**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 |