

**TED UNIVERSITY**  
**FACULTY OF EDUCATION**  
**Guidance & Psychological Counseling Program**  
**EDUC 410 Counseling in Schools**

(2+0+0) 2 Credits/ 3 ECTS, 2023 Spring

**Instructor:** Selin Onaylı, Ph.D.

F 123-3

**Class Time:** Thursday, 12 p.m.- 2 p.m., D026

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**For course related questions, PLEASE write EDUC 410 and your FIRST AND LAST name in the SUBJECT of ALL email correspondence!**

***IMPORTANT: Please note that the instructor reserves the right to make any necessary changes to this course outline as may be needed. The instructor reserves also the right to change or modify course materials or deadlines in response unforeseeable circumstances.***

**Course Description:**

The place of guidance and psychological counseling (RPD) services in education; the philosophy, purpose, principles and program of the developmental guidance model (comprehensive developmental RPD program); basic services / interventions; role and function of teachers in classroom guidance; Competencies to be gained in educational, professional, personal and social areas within the scope of RPD services; cooperation between school principal and teachers, and counselor and psychological counselor; preparation and implementation of class RPD plans and programs.

**Course Learning Outcomes:**

By the end of this course, students will be able to:

1. explain the place of psychological counseling and guidance in education and philosophy, purpose, principles and the program of developmental guidance model.
2. exemplify the interventions drawn from in developmental GPC services.
3. classify qualifications that will be gained in educational, vocational, personal and social fields within the scope of GPC services.
4. explain the role and function of teacher in primary school teaching.
5. explain the collaboration between school manager, teacher, school counselor and psychological counselor.
6. design sample classroom guidance activity

**Required Text:**

- **Course Packet:** A course packet includes the selected readings from the following books:
- Kottler, J. A., & Kottler, E. (2007). *Counseling skills for teachers (2nd. Ed.)*. Thousand Oaks, CA: Corwin Press.
- Schmidt, J. J. (2008). *Counseling in schools (5th. Ed.)*. Boston: Pearson.
- MEB Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği [Ministry of National Education Guidance and Psychological Counseling Regulation (in Turkish)]  
[http://orgm.meb.gov.tr/meb\\_iys\\_dosyalar/2020\\_08/14231603\\_Rehberlik\\_ve\\_Psikolojik\\_DanYYma\\_Hizmetleri\\_YonetmeliYi\\_2.pdf](http://orgm.meb.gov.tr/meb_iys_dosyalar/2020_08/14231603_Rehberlik_ve_Psikolojik_DanYYma_Hizmetleri_YonetmeliYi_2.pdf)

### Suggested Readings:

- Sciarra, D. T. (2004). *School counseling: Foundations and contemporary issues*. Belmont, CA: Brooks/Cole-Thomson Learning.
- Wright, R. J. (2012). *Introduction to school counseling*. Thousand Oaks, CA: Sage Publications Inc.
- Yeşilyaprak, B. (2013). *21. yüzyılda eğitimde rehberlik hizmetleri: Gelişimsel yaklaşım (22. Baskı)*. Ankara: Nobel Yayın Dağıtım.

### Student Workload :

Course Readings	28
Hands-on Work	15
Exams/Quizzes	4
Oral Presentation	12

### Planned Learning Activities & Teaching Methods:

Telling/Explaining, Reading, Discussions, Questioning, Case study, think pair-share, video presentations, oral presentations, Group Work, Web-based search.

### Course Requirements:

1. Attendance (10%):  
Students are expected to **actively participate** in class discussions.
2. Mid-term Exam (25%):  
There will be a mid-term exam including multiple choice and essay type questions covering both the lecture and the text book.
3. Assignment (30%):  
Reflection papers and presentations will be assignments of the course. Outline for the assignment will be given.
  - a) Reflection papers: Students will write a reflection paper and answer four questions after the guest speakers' presentations.

- b) Presentation: Students will prepare group activities for a classroom and present during the assigned weeks.
4. **Final Exam (35%):**  
Final exam will include multiple choice and essay type questions covering both the lecture and the text book.

