**GAU, Faculty of Humanities**

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| **Course Unit Title** | | Ethics & History of Psychology | | |
| **Course Unit Code** | | PSY 312 | | |
| **Type of Course Unit** | | Compulsory, all psychology students | | |
| **Level of Course Unit** | | Third year, Bachelor’s Degree | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 6 ECTS | | |
| **Theoretical (hour/week)** | | 2 | | |
| **Practice (hour/week)** | | 1 | | |
| **Laboratory (hour/week)** | | - | | |
| **Year of Study** | | 3 | | |
| **Semester when the course unit is delivered** | | 6 | | |
| **Mode of Delivery** | | Face to Face, E-Learning activities | | |
| **Language of Instruction** | | English | | |
| **Prerequisites and co-requisites** | | PSY 101,102, 213, PHİL 101, | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:** | | | | |
| Informing students about understanding of the historical and philosophical antecedents and contexts of psychology; Evaluation introduction to the role of ethics in psychological practice and psychological science | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able to | | | Assessment. | |
| 1 | Critically explain when and how psychology became a science | | 1,2,3 | |
| 2 | Comparing and contrasting the major schools of thought | | 1,2,4 | |
| 3 | Discussing the key historical and social events that shaped the field | | 1,2 | |
| 4 | Demonstrating and understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings | | 1,2,3 | |
| 5 | Having a clear reasoning process used to solve dilemmas in ethics | | 1,3 | |
| 6 | Learning the thinking skills of documentation of thinking process in solving the dilemmas to work ethical in the field of Psychology | | 3 | |
| 7 | Gaining knowledge integrated professional identity in terms of psychological ethics | | 1,2 | |
| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | | | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | | | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | | | 5 |
| 4 | Ability to apply psychological content and skills to career goals. | | | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | | | 2 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | | | 4 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | | | 5 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | | | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | | | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | | | 4 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | | | 4 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

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| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | The Evolution of Psychology: From Speculation to Science | | | | | |  |
| 2 |  | The Middle Ages, the Beginnings of Science | | | | | |  |
| 3 |  | Empiricism, Sensationalism, Positivism, and Rationalism | | | | | |  |
| 4 |  | Romanticism, Existentialism, and the Rise of Experimental Psychology | | | | | |  |
| 5 |  | Early Approaches to Psychology and the Darwinian Influence | | | | | |  |
| 6 |  | Functionalism and Behaviorism | | | | | |  |
| 7 |  | Neobehaviorism and Gestalt Psychology | | | | | | Quiz |
| 8 |  |  | | | | | | Mid Term |
| 9 |  | Early Approaches to Mental Illness and Psychoanalysis | | | | | |  |
| 10 |  | Early Alternatives to Psychoanalysis and Humanistic Psychology | | | | | |  |
| 11 |  | Ethics in Academic Settings:Teaching, Mentoring, Supervising | | | | | |  |
| 12 |  | Resolving Ethical Issues, Competence, Informed Consent | | | | | |  |
| 13 |  | Discussion and analysis - Presentation | | | | | |  |
| 14 |  | Revision and review | | | | | | Quiz |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |
| **Lecture notes will be submitted via e-learn.gau.edu.tr**  Williem O’Donohue, Kyle E. Ferguson. (2003) Handbook of Professional Ethics for Psychologists, SAGE Publications.  Eric Shiraev. (2015) A history of Psychology, SAGE Publications.  **Supplementary Material (s):** | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | 10% |  | | | | |
| Laboratory | | | % |  | | | | |
| Midterm Exam (Written) | | | 30% |  | | | | |
| Quiz (Written) | | | 10% |  | | | | |
| Final Exam (Written) | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 15 | 3 | 45 | |
| Labs and Tutorials | | | | | 10 | 1 | 10 | |
| Assignments | | | | | 7 | 2 | 14 | |
| Project/Presentation/Report Writing | | | | | 10 | 1 | 10 | |
| E-learning Activities | | | | |  |  |  | |
| Quizzes | | | | | 1 | 10 | 10 | |
| Midterm Examination | | | | | 1 | 14 | 14 | |
| Final Examination | | | | | 1 | 28 | 28 | |
| Self Study | | | | | 14 | 3 | 42 | |
| Total Workload | | | | | | | 173 | |
| Total Workload/30 (h) | | | | | | | 5.76 | |
| ECTS Credit of the Course | | | | | | | 6 | |