

DIVERSITY AND SOCIAL JUSTICE IN GUIDANCE AND PSYCHOLOGICAL COUNSELING

1	Course Title:	DIVERSITY AND SOCIAL JUSTICE IN GUIDANCE AND PSYCHOLOGICAL COUNSELING
2	Course Code:	RPD5121
3	Type of Course:	Optional
4	Level of Course:	Second Cycle
5	Year of Study:	1
6	Semester:	1
7	ECTS Credits Allocated:	3.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç. Dr. FİLİZ GÜLTEKİN
15	Course Lecturers:	
16	Contact information of the Course Coordinator:	Doç. Dr. Filiz GÜLTEKİN gultekinfiliz@uludag.edu.tr Eğitim Fakültesi E blok 0224 2955025
17	Website:	
18	Objective of the Course:	It is designed for counselors to think analytically about diversity and social justice issues and to explore how they can combine their perspectives on these issues with an understanding of social justice. In this context, the course aims to foster attitudes and knowledge about human rights, racial, ethnic and gender equality, economic and social justice, democratic participation, sustainable development, diversity, peace, etc. The knowledge and skills are specifically aimed at supporting and helping students in schools to overcome individual situations such as poverty, mental health disorders, disability, domestic violence, etc.
19	Contribution of the Course to Professional Development:	Psychological counselors will be provided with the necessary multicultural awareness, knowledge and skills to work with groups with different characteristics in the institutions where they work. Thus, they will gain the competencies required for their advocacy role.
20	Learning Outcomes:	
	1	Students will be able to explain social justice and related concepts in terms of counseling
	2	Students will be able to know the advocacy role and responsibilities of psychological counselors
	3	Students will be able to evaluate situations related to diversity and social justice that counselors may encounter in different work areas
	4	Students will be able to develop strategies to promote diversity and social justice
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21	Course Content:				
	Course Content:				
Week	Theoretical		Practice		
1	Difference and diversity in individual and social life				
2	Diversity, equality, inclusion, social justice				
3	Advocacy roles of counselors				
4	Advocacy competencies of psychological counselors				
5	The importance of cultural competence in counseling practices				
6	Cultural sensitivity and multiculturalism concepts in counseling				
7	Challenges related to diversity in guidance and counseling services				
8	Creating a diverse and inclusive counseling environment				
9	Diversity and social justice in school counseling				
10	Strategies for promoting diversity in school counseling				
11	Building trust, empathy and rapport with				
Activites			Number	Duration (hour)	Total Work Load (hour)
Theoretical	Cultural competence training and professional		14	2.00	28.00
Practicals/Labs			0	0.00	0.00
14	General evaluation		14	3.00	42.00
Self study and preparation					
Homeworks			5	5.00	25.00
Projects			0	0.00	0.00
Field Studies			0	0.00	0.00
Midterm exams			0	0.00	0.00
Others			0	0.00	0.00
Final Exams			0	0.00	0.00
Total Work Load					95.00
Total work load/ 30 hr					3.17
ECTS Credit of the Course					3.00

22	Textbooks, References and/or Other Materials:	<p>Bemak, F. ve Chung, R. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. <i>Journal of Counseling and Development</i>, 86, 372–381.</p> <p>Gökmen, G. (2020). Kapsayıcı eğitimde okul psikolojik danışmanın rolü: Hak savunuculuğu. <i>Journal of Inclusive Education in Research and Practice</i>, 1(1), 55-73.</p> <p>Gültekin, F. (2004). Bir savunucu olarak okul psikolojik danışmanı. <i>Eğitim Araştırmaları</i>, 15, 56-65.</p> <p>Gladding, S. T. (2019). Psikolojik danışma: Kapsamlı bir meslek. (N. V. Acar, Çev.). Nobel Yayıncılık.</p> <p>Havlik, S., Ciarletta, M. ve Crawford, E. (2019). "If we don't define our roles, someone else will": Professional advocacy in school counseling. <i>Professional School Counseling</i>, 22(1), 2156759X1984833.</p> <p>Kağnıcı, D. Y. (2021). Kültür ve psikolojik danışma (4. Baskı). Pegem Akademi Yayıncılık.</p> <p>Keklik, İ. (2010). Psikolojik danışma alanının hak savunuculuğu bağlamında birey ötesi sorumlulukları. <i>Türk Psikolojik Danışma ve Rehberlik Dergisi</i>, 4(33), 89-99.</p> <p>Topkapı, N. (2020). 21. yüzyıl psikolojik danışman yeterlilikleri. Ş. Işık (ed), <i>Okullarda psikolojik danışma ve rehberlik içinde</i> (s. 37-56). Pegem Akademi.</p> <p>Toporek, R. L., Lewis, J. A. ve Crethar, H C. (2009). Promoting systemic change through the ACA Advocacy Competencies. <i>Journal of Counseling and Development</i>, 87 (3), 260-268.</p> <p>Trusty, J. ve Brown, D. (2005). Advocacy competencies for professional school counselors. <i>Professional School Counseling</i>, 8(3), 259–265.</p>
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23	Assesment	
TERM LEARNING ACTIVITIES	NUMBE R	WEIGHT
Midterm Exam	0	0.00
Quiz	0	0.00
Home work-project	5	100.00
Final Exam	0	0.00
Total	5	100.00
Contribution of Term (Year) Learning Activities to Success Grade		100.00
Contribution of Final Exam to Success Grade		0.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		Homework, Project, Performance evaluation
24	ECTS / WORK LOAD TABLE	

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	1	1	1	1	5	3	5	5	1	5	3	5	1	1	1	1
ÖK2	1	1	1	1	5	3	5	5	1	5	3	5	1	1	1	1
ÖK3	1	1	1	1	5	3	5	5	1	5	3	5	1	1	1	1
ÖK4	1	1	1	1	5	3	5	5	1	5	3	5	1	1	1	1

LO: Learning Objectives PQ: Program Qualifications					
Contrib ution Level:	1 very low	2 low	3 Medium	4 High	5 Very High