

Teaching - learning methods and strategies aim at the individual development of students; lifelong learning, teaching to others, presenting, creative and critical thinking, collaborative working, effective use of technology are chosen to increase their skills.

**GUIDANCE AND PSYCHOLOGICAL COUNSELING PROGRAM**

| Relationships Between Courses and Program Learning Outcomes | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COURSES | PÇ1 | PÇ2 | PÇ3 | PÇ4 | PÇ5 | PÇ6 | PÇ7 | PÇ8 | PÇ9 | PÇ10 |
| INTRODUCTION TO EDUCATIONAL SCIENCES | x |  |  |  |  |  |  |  |  | x |
| INTRODUCTION TO PSYCHOLOGY I | x | x | x | x | x | x | x | x | x | x |
| INTRODUCTION TO PSYCHOLOGICAL COUNSELING AND GUIDANCE | x | x | x | x | x | x | x | x | x | x |
| PHILOSOPHY OF EDUCATION | x | x | x | x |  | x | x | x | x | x |
| TURKISH EDUCATION SYSTEM AND SCHOOL MANAGEMENT | x | x | x | x |  | x | x | x | x | x |
| EDUCATIONAL SOCIOLOGY | x | x | x | x |  | x | x | x | x | x |
| INDIVIDUAL RECOGNITION TECHNIQUES AND NON-TEST TECHNIQUES | x | x | x | x |  |  |  | x | x | x |
| NEUROPHYSIOLOGY | x | x | x | x | x | x | x | x | x | x |
| STATISTICS | x | x | x | x | x | x | x | x | x | x |
| RESEARCH METHODS IN EDUCATION | x | x | x | x | x | x | x | x | x | x |
| PSYCHOLOGY OF LEARNING | x | x | x | x | x | x | x |  |  |  |
| INSTRUCTIONAL PR**I**NCIPLES AND METHODS | x | x | x | x | x | x | x |  |  |  |
| PSYCHOLOGICAL COUNSELING IN SCHOOLS | x | x | x | x | x | x | x |  |  |  |
| SOCIAL PSYCHOLOGY | x | x | x | x | x | x | x |  |  |  |
| DEVELOPMENTAL PSYCHOLOGY | x | x | x |  |  | x | x | x | x | x |
| LIFE PERIODS AND ADJUSTMENT PROBLEMS | x | x | x |  |  | x | x | x | x | x |
| CURRICULUM DEVELOPMENT AND EVALUATION IN GUIDANCE AND COUNSELING | x | x | x |  |  | x | x |  | x | x |
| PSYCHOLOGICAL TESTS | x | x | x |  |  | x | x |  | x | x |
| COUNSELING SKILLS | x | x | x |  |  | x | x |  | x | x |
| CAREER COUNSELING | x | x | x |  |  | x | x | x | x | x |
| GUIDANCE AND COUNSELING PRACTICES IN SCHOOLS I | x | x | x |  |  |  | x | x | x | x |
| PSYCHOPATHOLOGY | x | x | x | x | x | x |  |  |  |  |
| PSYCHOLOGY OF PERSONALITY | x | x | x |  |  |  |  |  |  |  |
| GUIDANCE AND COUNSELING PRACTICES IN SCHOOLS II | x | x | x |  |  |  |  |  | x | x |
| ETHICS AND LAW IN PSYCHOLOGICAL COUNSELING AND GUIDANCE |  |  |  | x | x | x | x |  |  |  |
| CAREER COUNSELING PRACTICES |  |  |  | x | x | x | x |  |  |  |
| COUNSELING THEORIES | x | x | x | x | x | x | x |  |  |  |
| COMMUNITY SERVICE PRACTİCE | x | x | x | x | x | x | x | x | x | x |
| MEASUREMENT AND EVALUATION IN EDUCATION | x | x |  |  |  | x | x |  |  |  |
| GROUP COUNSELING | x | x | x |  |  |  |  | x |  |  |
| INDIVIDUAL COUNSELING I | x | x | x |  |  |  |  | x | x | x |
| CLASSROOM MANAGEMENT | x | x | x |  |  |  |  | x | x | x |
| SPECIAL EDUCATION AND INCLUSION | x | x | x |  |  |  |  | x |  |  |
| FAMILY AND COUPLE COUNSELING | x | x | x | x | x | x |  |  |  |  |
| INDIVIDUAL COUNSELING II |  |  |  |  |  | x | x | x | x | x |
| TRAUMA COUNSELING | x | x |  | x | x |  |  |  |  |  |
| GROUP COUNSELING PRACTICES | x | x |  | x | x |  |  |  |  |  |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE: HISTORY OF EDUCATION | x | x |  | x | x |  |  |  |  |  |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  INNOVATIVE PRACTICES IN EDUCATION | x | x | x |  |  |  |  |  |  | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  CHILD MENTAL HEALTH | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  ADOLESCENT MENTAL HEALTH | x | x | x | x |  |  |  |  | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  HUMAN RELATIONSHIPS AND COMMUNICATİON | x | x | x | x |  |  |  |  | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  THINKING SKILLS EDUCATION | x | x | x | x |  |  |  |  | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  