

GUIDANCE COURSE TEACHING PLAN

Course Name	GUIDANCE
Course Code	EDU 406
Type of Course	COMPULSORY
Course Level	3
ECTS Credits	6
Weekly Theory Hour	3
Weekly Practice Hour	-
Weekly Laboratory Hour	-
Year	4
Term	Spring
Instructor (s)	
Teaching System	
Education Language	ENGLISH
Prerequisite course	-
Other recommended matters	-
Training status	-
Course Objectives	This course includes major aspects of educational, occupational and individual aspect of counseling and guidance. The curriculum covers principles, major theories of guidance and contemporary approaches. The lecture also includes basic developmental information for counseling and guidance in educational setting..
Learning Outcomes	In completing this course, student will be able, <ul style="list-style-type: none"> ✓ To indicate the basic theories of guidance ✓ To understand the practical outcomes of guidance in terms of educational practice ✓ Get an understanding of fundamental guidance process. ✓ Understand the differences between distinctive approaches in guidance ✓ Acquire an approach to shape, modify or alter human behaviour in respect with guidance ✓ Acquire a knowledge about how to assist students in their process of life preferences ✓ To acquire basic counseling skills and use them in their professional and personal lives.
Course content	<ul style="list-style-type: none"> ➤ The guidance conceptions ➤ General guidance principles ➤ Environmental/psychological influences assessed ➤ Individual psychology ➤ The student personality services ➤ The role of psychological counselling and guidance in these personality services ➤ Development of the field of guidance ➤ Types of counselling and guidance ➤ Individual acknowledge techniques

Weekly detailed plan	WEEK	TOPICS	
		Theoretical	Practical
	1	Introduction to the course	
2	Cooperation, Understanding the process of HELPING, basic counseling skills, helping attitudes, helping process	Active listening-role play in pairs	
3	Assessing Children's problems, the assessment process	Case study- classroom discussion	
4	Developing skills of helping, attending, listening, emphatic resonance, exploration skills, questioning	Exercise on attending and listening with pairs. Classroom exercise- asking open ended questions .	
5	Counseling skills in the classroom	1-The process of building communities of respect and tolerance-classroom discussion 2- a game on students act out in class, engage in abusive or disrespectful behavior, or otherwise disrupt what is going on- all students engagement in the game with different roles.	
6	REVISION	Answering questions	
7	MIDTERM		
8	Confronting bullying and harassment, Modeling Genuine Care and Concern,	Movie screening 'freedom writers' which is a good explanations of the topic that we discussed earlier at the same day.	
9	Setting High Expectations and Praising Accomplishments	Classroom discussions	
10	Helping strategies in groups, Differences between Process and Classroom Groups	Group discussion about the benefits of process groups and disadvantages as well.	
11	Advantages and Disadvantages of Process Groups, When to Intervene in Groups	Classroom discussion	
12	Varieties of Group Process, Responding to Critical Incidents in the Classroom	Classroom discussion	
13	REVISION		
14	FINAL		

Textbook/ Recommended Reading Materials	Course Book : Counseling Skills for Teachers-second edition- Jeffrey A. Kottler Ellen Kottler. Corwin press.
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Assessment Methods

Term Activities	Number	Percentage
Attendance /Active participation	2	10
Quiz	1	5
Homework	1	10
Midterm exam	1	25
Final exam	1	50
TOTAL		100
Percentage of Term activities		50
Percentage of Final Exam		50
TOPLAM		100

Calculation work load within the framework of learning, teaching and evaluation activities

Activities	Number	Time (hour)	Total work load (hour)
Weekly theory hour	13	3	39
Quiz	2	2	4
Class works	20	2	40
Homeworks	3	8	24
Film Show + Film analysis	1	3 (show)+ Analysis (2)	5
Research	3	8	24
MidTerm			
a) Exam	1	1	1
b) Individual study	1	12	12
Final			
a) Exam	1	2	2
b) Individual study	1	14	14

TOTAL WORK LOAD(hour)= 165

COURSE ECTS CREDIT= Total work load(hour)/(30 hours/ECTS)= 165 / 30 = 5.5= 6

Program and Learning Outcomes Relation

Learning Outcomes	Program Outcomes																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17
LO 1	2	4	2	2	3	2	4	5	2	2	2	2	2	2	4	5	
LO 2	2	4	2	2	3	3	4	5	2	3	2	2	2	3	5	5	
LO 3	2	4	2	2	2	3	4	4	2	2	2	2	2	3	4	4	
LO 4	1	4	3	2	2	3	3	5	2	2	3	2	2	3	3	5	
LO 5	2	4	3	2	2	3	3	4	3	3	2	3	2	2	4	4	
LO 6	2	5	4	3	3	3	4	4	3	2	3	3	2	2	3	4	
LO 7	1	3	3	3	2	2	3	3	3	2	2	2	2	3	3	4	

*Level of significance : 1 Very low 2 Low 3 Medium 4 High 5 Very High