YEDITEPE UNIVERSITY
FACULTY OF ARTS AND SCIENCES

Department of

PSYCHOLOGY

BOLOGNA INFORMATION PACKAGE

MARCH 2025

YEDİTEPE
UNIVERSITY

Faculty
Arts &
sciences

Program Descriptions

Organization:

The Department of Psychology started to provide education within the Faculty of Arts and Sciences in 2004 and had its first graduates in 2008.

Objectives:

The aim of the program is to provide a strong professional future in national and international platforms with the education given to undergraduate students; to contribute to the development and prestige of our University at the national and international levels in the fields of education, science and research; to provide useful service to our country, science and humanity.

Targets:

The objectives of the program include the following:

To help students understand the mental, emotional, social and cultural structures, and processes at the basis of human behavior;

To teach students the scientific methods to be used in the acquisition of knowledge

To strengthen students' critical thinking skills,

To enable students to apply the principles of psychology on a personal and social level

To develop students' awareness of ethics and social responsibility

To provide students with the opportunity to practice in research laboratories and in the field.

Degree:

Bachelor's Degree in Psychology (English)

Level of Degree:

When the program is successfully completed and the program qualifications are met, a Bachelor's degree in Psychology and the title of Psychologist are obtained.

EQF Level: 6

TQF Level: 6 (Qualification placed in TQF on 18/07/2023)

Admission and Registration Requirements:

Student admission is made according to the results of the central exam organized by the Measurement, Selection and Placement Center (ÖSYM) and the principles determined by the Council of Higher Education. Student admission to the program is explained in detail under the heading "Student Admission" in the "About Yeditepe University" section.

Rules on the Recognition of Prior Learning (formal, in-formal, non-formal):

Recognition of prior formal learning in Turkish Higher Education Institutions, vertical, horizontal and intra-university transfers are carried out within the scope of the "REGULATION ON THE PRINCIPLES OF TRANSFER BETWEEN ASSOCIATE AND PROGRAMS IN HIGHER EDUCATION INSTITUTIONS, DOUBLE MAJOR, MINOR AND CREDIT TRANSFER BETWEEN INSTITUTIONS" determined by the Council of Higher Education. In Turkey, the process of recognizing non-formal, certificate-based or experience-based (in-formal, non-formal) learning outside formal education institutions is still in development. For this reason, recognition of prior learning has not been fully initiated in all programs of Yeditepe University.

Qualification Requirements and Rules (Conditions for Success):

Successful completion of all the courses available in the program (equivalent to 240 ECTS in total) and having a GPA of at least 2.00 out of 4.00 is the qualification requirement for graduation.

Program Profile:

The program envisages students to gain knowledge in different branches of psychology, to recognize the basic theoretical approaches in psychology, to acquire a solid methodological knowledge and research infrastructure. The program aims to enable students to acquire a basic scientific approach and the necessary knowledge and skills for their chosen academic or professional fields of study. In addition, students are encouraged to participate in "social responsibility" projects in order to develop a sense of prosocial behavior.

The Psychology Club, founded by the students of our department, carries out activities within and outside the university for this purpose and tries to introduce the related field to other fields by following the developments in the field of psychology. In addition, it is aimed for students to participate in and maintain social responsibility projects through elective courses in the relevant program.

During their undergraduate education, students are encouraged to gain an interdisciplinary perspective by taking elective courses from different disciplines and to concentrate on the subfield of their choice. In addition to the compulsory core courses, the undergraduate program consists of 6 (six) specialization/field elective courses and 5 (five) free elective courses. The aforementioned elective courses in the program give students to create their programs in line with their own interests.

In the Department of Psychology, studies are carried out especially in the fields of Clinical Psychology, Cognitive Psychology, Developmental Psychology, Neuropsychology, Health Psychology, Social Psychology, Applied Psychology, Industrial and Organizational Psychology. There is a Psychology Laboratory and Curiosity and Learning Laboratory where research on basic cognitive, emotional and behavioral processes and skills are conducted.

Education and training can be carried out by formal education and distance education in case of force majeure. There is an internship course as an elective course in the related education program. In addition, the program encourages students to make voluntary observations in every field of Psychology and to gain experience in the field throughout their education.

Employment Profiles of Graduates:
Those who successfully complete the psychology undergraduate program can find job opportunities in consulting companies, public relations and media within companies, advertising, human resources, social services and education, non-governmental organizations, pre-school and private education institutions

Students who graduate from the relevant undergraduate program with the title of "Psychologist" can find the opportunity to specialize in different sub-branches such as developmental, clinical, social, experimental, forensic and industrial if they do a master's degree. Graduates who specializes in such fields can work in many areas such as hospitals,

clinics, mental and community health centers, family health centers, neuropsychology laboratories, prisons and courthouses, nursing homes and elderly care centers.

Graduates of the relevant program can also serve as educators in schools if they receive pedagogical formation training. In addition, they can also find employment opportunities within various ministries such as the Ministry of Health, Ministry of Justice, Ministry of Family and Social Policies, Ministry of National Education and Ministry of Internal Affairs. Apart from these, graduates of the related program can also work in universities and institutes if they continue their academic careers.

Transition to Higher Degree Programs:
Candidates who have successfully completed their undergraduate education can study in graduate programs in their own fields or related fields, provided that they get a valid grade from the ALES exam and have English language skills at the level announced in the application requirements.

Exams, Measurement, and Evaluation:
The types of exams and measurement and evaluation methods for each course in the program are defined in detail in the "Course Teaching Plan".

Success grades and coefficients are shown in the table below:

Success Grade	Coefficient
AA	4.0
BA	3.5
BB	3.0
CB	2.5
CC	2.0
DC	1.5
DD	1.0
FA	0.0 Failure (Not eligible to take the exam at the end of the semester due to absenteeism)
FF	0.0 Failure (Failure to pass the final exam)

In addition, the following abbreviations are used according to the students' situation:
a) I- Incomplete: Students who are unable to complete the work required for the course due to valid excuses. These students are required to complete the deficiencies required by the I grade until the end of the add/drop date of the following semester at the latest; upon completion of the deficiencies, the student receives the required grade, if the deficiencies

are not completed by this date, the student's I grade automatically turns into an FF grade.

b) L-Leave: Used for students who are on leave in accordance with the provisions of this Regulation.

c) NC-Non-Credit: Used for non-credit courses.

ç) ND-Non-Degree (Non-Degree): It is used for courses that are not intended to receive a diploma from Yeditepe University and are taken with or without credit and are not included in the grade point average calculation.

d) P-Pass (Pass): Students who are successful in courses that are not included in their grade point averages.

e) R-Repeat: Indicates that the lesson is repeated.

f) RR-Repeat to Raise Grade (Repeat Resigned): Awarded for courses repeated to raise the grade.

g) (Change RG. 30.09.2018/305519 sy.) T-Transfer (Transfer): It is given for the courses transferred from a program within or outside the higher education institution or taken from foreign exchange programs and approved by the relevant board of directors and is included in the grade point average calculation.

ğ) W-Withdrawal: After the add/drop date of the course, within the period specified in the academic calendar each year, with the approval of the advisor.

Graduation Requirements:
In order to graduate, undergraduate students must complete the compulsory, specialization/field elective courses and free elective courses in the curriculum (123 credits in total, 240 ECTS) and have a GPA of 2.00 out of 4.00. In case this condition is not met, the students graduate with an average of 2.00 by repeating the courses they have taken in the last four semesters. Graduation GPA is calculated over 4.00 and all courses taken are taken into account when calculating this average. Undergraduate students who complete their education in a maximum of 14 semesters without receiving any F grades or disciplinary penalties, those with a GPA of 3.50 or higher graduate with "high honors" and those between 3.00 and 3.49 graduate "honors" degree.