CONFLICT RESOLUTION AND PEACE | x | x | x | x |  |  |  |  | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  DRAMA IN EDUCATION | x | x | x | x |  |  |  |  | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  SOCIAL SKILL TRAINING | x | x | x | x |  | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  RESEARCH IN TEACHING | x | x | x | x |  | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  EXTRACURRICULAR ACTIVITIES IN EDUCATION | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  SOCIAL GENDER EQUALITY | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  ECOLOGY EDUCATION | x | x |  |  |  |  | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  COMPARATIVE EDUCATION | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  WOMAN STUDIES | x | x | x | x | x | x |  |  |  |  |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  ADULT EDUCATION AND LIFELONG LEARNING | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  PROJECT PREPARATION IN EDUCATION | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  TEACHING IN INTERNATIONAL PROGRAMS | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE: SUSTAINABLE DEVELOPMENT AND EDUCATION | x | x | x | x |  |  |  | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  TRAUMA SENSITIVE CLASSROOM ENVIRONMENTS | x | x | x | x | x | x | x | x | x | x |
| ELECTIVE FOR PROFESSIONAL KNOWLEDGE:  LEISURE TIME ACTIVITIES IN SCHOOLS | x | x |  |  |  | x | x | x |  | x |
| AREA ELECTIVE:  FAMILY COUNSELING PRACTICES | x | x | x |  |  |  | x | x |  | x |
| AREA ELECTIVE:  PSYCHOLOGİCAL RESILIENCE | x | x | x | x | x | x | x | x |  | x |
| AREA ELECTIVE: POST-MODERN APPROACHES IN PSYCHOLOGICAL COUNSELING I | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE: POST- MODERN APPROACHES IN PSYCHOLOGICAL COUNSELING II | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  SOLUTION-FOCUSED COUNSELING IN SCHOOLS | x | x | x | x |  | x | x | x | x | x |
| AREA ELECTIVE: CHILD LAW | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE: SEXUAL HEALTH AND EDUCATION | x |  |  |  | x | x | x | x | x | x |
| AREA ELECTIVE: CRISIS INTERVENTION | x |  |  |  | x | x | x | x | x | x |
| AREA ELECTIVE:  POSTTRAUMATIC COUNSELING | x |  |  |  | x | x | x | x | x | x |
| AREA ELECTIVE:  CURRENT ISSUES IN PSYCHOLOGICAL COUNSELING AND GUIDANCE | x | x | x |  |  |  |  |  |  | x |
| AREA ELECTIVE:  PSYCHOLOGİCAL COUNSELING WITH CHILDREN | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  PSYCHOLOGİCAL COUNSELING WITH ELDERLY PEOPLE | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  CASE STUDİES İN PSYCHOLOGICAL COUNSELING | x | x |  |  |  |  |  |  | x | x |
| AREA ELECTIVE:  GRIEF COUNSELING | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  PSYCHOSOCIAL SUPPORT STUDIES | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  COUNSELING WITH PATIENTS AND CAREGIVERS | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  FORENSIC PSYCHOLOGY | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  EVALUATİON OF CHILDREN DRAWINGS | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  SCHOOL VIOLENCE | x | x | x |  |  |  | x | x | x | x |
| AREA ELECTIVE:  BIBLIOTHERAPY | x | x | x |  |  |  | x | x | x | x |
| AREA ELECTIVE:  SUPERVISION İN COUNSELING | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  PREVENTIVE GUIDANCE PRACTICES | x | x | x | x | x | x | x | x | x | x |
| AREA ELECTIVE:  IN-CLASS GUIDANCE ACTIVITIES | x | x | x |  |  | x | x | x | x | x |
| AREA ELECTIVE:  MULTICULTURAL PSYCHOLOGICAL COUNSELING | x | x | x |  |  | x | x | x | x | x |
| AREA ELECTIVE:  ASSESMENTS IN EARLY CHILDHOOD | x | x | x | x | x | x | x |  |  |  |
| AREA ELECTIVE:  ONLINE COUNSELING | x | x | x | x | x | x | x |  |  |  |
| AREA ELECTIVE: ORGANIZATIONAL PSYCHOLOGICAL COUNSELING | x | x | x | x |  |  | x |  |  |  |