### Tentative Course Schedule:

TEACHING SCHEDULE (TENTATIVE)		
Date	Topic	Readings & Assignments
Week 1: Feb 22	<b>First meeting- Introduction to Course</b> <i>(explanation of course objectives and requirements)</i>	
Week 2: Feb. 29	-The School Counseling Profession: definitions, trends, issues, ethics and Comprehensive School Counseling Programs	<b>Readings:</b> <ul style="list-style-type: none"> <li>● <b>Approaches to school guidance &amp; comprehensive school counseling programs:</b> Schmidt, 2008 Ch. 3, Ch. 4 &amp; Ch. 5 &amp; MONE Guidance and Psychological Counseling Regulation</li> <li>● <b>Understanding the process of helping:</b> Ch. 4; Kottler &amp; Kottler, 2007 &amp; Ch. 5; Kottler &amp; Kottler, 2007</li> <li>● <b>Definitions, trends, issues, ethics in school counseling profession:</b> Ch. 1; Schmidt, 2008; Doğan, 2000</li> </ul>
Week 3: March 7	<b>What does a psychological counselor do in schools?</b>  <b>Guest Speaker : Dr. Burcu Özgülük Üçok</b>	<b>Reflection paper 1</b>
Week 4: March 14	Theory & the Practice in Counselling (Understanding the Process of Helping)  <b>Helping Skills For Teachers</b>	<b>Readings:</b> (Ch. 4; Kottler & Kottler, 2007 & Ch. 5; Kottler & Kottler, 2007)  <b>Reading: (Handouts)</b>  <b>Empathy:</b> <a href="https://youtu.be/-DspKSYxYDM">https://youtu.be/-DspKSYxYDM</a>  <b>Listening:</b> <a href="https://youtu.be/lwWj_SfDpzg">https://youtu.be/lwWj_SfDpzg</a>

		<p><b>Listening:</b>  <a href="https://www.youtube.com/watch?v=o6JGi2voyDM">https://www.youtube.com/watch?v=o6JGi2voyDM</a></p> <p><b>Communication tips:</b> <a href="https://youtu.be/oWe_ogA5YCU">https://youtu.be/oWe_ogA5YCU</a></p> <p><b>For fun:</b>  <a href="https://www.youtube.com/watch?v=JmcmffiXgFY">https://www.youtube.com/watch?v=JmcmffiXgFY</a></p>
<p><b>Week 5:</b>  March  21</p>	<p><b>Critical Incidents I: Child Abuse &amp; Trauma</b></p> <p><b>Guest Speaker: Avk. Çağlar Altınyüzük</b></p>	<p>Videos:</p> <ul style="list-style-type: none"> <li>• Definition of child abuse:  <a href="https://www.youtube.com/watch?v=6kcKX2In0B0">https://www.youtube.com/watch?v=6kcKX2In0B0</a></li> <li>• Online child abuse:  <a href="https://www.youtube.com/watch?v=7dO9n48Co9E">https://www.youtube.com/watch?v=7dO9n48Co9E</a></li> </ul> <p><b>Reflection paper 2</b></p>
<p><b>Week 6:</b>  March  28</p>	<p>Student Appraisal</p>	<p><b>Ch.9</b></p> <ul style="list-style-type: none"> <li>• <b>Materials will be provided in TEDU LMS</b></li> </ul>
<p><b>Week 7:</b>  Apr.4</p>	<p><b>Midterm</b></p>	
<p><b>Week 8:</b>  Apr.11</p>	<p>No Class İyi Bayramlar</p>	
<p><b>Week 9:</b>  Apr. 18</p>	<p><b>Trauma Sensetive Teaching</b></p> <p><b>Guest Speaker: Prof. Dr. Özgür Erdur Baker</b></p>	<ul style="list-style-type: none"> <li>• Psychological First Aid:  <a href="https://ocw.metu.edu.tr/course/view.php?id=284&amp;lang=tr">https://ocw.metu.edu.tr/course/view.php?id=284&amp;lang=tr</a></li> </ul> <p><b>Reflection Paper 3</b></p>
<p><b>Week 10:</b>  Apr.  25</p>	<p>Career Guidance and the Role of Teacher in Career Development</p>	

Week 11: May 2	<b>Bibliotherapy</b>  <b>Guest Speaker: Dr. Begüm Serim Yıldız</b>	<b>Reflection paper 4</b>
Week 12: May 9	<b>Assignment : Guidance activities</b>	
Week 13: May 16	<b>Assignment: Guidance activities</b>	
Week 14: May 23	<b>Self-handicapping</b>  <b>Guest Speaker: Dr. Funda Barutçu Yıldırım</b>	<b>Reflection paper 5</b>
Week 15: May 30	<b>Review</b>	

## **COURSE POLICIES**

### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. “We, the students and faculty of the TED University, dedicate ourselves to upholding the highest standards of academic integrity. Academic integrity means that one’s work is the product of one’s own effort, and one neither receives nor gives unauthorized assistance in any assignment. Because advanced academic work depends on the sharing of information and ideas, academic integrity at the college level includes rigorous adherence to the conventions for acknowledging one’s use of the words and ideas of other people, and instruction in this fundamental skill of college life is available to all TED University students... (Code of Academic Integrity, TEDU, p. 2).” Please read through the entire code acquaint yourself with how violations are defined! Entire code might be found at the following link: <http://catalog.tedu.edu.tr/>.

### **II. Attendance**

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly.

### **III. Missed Work**

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

### **IV. Late Assignment Submission Policy**

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.

### **V. Extra Credit**

There is no rewriting or extra credit offered in this course.

### **VI. Plagiarism**

- a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
- b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

### **VII. Cheating**

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

### **VIII. Class Participation**

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

## **IX. Class Readings**

Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

\*\*\*The content of the syllabus is subject to change.