Type of Work: Full-time
Address and Contact Information:

Head of Department:
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Department Secretary:
Betül Ersavas
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Department Facilities:
There are 2 (two) associate professors, 6 (six) assistant professors, 1 (one) administrative specialist and 2 (two) research assistants in the Department of Psychology. In addition to the full-time teaching staff, eight (8) faculty members contribute on a part-time basis. There is one computer for each employee in each office. There is also a printer to which all computers are connected. The classrooms where the courses are held are suitable for the conditions of the day and contain a projection device. The department also has a barcovision device. Our students can utilize the resources they need in their studies from computers thanks to the database owned by the university or from the library for written publications.

Founded in 1996, Yeditepe University has a library in the rectorate building, covers an area of 6000 square meters and has a seating capacity of 400. There are computer terminals in various parts of the school and students benefit from the computers in these terminals.

In the Psychology Department, which has a multi-purpose seven-room laboratory, the laboratories are actively used by undergraduate and graduate students for both courses and research.

Double Major (DMP) Programs of the Department of Psychology:

The double major programs with which the Department of Psychology has bilateral agreements are as follows:

Anthropology, Nutrition and Dietetics, Translation Studies, Industrial Design, Philosophy, Physiotherapy and Rehabilitation, Gastronomy and Culinary Arts, Journalism, Visual Communication and Design, Public Relations and Publicity, Nursing, Law, Economics (Economics), English Language and Literature, English Language Teaching, Business Administration, Public Administration, Primary Mathematics Education, Guidance and Psychological Counseling, Radio and Television and Cinema, Advertising Design and Communication, Russian Language and Literature, Art and Culture Management, Political Science and International Relations (English), Sociology, History, Theater, Turkish Language and Literature.

The Department of Psychology has a unilateral agreement with the Department of Medicine.

Erasmus (Lifelong Learning Program) and Exchange Programs:

Within the framework of Erasmus and Exchange Programs, students have the opportunity to study in schools in Europe for a semester during their education in the department. In addition, students coming to the department from these countries are also instrumental in the continuation of the current education and research programs at world standards. The department has a total of 11 Erasmus agreements. The current list of the relevant agreements can be accessed via the link below:

https://fenedebiyat.yeditepe.edu.tr/erasmus-ve-exchange-anlasmalari

Program Learning Outcomes:

P.1. Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.

P. 2. Demonstrating familiarity with the subfields of psychology and their methods and applications.

P.3. Incorporating the theories and empirical bases of psychology.

P.4. Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.

P.5. Understanding the basic characteristics and principles of psychological research, and research ethics.

P.6. Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation, by using recent information technologies.

P.7. Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.

P.8. Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.

P.9. Applying critical thinking and a scientific approach to understand theories, research methods, and applications in psychology.

P.10. Developing analytical, critical, and creative thinking and expression—being both logical and fluent.

P.11. Developing an awareness of potential application areas of the main research findings in psychology.

P.12. Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.

P.13. Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.

P.14. Integrating psychological knowledge and theories to produce social, cultural, and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.

P.15. Working effectively both as a team, as well as independently.

P.16. Thinking, reading, writing, and communicating in English effectively.

Learning and Teaching Methods

Learning and teaching methods and strategies are selected to increase students' skills such as self-study, lifelong learning, observation, teaching others, presentation, critical thinking, teamwork, student-oriented, developing learning skills through self and peer studies, new learning and teaching methods, encouraging the use of digital tools in learning.

TABLE 1

Learning and Teaching Methods

Teaching and Learning Methods	Main Learning Activities	Teaching/Learning Aid
1- Lecture	Listening, comprehending, and processing knowledge	Standard classroom technologies, multimedia devices, projector, computer, overhead projector
2-Interactive Lecture	Listening, comprehending, and processing knowledge, observing/analysing cases, critical thinking, generating questions	Standard classroom technologies, multimedia devices, projector, computer, overhead projector
3- Special Support / Structural Examples	Special set skills/predetermined competencies	Standard classroom technologies, multimedia devices, projector, computer, overhead projector
4-Role-playing/Drama	Special set skills/predetermined competencies	Standard classroom technologies, multimedia devices, projector, computer, overhead projector, and other equipment when necessary
5-Problem Solving	Special set skills/predetermined competencies	
6-Case Study	Special set skills/predetermined competencies	
7-Brainstorming	Listening, comprehending, observing, and analysing cases, critical thinking, generating questions, teamwork	Standard classroom technologies, multimedia devices, projector, computer, overhead projector

8-Peer-work	Listening, comprehending, observing, and analysing cases, critical thinking, generating questions, teamwork	Standard classroom technologies, multimedia devices, projector, computer, overhead projector
9-Demonstration	Listening, comprehending, observing, and analysing cases	Real or virtual setting conducive to observation
10-Simulation	Listening, comprehending, observing, and analysing cases, digital skills	Real or virtual setting conducive to observation
11-Seminar	Research – life-long learning, writing, reading, digital skills, listening and storing information, management skills	Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment
12-Groupwork	Research – life-long learning, writing, reading, digital skills, critical thinking, generating questions, management skills, teamwork	Online databases, library databases, e-mail, online chat, web-based discussion forums
13- Fieldwork	Observing / analysing cases, research – life-long learning, writing, reading	
14- Laboratory	Observing / analysing cases, digital skills, teamwork	Special Equipment
15-Assignments	Research – life-long learning, writing, reading, digital skills, management skills	Online databases, library databases, e-mail, web-based discussion forums
16- In-class discussions	Research – life-long learning, writing, reading, digital skills, management skills, critical	Standard classroom technologies, multimedia devices, projector, computer,

	thinking, group work, presentation skills	overhead projector, special equipment
17-Text Analysis/ Survey/Questionnaire	Observing / analysing cases, research – life-long learning, writing, reading	Standard classroom technologies, multimedia devices, projector, computer, overhead projector, corpus tools, digital platforms
18-Panel	Listening and storing information, observing / analysing cases	Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment
19-Guest Lecturer	Listening and storing information, observing / analysing cases	Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment
20- Student Activities / Projects	Observing / analysing cases, critical thinking, generating questions, teamwork, research – life-long learning, writing, reading, management skill sets special skills, group work	

TABLE 2

Assessment Methods

A	Exam
B	Participation/Discussion
C	Oral Exam
D	Quizzes / Studio Critiques
E	Field Work/Case study

F	Homework / Assignments
G	Laboratory / Application
H	Project
I	Seminar / Workshop
J	Portfolio
K	Presentation / Jury evaluation
L	Peer evaluation

TABLE 3

Course Category

Core Courses
Elective Courses
Expertise / Field Courses
Supportive Courses
Transferable Skill Courses

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Introduction to Psychology I	PSY101	Fall/Spring	3 + 0	3	6

Prerequisites	-

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	Berke Kırıkkanat, Alper Yahyagil, Mehmet Emre Ordulu
Assistants	-
Goals	This course aims at providing students with a general and broad introduction to the field of psychology. At the end of this course, the student will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.
Content	Introduces Psychology as an empirical science and discusses biological and evolutionary bases of behavior. Examines basic psychological processes such as motivation, emotion, learning, development, and social behavior.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Ability to explain psychology, as the science of behavior and mental processes, and subfields of psychology	1,2,11,12,13, 14,15,16	1,2	A
Ability to describe core psychological concepts and theories	1,3,9,15,16	1,2	A
Ability to explain the principles of scientific methods to study behavior and mental processes, and show examples of research conducted in the various areas of psychology	2, 3, 5, 6, 8,15,16	1,2	A