| COMPLEMENTARY ELECTIVE:  FIRST-AID | x | x | x | x | x | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  LANGUAGE AND CULTURE | x | x | x | x | x | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  HISTORY AND PHILOSOPHY OF SCIENCE | x | x | x | x | x | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  SOCIAL MEDIA AND CAREER MANAGEMENT | x | x | x | x | x | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  HUMAN RIGHTS AND DEMOCRACY EDUCATION | x | x |  |  |  | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  TURKISH FOLK DANCES | x | x | x | x | x | x | x | x | x | x |
| COMPLEMENTARY ELECTIVE:  21ST CENTURY SKILLS | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  WORKING WITH DISADVANTAGED GROUPS | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  CONSCIOUS AND LANGUAGE | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  SELF AWARENESS | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  INTERPERSONAL RELATIONSHIPS | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  RESEARCH AND ARTICLE WRITING | x | x | x | x | x |  | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  CHESS EDUCATION | x | x | x | x | x | x | x | x | x |  |
| COMPLEMENTARY ELECTIVE:  PHILOSOPHY ACTIVITIES WITH CHILDREN | x | x | x | x | x | x | x | x | x |  |
| COMPLEMENTARY ELECTIVE: DATA ANALYSIS APPLICATIONS IN EDUCATION | x | x | x | x | x | x | x | x | x | x |

| **Course Category List** | **ECTS** |
| --- | --- |
| **Support Courses** |  |
| Academic English I | 5 |
| Academic English II | 5 |
| Information Technologies | 4 |
| Community Service Practices | 3 |
| Instructional Technology | 4 |
| Statistics | 5 |
| **Total** | **26** |
| **Basic Professional Courses** |  |
| Research Methods in Education | 4 |
| Guidance and Counseling Practices in Schools I | 5 |
| Guidance and Counseling Practices in Schools II | 5 |
| Measurement and Evaluation in Education | 4 |
| Curriculum Development and Evaluation in Guidance and Counseling | 2 |
| **Total** | **20** |
| **Specialization / Field Courses** |  |
| Introduction to Educational Sciences | 3 |
| Introduction to Psychology I | 6 |
| Introduction to Psychological Counseling and Guidance | 10 |
| Philosophy of Education | 4 |
| Educational Sociology | 3 |
| Turkish Education System and School Management | 4 |
| Individual Recognition Techniques and Non-Test Techniques | 5 |
| Neurophysiology | 7 |
| Psychology of Learning | 7 |
| Instructional Principles and Methods | 4 |
| Psychological Counseling in Schools | 2 |
| Developmental Psychology | 7 |
| Social Psychology | 7 |
| Life Periods and Adjustment Problems | 2 |
| Psychological Tests | 3 |
| Counseling Skills | 4 |
| Career Counseling | 3 |
| Psychology of Personality | 6 |
| Psychopathology | 6 |
| Ethics and Law in Psychological Counseling and Guidance | 3 |
| Career Counseling Practices | 4 |
| Counseling Theories | 3 |
| Group Counseling | 5 |
| Individual Counseling I | 7 |
| Special Education and Inclusion | 4 |
| Classroom Management | 3 |
| Family and Couple Counseling | 5 |
| Individual Counseling II | 7 |
| Trauma Counseling | 5 |
| Group Counseling Practices | 6 |
| Elective Courses For Professional Knowledge I | 4 |
| Elective Courses For Professional Knowledge II | 4 |
| Elective Courses For Professional Knowledge III | 4 |
| Elective Courses For Professional Knowledge IV | 4 |
| Area Elective Courses I | 5 |
| Area Elective Courses II | 5 |
| Area Elective Courses III | 5 |
| Area Elective Courses IV | 5 |
| Complementary Elective Courses I | 5 |
| **Total** | **186** |
| **Human, Communication and Management Skills Courses** |  |
| History of Turkish Revolution I | 2 |
| History of Turkish Revolution II | 2 |
| Turkish Language I | 2 |
| Turkish Language II | 2 |
| **Total** | **8** |
| **Total ECTS of All Courses** | **240** |