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week Topics	**Study Materials**

1	Introduction to the course	
2	What is Psychology? Research Methods in Psychology	Textbook Chapters 1, 2
3	Biological and Evolutionary Roots of Behavior	Textbook Chapter 3
4	Learning 1	Textbook Chapter 6
5	Learning 2	Textbook Chapter 6
6	Revision	Textbook Chapters 1,2,3 & 6
7	***Midterm exam***	Textbook Chapters 1,2,3 & 6
8	Human Development 1	Textbook Chapter 10
9	Human Development 2	Textbook Chapter 10
10	Motivation	Textbook Chapter 11
11	Emotion, Stress and Health 1	Textbook Chapter 12
12	Emotion, Stress and Health 2	Textbook Chapter 12
13	Social Psychology	Textbook Chapter 16
14	Social Psychology	Textbook Chapter 16

RECOMMENDED SOURCES

Textbook	<u>Psychology</u> by Schacter et al. (2014, 3th Ed.) Gerrig, R. J. (2010). *Psychology and Life*, 20th Edition. Allyn & Bacon (Pearson). ISBN-13: 978-0-205-87327-2, ISBN-10: 0-205-87327-8
Additional Resources	Mypsychlab (Pearson Learning Website) Introductory Psychology Video Series

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	100
Total		**100**
Contribution of Final Examination to overall grade		60
Contribution of in-term studies to overall grade		40
Total		**100**

COURSE CATEGORY	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					X
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.			X		
3	Incorporating the theories and empirical bases of psychology.			X		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.			X		
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		X			
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.		X			
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		X			
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	X				
11	Developing an awareness of potential application areas of main research findings in psychology.		X			
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		X			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.		X			
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		X			
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-terms	1	12	12
Final examination	1	12	12
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Introduction to Psychology II	PSY102	Spring	3+0	3	8

Prerequisites	PSY 101

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Berke Kırıkkanat, Alper Yahyagil
Assistants	
Goals	This course aims at providing students with a general and broad introduction to the field of psychology, familiarize them to contemporary research in the field allowing them to generate original ideas based on available studies and acquisition of basic skills required for writing a literature review. At the end of this course, the students will develop an understanding of core psychological concepts and theories, and will become able to conduct a literature search and write a literature review.
Content	Covers further topics such as states of consciousness, intelligence, memory, cognitive processes, personality, and psychopathology. Emphasis is on library research and paper writing.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
To understand psychology as the science of behavior and mental processes	1,5,6,15,16	1,2	A
To understand psychology's relationship with other disciplines.	1,2,15,16	1,2	A
To develop an understanding of core psychological concepts and theories, and to gain better understanding of why people think, feel, and act as they do.	1,3,15,16	1,2	A
To be familiar with a wide range of research in psychology and to gain a knowledge about the scientific methods to study behavior and mental processes.	1,3,5,8,9,10,11	1,2	A

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	General Introduction	Chapter 1
2	Mind and Consciouness	Chapter 5
3	Mind and Consciousness	Chapter 5
4	Research Paper Topics (.eg. Perfectionism)	Hewitt & Flett
5	Memory	Chapter 7
6	Memory	Chapter 7
7	Cognitive Processes	Chapter 8
8	Cognitive Processes	Chapter 8
9	Intelligence	Chapter 9
10	Personality	Chapter 13
11	Personality	Chapter 13
12	Research Paper reviews due	
13	Psychological Disorders	Chapter 14
14	Psychological Disorders	Chapter 14

RECOMMENDED SOURCES	
Textbook	<u>Psychology</u> by Schacter et al. (2014, 3th Ed.) Gerrig, R. J. (2010). *Psychology and Life*, 20th Edition. Allyn & Bacon (Pearson). ISBN-13: 978-0-205-87327-2, ISBN-10: 0-205-87327-8
Additional Resources	Flett, G. L., & Hewitt, P. L. (2002). *Perfectionism: Theory, research, and treatment*. American Psychological Association. APA publication manual Mypsychlab (Pearson Learning Website) Introductory Psychology Video Series Weekly assigned research articles

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Reaction papers	5	25
Literature review paper	1	75

Total	100
Contribution of Final Examination to Overall Grade	40
Contribution of In-Term Studies to Overall Grade	60
Total	100

COURSE CATEGORY	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Master over the major concepts, theoretical perspectives, and historical development in psychology as a scientific discipline.					X
2	Demonstrate familiarity with the subfields in psychology and their methods and applications.			X		
3	Incorporate the theories and empirical bases of psychology.				X	
4	Compare the similarities and differences of other scientific disciplines with psychology, understand their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understand the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understand the basic research methods in psychology, including research design, data collection, data analysis and interpretation by recent information technologies.				X	
7	Plan, organize and pursue research studies intended to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learn to access to knowledge, use it effectively, conduct interdisciplinary literature review, and use the relevant database and other resources.				X	
9	Apply critical thinking and scientific approach to understand theories, research methods and applications in psychology.				X	
10	Develop analytical, critical and creative thinking and expression, both logically and fluently.	X				
11	Develop an awareness of the potential fields of application related to the findings of the main research areas in psychology.				X	
12	Incorporate the theoretical and practical knowledge in psychology and related areas of specialization.			X		
13	Learn the applied areas and appropriate application methods in psychology, and understand the importance of the commitment to the professional code of ethics.				X	
14	Integrate psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibit social sensitivity and individual responsibility.				X	
15	Work effectively both in a team environment and independently.					X
16	Think, read, write, and communicate in English effectively.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)

Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	7	98
Mid-terms	5	5	25
Final examination	1	25	25
Total Work Load			190
Total Work Load / 25 (h)			7,6
ECTS Credit of the Course			8

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Scholarly Reading and Writing Skills in Psychology I	PSY159	Fall	4 + 0	4	6

Prerequisites	-

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	İrem Öztürk Anabal, Gamze Özden
Assistants	-
Goals	Students will be familiar with APA publication manual's scholarly writing and presentation standards. They will understand different research types, and be able to read scholarly articles critically. They will learn to express their opinions in oral presentaions and in academic writing.
Content	Enables psychology students to use English effectively in the academic contexts by developing scholarly reading and writing skills. Using textbooks and research articles, the course familiarizes students with psychology terminology. Emphasis on doing literature search and writing reports in accordance with the academic and ethical standards of APA publication manual.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to apply APA publication manual's scholarly writing and presentation standards to essays, research papers and presentations.	5,8,9,10,13,14,16	1,2,3,4	A,B,C,D
Ability to read and write scholarly articles	8,9,16	1,2 3,4	A,B,D,
Ability to do effective oral presentations	8,9,16	1,2,3,4	C,D,E

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials

1	Introduction to the course
2	Introducing APA manual
3	Reviewing and Discussing Different Research Articles – Visiting Library
4	Ethical and Legal standards
5	Structure and content of a Research paper
6	Writing Clearly and Concisely
7	Writing Clearly and Concisely – Presentation skills and tips
8	Class Presentations
9	The Mechanics of Style (Punctuation)
10	Writing Reaction Papers
11	Crediting Sources – Plagiarism, Quoting, Paraphrasing
12	Crediting Sources – Citing References, Examining different articles
13	Discussion and debate on various sample papers
14	Overview of APA standards in scholarly writing

RECOMMENDED SOURCES	
Textbook	Publication Manual of the American Psychological Association

Publisher: American Psychological Association

Washington, DC. 6th edition |
| Additional Resources | Research Papers, Book and Magazine articles (to be provided by instructor) |

MATERIAL SHARING	
Documents	

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ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Essays	5	71.43
Presentation	1	21.43
Research exercise	1	7.14
Total		**100**
Contribution of Final Examination to overall grade		30
Contribution of in-term studies to overall grade		70
Total		**100**

COURSE CATEGORY	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	X				
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	X				
3	Incorporating the theories and empirical bases of psychology.	X				
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.			X		
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X				
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					X
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.	X				
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	X				
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.			X		

14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	X	
15	Working effectively both as a team, as well as independently.	X	
16	Thinking, reading, writing, and communicating in English effectively.		X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	4	56
Hours for off-the-classroom study (Pre-study, practice)	14	4	56
Mid-term Assignments	7	5	35
Final examination	1	10	10
Total Work Load			157
Total Work Load / 25 (h)			6,28
ECTS Credit of the Course			6

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Scholarly Reading and Writing Skills in Psychology II	PSY160	Spring	4 + 0	4	6

Prerequisites	PSY159

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	İrem Öztürk Anabal
Assistants	-
Goals	Students will demonstrate enhanced usage of the APA publication manual in their writing and thorough understandings of the principles of ethical research and writing standards. Students will acquire a wider knowledge of psychology terminology though readings of different articles and research papers. İmproved It will give opportunities for students to further practice their. The emphasis is to enable students to improve their academic writing reading and presentation skills in doing literature research and writing papers.
Content	Continuation of PSY 159. A more advanced course that enables psychology students to use English effectively in the academic contexts by developing scholarly reading and writing skills. Using textbooks and research articles, the course familiarizes students with psychology terminology. Emphasis on doing literature search and writing reports in accordance with the academic and ethical standards of APA publication manual.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to understand and use APA publication standards and academic ethical principles	5,13,14	1,2,3,4	B,C,D
Ability to understand and use psychology terminology	1,2,5,8,9,10,16	1,2,3,4	B,C,D
Improved academic reading, writing and speaking skills	8,9,10,15,16	1,2,3,4	B,C,D,E

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction to course. Academic Vocabulary test.	
2	Review of APA style writing. I Theoretical Approaches to Psychology 1st Assignment – Paraphrasing	
3	Cognitive Psychology Discussion – in class exercises 2nd Assignment - Reaction Paper	
4	Behavioral Psychology –Study of Obedience 3nd Assignment – Paraphrasing	
5	Clinical Psychology – Phobias 4th Assignment – 1st Presentation	
6	Developmental Psychology Discussion – in class exercises Choosing topics for Extended essay	
7	1st Presentation	
8	Developmental Psychology Review of APA Style writing II Outlines for Extended Essay	
9	Social Psychology 5th Assignment – Reaction paper	
10	Social Psychology of the Media 6th Assignment – 2nd Presentation Checking progress on Extended essays	
11	Positive Psychology Review of APA style writing III Outline for second presentation	
12	2nd Presentation	
13	Research Methods in Psychology Draft Extended essays	
14	Overview of course, discussion on various topics *Final date for Extended Essay to be Handed in*	

RECOMMENDED SOURCES	
Textbook	Publication Manual of the American Psychological Association Publisher: American Psychological Association Washington, DC. 6th edition

Additional Resources	Articles from books and journals (to be provided by instructor)

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
In-terms assignments	6	57.14
Presentations	2	42.86
Total		**100**
Contribution of Final Examination to overall grade		30
Contribution of in-term studies to overall grade		70
Total		**100**

COURSE CATEGORY	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No **Program Learning Outcomes**	Contribution					
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.				x	
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.					x
3 Incorporating the theories and empirical bases of psychology.	x				
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	x				
5 Understanding the basic characteristics and principles of psychological research, and research ethics.				x	
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	x				
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	x				
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					x
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					x
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					x

11	Developing an awareness of potential application areas of main research findings in psychology.	x	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	x	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.		x
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		X
15	Working effectively both as a team, as well as independently.		x
16	Thinking, reading, writing, and communicating in English effectively.		x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	4	56
Hours for off-the-classroom study (Pre-study, practice)	14	4	56
In-term assignments	7	5	35
Final examination	1	10	10
Total Work Load			157
Total Work Load / 25 (h)			6,28
ECTS Credit of the Course			6

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Molecular Biology of Genetics In Psychology	PSY203	Fall	3 + 0	3	6

Prerequisites	-

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	Gülsüm Seda Güleç Yılmaz, Esin Tuna Demircioğlu
Assistants	-
Goals	In this course, we will walk through the genetics of what makes us who we are, the biology of our individual differences. For this purpose, the nature of the cell and thus the general mechanism of life will be analysed through the discipline of genetics. Based on these concepts, you will be able to interpret and understand how genetics and environment work together. At the end of this course, you will have an understanding of the sub-disciplines of genetics and its impact on human nature and disease. You will be able to interpret cases or research articles you encounter in the future.
Content	DNA and RNA Structure, Function and replication: Genetic Code and Gene Expression, Mitochondrial DNA, Modern Genetics, Growth of Epigenetic Chromosomes: Structure and Replication, Sex Chromosome and Sex Linked Trait, Mendellian genetics, Genetic Diseases such as Alzheimer, Parkinson and Schizophrenia, Genetic Engineering, General Layout of the Nervous System, Synaptic Transmission, Neurotransmitter, Synaptic Transmission and Behavior, Brain Damage, Cerebrovascular Disorders (Structures) Epilepsy, Parkinson Disease, Huntimglis Disease, Alzheimer Disorder, Types of Hormones, Biochemical Assessment of Hormone Action, The Hypothalamo-Pituitary Regulatory System, Biochemical Actions of Testosterone in the Male, Actions of Steroid Hormones in the female, Digestion, Energy Storage, and Energy Utilization, Theories of Hunger and Eating: Set Points versus Positive Incentives, Factor That Determine What, When and How Much We Eat, Physiology Research on Hunger and Satiety, Body Weight Regulation: Set Points Versus Settling Points, Human Obesity: Causes, Mechanisms, and Treatments, Anorexia and Bulimia Nervosa.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Week 1:	Introduction
2	Week 2:	The principles of life
3	Week 3:	Cell biology - I
4	Week 4:	Cell biology – II
5	Week 5:	Fundamentals of genetics
6	Week 6:	Chromosome, Genome, Gene
7	Week 7:	Mendelian Genetics
8	Week 8:	Midterm
9	Week 9:	Replication
10	Week 10:	Transcription
11	Week 11:	Translation
12	Week 12:	Behaviour genetics - Case study
13	Week 13:	Genetics of Neurodegenerative Disorders – Case study
14	Week 14:	Summary and Revision

RECOMMENDED SOURCES	
Textbook	1. Geoffrey M. Cooper, Robert E. Hausman. The Cell: A Molecular Approach. 2. Bruce Alberts, Johnson A., Lewis J., Raff M., Roberts K., Walter P.. Molecular Biology of the Cell
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	

Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Midterm	1	40
Final	1	60
Total		**100**
Contribution of Final Examination to overall grade		
Contribution of in-term studies to overall grade		
Total		**100**

COURSE CATEGORY	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.			X		
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.			X		
3	Incorporating the theories and empirical bases of psychology.			X		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			X		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.			X		
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.			X		
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					X
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.			X		
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			X		
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of				X	

ethics. Exhibiting an awareness of social sensitivity and individual responsibility.

15	Working effectively both as a team, as well as independently.	X
16	Thinking, reading, writing, and communicating in English effectively.	X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-term	1	12	12
Final examination	1	12	12
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Computer Use In Social Sciences	PSY 214	Spring	3+0	3	6

Prerequisites	

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Nevzat Cumhur Demirtoka
Assistants	
Goals	SPSS (Statistical Package for Social Scientists) is a comprehensive statistical and data management package for analysts and researchers as well as students. It has a wide range of facilities for data manipulation and offers many procedures for statistical analysis. The course provides an introduction for new users of SPSS and JASP
Content	Introduction to data processing, use of package programs for statistical analysis, application of standard tests of significance, elementary regression, and variance analyses.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Understands the layout and interface of SPSS	6,15,16	1,2,3,6	A,B,E,F,G
Introduces the main menus	6,15,16	1,2,3,6	A,B,E,F,G
Opens and creates new datasets	6,15,16	1,2,3,6	A,B,E,F,G
Analyzes data using descriptive statistics	1,6,7,15,16	1,2,3,6	A,B,E,F,G
Chooses the appropriate significance testing	6,15,16	1,2,3,6	A,B,E,F,G
Interprets the tables	1,6,7,15,16	1,2,3,6	A,B,E,F,G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Review of Basic Statistical Concepts	Presentation

2	Introduction to SPSS Introduction to Data Editor Window(Data View, Variable View), Output Window, Syntax Window Entering Data Manually and By Importing Data Files Preparing Data for Analysis; Defining Variable Properties	Data Sets
3	Preparing Data for Analysis; Sort cases, Sort variables, Transpose data, Merge files, Split Files, Select Cases	Data Sets
4	Transforming Data; Recode into same variable, Recode into different variable, Compute	Data Sets
5	Descriptive Statistics; Frequencies (frequency tables, percentages, mean, median, mode, std. Deviation...etc.), Descriptives, Crosstabs (Chi-Square Analysis), Graphs	Data Sets
6	Differences between parametric and nonparametric tests Exploring the data; Skewness and Kurtosis Kolmogorov-Smirnoff and Homogeneity of Variance	Data Sets
7	Correlation; Bivariate; Pearson and Spearman correlation Partial Correlation	Data Sets
8	Mean Comparison by SPSS; One Sample T Test, Independent Sample T Test, Paired Sample T Test	Data Sets
9	One Way ANOVA, Post Hoc Tests, Homogeneity of Variance Test	Data Sets
10	General Linear Model Univariate and Multivariate Linear Models	Data Sets
11	Reliability Analysis	Data Sets
12	Regression Analysis Linear and Multiple Regression, Interpreting R-Squared	Data Sets
13	Factor Analysis	Data Sets
14	Non parametric tests	Data Sets

RECOMMENDED SOURCES	
Textbook	Dennis Howitt & Dunkan Cramer, (2011), *Introduction to SPSS Statistics in Psychology (For version 19 and earlier) 5th Edition*, Pearson, (ISBN: 9780273734260)
Additional Resources	-

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	50
Quizzes	3	25

Assignment	2	25
Total		**100**
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		x			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		X			
3	Incorporating the theories and empirical bases of psychology.		X			
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.		X			
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.			X		
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.			X		
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X				
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		X			
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.		X			
11	Developing an awareness of potential application areas of main research findings in psychology.		X			
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		X			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	X				
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		X			
15	Working effectively both as a team, as well as independently.					x
16	Thinking, reading, writing, and communicating in English effectively.				x	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid-Term	2	6	12
Quiz	3	6	18
Homework	2	10	20
Final Examination	1	15	15
Total Work Load			149
Total Work Load / 25 (h)			5,96
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Psychology for Health Sciences	PSY220	Fall	2 + 0	2	3

Prerequisites	-

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	Ecem Akıncı, İrem Nur Balandı
Assistants	-
Goals	The aim of this course is to introduce students to the basic concepts, theoretical perspectives, subfields, and research methods of psychology and to provide information about the major topics surrounding the mind and behavior.
Content	a) Theoretical part: The science of psychology and theoretical perspectives, research methods, biological bases of behavior, human development, alternate states of consciousness, learning, memory, motivation. b) Laboratory applications: -

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
1) Explain the development of psychology as a science; describe the theoretical perspectives and subfields of psychology.	1,3,4,10	1,2,3	A,B,C
2) Explain the principles of scientific methods; describe the research designs and techniques used in psychology.	1,3,4,10	1,2,3	A,B,C
3) Analyze the biological processes underlying behavior.	1,3,4,10	1,2,3	A,B,C
4) Explain developmental processes and theoretical perspectives; analyze motor, emotional cognitive, and social development in different periods of human development.	1,3,4,10	1,2,3	A,B,C
5) Understand the alternate states of consciousness; list mind-altering drugs and explain the effects of psychoactive drugs on the nervous system and behavior.	1,3,4,10	1,2,3	A,B,C
6) Define learning; explain and compare the types of learning.	1,3,4,10	1,2,3	A,B,C
7) Explain the types of memory and their characteristics.	1,3,4,10	1,2,3	A,B,C
8) Define motivation; explain motivation theories; analyze biological and social needs.	1,3,4,10	1,2,3	A,B,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Presentation, 5:Simulation, 6: Video, 7: Applications, 8:Case Study
Assessment Methods:	A:Written exam, B: multiple chose , C:Filing the blank D:False and troth, E: Oral Exam F: Portfolio, G: Contrabution of course activities H:Homework

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	INTRODUCTION	
2	RESEARCH METHODS IN PSYCHOLOGY	
3	THE BIOLOGICAL BASES OF BEHAVIOR I	
4	THE BIOLOGICAL BASES OF BEHAVIOR II	
5	HUMAN DEVELOPMENT ACROSS THE LIFE SPAN I	
6	HUMAN DEVELOPMENT ACROSS THE LIFE SPAN II	
7	MIDTERM EXAM	
8	MIND, CONSCIOUSNESS, AND ALTERNATE STATES I	
9	MIND, CONSCIOUSNESS, AND ALTERNATE STATES II	
10	LEARNING AND BEHAVIOR ANALYSIS I	
11	LEARNING AND BEHAVIOR ANALYSIS II	
12	MEMORY I	
13	MEMORY II	
14	MOTIVATION	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	Psychology by Schacter et al. (2014, 3th Ed.) Gerrig, R.J., & Zimbardo, P.G. (2012). Psychology and life (20th ed.). Boston, MA: Allyn & Bacon.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-term Exam	1	40
Final Exam	1	60
Total		**100**

Contribution of Final Examination to overall grade	60
Contribution of in-term studies to overall grade	40
Total	**100**

COURSE CATEGORY	Compulsory/Elective

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Has national and international up-to-date, theoretical and applied knowledge in the field of pharmacy.	x				
2	Defines problems related to the profession, collects data, evaluates its accuracy and reliability, develops evidence-based solutions, shares them with healthcare professionals, makes necessary explanations to other people.		x			
3	Communicates accurately and effectively in accordance with cultural and ethical values with all relevant professional groups, especially those working in the field of health, and all segments of society, using information and communication technologies.				x	
4	Takes into account the law and ethics when dealing with public health issues.	x				
5	Acts as a pharmacist with high career awareness, self-confidence, leadership spirit, who is prone to teamwork, entrepreneurial, productive and able to manage financial resources.				x	
6	Based on the principle of pharmaceutical care, Acts as an easily accessible health consultant with a patient-oriented approach and plays an active role in constantly informing the society.				x	
7	Improves his/her knowledge by participating in in-service training and activities in line with the needs of the century and society, takes part in the professional development of colleagues and adopts the lifelong learning principle.				x	
8	Suggests and manages multidisciplinary / interdisciplinary research and development projects related to pharmaceuticals, cosmetics, medical devices and shares their results.	x				
9	Applies knowledge and skills for the benefits of the society taking part in social responsibility projects.			x		
10	Fulfills the requirements of quality management systems using the theoretical and applied knowledge acquired in the field.	x				

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	2	28
Hours for off-the-classroom study (Pre-study, practice)	14	2	28
Mid-terms	1	7	7
Final examination	1	12	12
Total Work Load			75
Total Work Load / 25 (h)			3.0

ECTS Credit of the Course	3

COURSE INFORMATION					

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Psychology of Learning	PSY 221	Fall	3+0	3	7

Prerequisites	PSY 101 or consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	-
Instructors	Sara Saban, Gizem Tanseli Kaspar
Assistants	
Goals	Survey of major theories and empirical studies in psychology of learning.
Content	Examines theory and research in the psychology of learning with emphasis on historical and current issues. Covers topics in conditioning, trial and error, insight learning, acquisition and forgetting, transfer of training, and behavior modification.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
To be able to understand conditioning theories and their potential applications	4,5,9,15	1,2,5	A,C,G
To be able to examine basic empirical research in the psychology of learning.	4,5,9,15	1,2,5	A,C,G
To be able to interpret basic empirical research in the psychology of learning.	4,5,9,15	1,2,5	A,C,G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		

Week	Topics	Study Materials
1	Introduction	Textbook
2	Habituation	Textbook
3	Habituation	Textbook
4	Basic Principles of Classical Conditioning	Textbook
5	Basic Principles of Classical Conditioning	Textbook
6	Basic Principles of Operant Conditioning	Textbook
7	Basic Principles of Operant Conditioning	Textbook

8	Midterm	Textbook & Lecture notes
9	Reinforcement Schedules	Textbook
10	Avoidance and Punishment	Textbook
11	Avoidance and Punishment	Textbook
12	Comparative Cognition	Textbook
13	Comparative Cognition	Textbook
14	Learning by Observation	Textbook

RECOMMENDED SOURCES	
Textbook	Contemporary readings in psychology of learning
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Presentation
Exams	1 Midterm exam, 1 Final exam

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	43
Presentation	1	43
Participation	1	14
Total		100
Contribution of Final Examination to Overall Grade		30
Contribution of In-Term Studies to Overall Grade		70
Total	100	

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.				X	

2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	X	
3	Incorporating the theories and empirical bases of psychology.	X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.		X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X	
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	X	
11	Developing an awareness of potential application areas of main research findings in psychology.	X	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	X	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	X	
15	Working effectively both as a team, as well as independently.		X
16	Thinking, reading, writing, and communicating in English effectively.	X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	7	98
Mid-Term	1	10	10
Quiz	1	10	10
Final Examination	1	15	15
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Cognitive Psychology	PSY 224	Spring	3+0	3	7

Prerequisites	PSY 101 or consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Sara Saban
Assistants	
Goals	To familiarize students with the science of mental processes
Content	Experimental evidence and theoretical perspectives on processes such as perception, attention, visual imagery and memory, as well as some neurological background for cognition is emphasised.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
To learn and understand mental processes	1,2,3,5,7,8,9,15,16	1, 2, 4	A, B, C, D
To learn and understand the methods of measurement and experimentation in cognitive psychology	1,2,3,5,7,8,9,15,16	1,2, 4	A, B, C, D
To be able to generate new research ideas in cognitive psychology	1,2,3,5,7,8,9,15,16	2,4	C, D
To be able to set up an experiment to test a research question in cognitive psychology	1,2,3,5,7,8,9,15,16	2,4	C, D

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction to the course	Book, lecture slides

2	Perception	Book, lecture slides
3	Perception	Book, lecture slides
4	Attention	Book, lecture slides
5	Short Term Memory/Working Memory	Book, lecture slides
6	MIDTERM	Book, lecture slides, lecture notes
7	Different Forms of Acquisition and Retrieval	Book, lecture slides
8	Long Term Memory	Book, lecture slides
9	Long Term Memory	Book, lecture slides
10	Memory Errors/ Autobiographical Memory	Book, lecture slides
11	Decision Making/Problem Solving/Reasoning	Book, lecture slides
12	Selected Topics in Cognitive Psychology	Book, lecture slides
13	Selected Topics in Cognitive Psychology	Book, lecture slides
14	Contemporary Research in Cognitive Psychology	Lecture notes

RECOMMENDED SOURCES	
Textbook	Ashcraft, M. H., & Radvansky, G. A. (2010). Cognition (5th Edition). Upper Saddle River, NJ: Pearson Education Inc. Goldstein, E. B. (2011). Cognitive Psychology (3rd edition). Belmont, CA: Wadsworth Cengage Learning
Additional Resources	Research and Review Papers in Cognitive Psychology

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-term	1	33.3
Assignment	1	33.3
Presentation/Assignment	1	33.3
Total		100

Contribution of Final Examination to Overall Grade	40
Contribution of In-Term Studies to Overall Grade	60
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					x
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					x
3	Incorporating the theories and empirical bases of psychology.					x
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.		x			
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				x	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.			x		
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.				x	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				x	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.			x		
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.				x	
11	Developing an awareness of potential application areas of main research findings in psychology.		x			
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		x			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	x				
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		x			
15	Working effectively both as a team, as well as independently.					x
16	Thinking, reading, writing, and communicating in English effectively.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Mid-Term	1	12	12
Homework	1	12	12
Presentation	1	17	17
Final Examination	1	17	17
Total Work Load			212
Total Work Load / 25 (h)			8,5
ECTS Credit of the Course			9

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Developmental Psychology	PSY 232	Spring	3+0	3	7

Prerequisites	PSY 101 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Fatma Alev Yalçınkaya, Serdar Körük
Assistants	
Goals	This course is an overview of basic approaches and principles of human development. The course focuses on biological, behavioral, cognitive and psychosocial changes through stages of development, from infancy to adulthood. Students are also encouraged to enhance their critical reading and analytical thinking skill in this area through class discussions, projects and presentations.
Content	This course focuses on biological, cognitive, and social processes in human development, as well as personality, from birth to adulthood through basic theories and empirical research.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Mastering the field of developmental psychology which focuses on changes and constancies from birth through the entire lifespan.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15	1, 2	A, B, F
Gaining an understanding of developmental stages of infancy, early childhood and preschool years from biological, behavioral, cognitive and psychosocial perspectives.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15	1, 2	A, B, F
Gaining critical reading and analytical thinking skills.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15	1, 2	B, C, D

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week Topics	**Study Materials**

1	Basic Issues in the Study of Development	Chapter 1
2	Prenatal Development	Chapter 2
3	Birth and Early Infancy	Chapter 3
4	Physical Development	Chapter 4
5	Perceptual Development	Chapter 5
6	Cognitive Development 1	Chapter 6
7	Cognitive Development 2	Chapter 7
8	Midterm	
9	The Development of Language	Chapter 8
10	Personality Development	Chapter 9
11	Concepts of Self, Gender and Sex Roles	Chapter 10
12	The Development of Social Relationships	Chapter 11
13	Thinking about Relationships	Chapter 12
14	The Ecology of Development	Chapter 13

RECOMMENDED SOURCES	
Textbook	H. Bee and D. Boyd. (2012). The Developing Child. 13th Edition. Boston: Pearson.
Additional Resources	M. Cole, S. R. Cole and C. Lightfoot. (2005). The Development of Children. 6th Edition. Worth, New York. - Harwood, R., A. J. Fridlund and D. Reisberg. (2003). Psychology. 7th Edition. W.W. Norton & Co., New York. - Internet, Peer Reviewed Journals, Online Databases

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms		50
Quizzes		50
Assignment		
Total		**100**
Contribution of Final Examination to Overall Grade		40

Contribution of In-Term Studies to Overall Grade	60
Total	**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					X
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.				X	
3	Incorporating the theories and empirical bases of psychology.					X
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			X		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		X			
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.		x			
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.			X		
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.					X
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.				X	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	7	98

Mid-Term	1	15	15
Quiz	10	3	30
Final Examination	1	15	15
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Social Psychology	PSY241	Fall	3 + 0	3	7

Prerequisites	PSY 101 or consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Mari İto Alptürer, Alper Yahyagil, Berke Kırıkkanat
Assistants	
Goals	This course aims at offering students a broad introduction to social psychology, the scientific study of human social influence and interaction. The students will develop a wide knowledge of theoretical and methodological approaches to social psychology by examining both classic and contemporary studies. By the end of the course, successful students will understand that most social phenomenon can be understood in the terms of social cognition, social influence, and social relation, and develop the ability to apply the basic theories of social psychology in real-life situations.
Content	Study of the individual in groups and society, with focus on processes such as attitude formation and change, social influence, conformity, communication, and group dynamics.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to explain major theoretical framework of social psychology, such as the importance of subjective interpretation of social situations, and different social motivations in influencing our behavior and mental processes.	1,3,9,10, 15,16	1,2	A
Ability to describe the research methodologies commonly used in social psychology.	2,3,5,9,10, 15,16	1,2	A
Ability to relate principles of social psychology with real life phenomenon	2,9,10,11, 12,14,15,16	1,2	A, B, C

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	

Week	Topics	Study Materials
1	Introduction to the Course	

2	Introducing Social Psychology & Methodology	Textbook Chapters 1, 2
3	Social Cognition	Textbook Chapter 3
4	Social Perception	Textbook Chapter 4
5	The Self	Textbook Chapter 5
6	The Need to Justify Our Actions	Textbook Chapter 6
7	***Midterm Exam***	Textbook Chapters 1-6
8	Attitudes and attitude change	Textbook Chapter 7
9	Conformity	Textbook Chapter 8
10	Group Processes	Textbook Chapter 9
11	Interpersonal Attraction	Textbook Chapter 10
12	Prosocial Behavior	Textbook Chapter 11
13	Aggression	Textbook Chapter 12
14	Student Presentations of homework	Textbook Chapter 1-12

RECOMMENDED SOURCES	
Textbook	Aronson, E., Wilson, T.D. & Akert, R. M. (2010) Social Psychology, 7th Edition Pearson. ISBN-13: 978-0-13-507421-3, ISBN-10: 0-13-507421-5
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	66.6
Quizzes	0	0
Assignment	1	33.3
Total		**100**
Contribution of Final Examination to Overall Grade		40

Contribution of In-Term Studies to Overall Grade	60
Total	**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					X
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.					X
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X				
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.			X		
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				X	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.				X	
11	Developing an awareness of potential application areas of main research findings in psychology.				X	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.				X	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				X	
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	7	98

Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	15	15
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Experimental Psychology	PSY 314	Spring	4+0	4	8

Prerequisites	PSY 101, PSY 214, RSCH 411

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Serkan Adıgüzel, Arif Yasin Kavdır
Assistants	
Goals	To practice experimental research and its alternatives.
Content	To gain practical experiences in the development of research ideas, planning and setting up an experiment, data collection, data analysis using SPSS, drawing figures using Excel, and manuscript writing.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
1) To be able to select a strategy that is appropriate for a research question.	6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
2) To be able to discuss the basic features of different research strategies.	6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
3) To be able to apply knowledge of controlling extraneous variables in experiments.	6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
4) To be able to compare and contrast between- and within-subjects designs; To be able to select the appropriate design.	6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
5) To be able to explain small N designs.	6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
6) To be able to carry out duties in various steps of the research process from deciding on a research question to interpreting and reporting the findings.	1,2,3,6,7,8,9,10	2, 3, 4, 5, 6	B, D, E, G
7) To be aware of issues involved in writing research reports and articles.	6,7,8,9,10,15,16	2, 3, 4, 5, 6	B, D, E, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week Topics	**Study Materials**

1	General introduction, syllabus review
3	How to formulate a research question and hypothesis, variable types, plagiarism
4	Understanding sections of a scientific research and research techniques, critical review of the reading assignment, APA-style overview, how to do literature search
5	Observation and correlation, data types, how to enter data using SPSS / Jamovi, SPSS review
6	Experimentation, how to write a powerful abstract and introduction
7	Issues about ethics and conducting an experiment within the ethical boundaries, choosing a research design, brainstorming about possible group project topics
8	Statistics and graphing recap, Correlation, T-Test, ANOVA.
9	How to write a complete research report, feedbacks about the strengths and weaknesses of the assignments.
10	Group meetings
11	Group meetings
12	Group meetings
13	Group meetings
14	Group presentations either slide or poster paper

RECOMMENDED SOURCES	
Textbook	Kantowitz, H. Barry, Henry L. Roediger III and Elmes E. David. (2014). Experimental Psychology. Cengage.
	Optional: Bordens, K. S., & Abbott, B. B. (2011). Research design and methods: A process approach. McGraw-Hill. Kantowitz, H. Barry, Henry L. Roediger III and Elmes E. David. (2014). Experimental Psychology. Cengage. Optional: Bordens, K. S., & Abbott, B. B. (2011). Research design and methods: A process approach. McGraw-Hill.
Additional Resources	Published articles relevant to the research conducted in the course

MATERIAL SHARING	
Documents	Sample reports and articles, materials for the class experiment
Assignments	Tasks relevant to preparations of the experiments
Exams	Writing of research reports

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Midterm exam (manuscript)	1	50
Final exam (manuscript)	1	50
Total		100
Contribution of Final Examination to Overall Grade		50

Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1 2 3 4 5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	X (4)
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	X (3)
3	Incorporating the theories and empirical bases of psychology.	X (5)
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X (3)
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	X (4)
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X (5)
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X (4)
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X (4)
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	X (5)
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	X (4)
11	Developing an awareness of potential application areas of main research findings in psychology.	X (4)
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	X (3)
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	X (3)
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	X (4)
15	Working effectively both as a team, as well as independently.	X (4)
16	Thinking, reading, writing, and communicating in English effectively.	X (5)

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	4	56
Hours for off-the-classroom study (Pre-study, practice)	14	7	98

Mid-Term Preparation		1	20	20
Final Examination		1	20	20
Total Work Load				194
Total Work Load / 25 (h)				7,76
ECTS Credit of the Course				8

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Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Community Psychology	PSY 341	Fall/Spring	3+0	3	7

Prerequisites	PSY102, PSY 241 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Departmental Elective
Course Coordinator	
Instructors	Alev Yalçınkaya
Assistants	
Goals	Applying psychological knowledge to the problems of daily life and contribute to community with it.
Content	Teaches the principles and applications of community psychology to students. Teaches how to apply small initiatives that are designed according to the needs of children, and/or adults.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Can apply psychological knowledge to the problems of daily life and contribute to community with it	2,3,7	5	B, G
Can examine the professional credentials of psychology graduates	7,10,12,13,14	5	G
Enable psychology students to integrate their knowledge to required fields	7,12,13,14	5	B, G
Can use psychological knowledge for the sake of community and design an intervention research	2,3,7,13	5	G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

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Week	Topics	Study Materials
1	Introduction	
2	Guest Lecturer	
3	Discussion	
4	Guest Lecturer	
5	Discussion	
6	Guest Lecturer	
7	Discussion	
8	Guest Lecturer	
9	Discussion	
10	Guest Lecturer	
11	Discussion	
12	Guest Lecturer	
13	Discussion	
14	Evaluation of class experiences	

RECOMMENDED SOURCES
Textbook
Additional Resources

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Assignment	1	100
Total		100
Contribution of Final Examination to Overall Grade		50

Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		X			
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.		X			
3 Incorporating the theories and empirical bases of psychology.					X
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5 Understanding the basic characteristics and principles of psychological research, and research ethics.				X	
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.			X		
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.			X		
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.			X		
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		X			
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11 Developing an awareness of potential application areas of main research findings in psychology.			X		
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			X		
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.					X
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X
15 Working effectively both as a team, as well as independently.					X

16	Thinking, reading, writing, and communicating in English effectively.	x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Cultural Psychology	PSY 343	Fall/Spring	3+0	3	7

Prerequisites	PSY 102, PSY 241, or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Mari İto Alptürer
Assistants	
Goals	This course covers the important aspects of Cultural Psychology; Culture and Cognition; Culture and Emotion; Culture and Human Development; Language and Human Development; Self and Culture; Problems of Liberal Democracies from a Cultural Psychological Perspective
Content	Examines universal and culture-specific aspects of human behavior and mental processes, critically evaluating psychological theory from a cultural and cross-cultural perspective.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to explain what cultural psychology is, its historical development, and its ties to psychology and anthropology.	1, 2, 3, 4	1, 2, 3	A, C, G
Ability to conduct a critical analysis of the link between culture and the psychology's main subjects of study	1, 2, 3, 4, 9, 10	1, 2, 3	A, C, G
Ability to conduct a critical analyses of the universal arguments about human beings	9, 10, 14, 15, 16	1, 2, 3	A, C, G
Ability to describe an insight about the problems of liberal societies in the light of the cultural psychological knowledge	9, 10, 11, 14, 15, 16	1, 2, 3	A, C, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials

1	Introduction: Theoretical, historical, and philosophical issues	
2	What is cultural psychology?	Shweder, 1991.
3	What is culture?	Shweder, 1984 Unit 2
4	Culture and Cognition	Vygotsky Chapter 2-4; Schwartz, White, & Lutz, Chapter 2
5	Culture and Cognition	Kitayama, S. & Duffy, S. 2004
6	Culture and Cognition	Casey & Edgerton. Ch. 3
7	Midterm	
8	Culture and Emotion	Ekman, 1999
9	Culture and Emotion	Briggs. 2000
10	Culture and Development	Kitayama, S., Markus, H., & Kurokawa, S. 2000
11	Culture and Development	Schwartz, White, & Lutz, Ch. 6
12	Culture and the Self	Schwartz, White, & Lutz, Chapter 5
13	Culture and the Self	Kağıtçıbaşı, 2005
14	Understanding the Other	Shweder, 2002

RECOMMENDED SOURCES	
Textbook	Briggs, Jean. 2000. Emotions Have Many Faces: Inuit Lessons. *Anthropologica*, Vol. 42, No. 2, pp. 157-164. Conerly Casey & Robert B. Edgerton (eds). 2005. *A Companion to Psychological Anthropology: Modernity and Psychocultural Change.* New York: Blackwell. Ekman, P. 1999. "Basic Emotions" in Dalgeleish, T. And M. Power (eds.) *Handbook of cognition and Emotion*. New York: John Wiley &Sons. Kağıtçıbaşı, Çiğdem. 2005. Autonomy and Relatedness in Cultural context: Implications for Self and Family. *Journal of Cross-Cultural Psychology*, 36:403-422. Kitayama, S., Markus, H., & Kurokawa, S. 2000. Culture, Emotion, and Well-Being: Good Feelings in Japan and the United States. *Cognition and Emotion*. Vol. 14, 93-124. Kitayama, S. & Duffy, S. 2004. Cultural competence—Tacit, yet fundamental: Self, social relations, and cognition in the US and Japan. In R. J., Sternberg, & E. L. Grigorenko, (Eds.), *Culture and competence: Contexts of life success.* Washington, DC: American Psychological Association. Pp: 55-87. Kitayama, S., Markus, H., & Kurokawa, S. 2000. Culture, Emotion, and Well-Being: Good Feelings in Japan and the United States. *Cognition and Emotion*. Vol. 14, 93-124. Robert A. Levine. 2010. Psychological Anthropology: A reader on Self in Culture. New York: Wiley-Blackwell. Schwartz, T., White, M. G., & Lutz, C. (eds.). 1995. New Directions in Psychological Anthropology. New York: Cambridge University Press. Shweder, R. (ed.). 1984. *Culture Theory: Mind, Self, and Emotion*. New York: Cambridge University Press.

Shweder, Richard A. 1991. "Cultural Psychology: What is it?" Pp. 73-112 in *Thinking Through Cultures: Expeditions in Cultural Psychology*, edited by Richard A. Shweder. Cambridge: Harvard University Press.

Shweder, Richard A. 2002. "What about female genital mutilation?' Why understanding culture matters in the first place" pp. 216-252 in *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* edited by Shweder, Richard A., Martha Minow, and Hazel Markus. New York: Russell Sage Foundation.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press.

Additional Resources

MATERIAL SHARING	
Assignments	2 Presentations
Exams	1 midterm exam; 1 final exam

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	54
Presentation	2	30
Participation	1	16
Total		100
Contribution of Final Examination to Overall Grade		35
Contribution of In-Term Studies to Overall Grade		65
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					x
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					x
3	Incorporating the theories and empirical bases of psychology.					x

4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.		x
5	Understanding the basic characteristics and principles of psychological research, and research ethics.		x
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		x
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	x	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	x	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		x
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.		X
11	Developing an awareness of potential application areas of main research findings in psychology.		x
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		x
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.		x
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		x
15	Working effectively both as a team, as well as independently.		x
16	Thinking, reading, writing, and communicating in English effectively.		x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	2	5	10
Final Examination	1	20	20
Total Work Load			166

Total Work Load / 25 (h)	6,64
ECTS Credit of the Course	7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Environmental Psychology	PSY346	Fall/Spring	3 + 0	3	7

Prerequisites	PSY 102, PSY 241 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Departmental Elective
Course Coordinator	
Instructors	Mari Ito-Alptürer
Assistants	
Goals	The course introduces students with theories and research on the relationship between individuals and their physical environment. By the end of the course, successful students will gain an understanding that environmental psychology research and practice can be used to make more humanistic environment and improve our relationship with nature.
Content	The course begins with the overview of the development of the field of environmental psychology. It introduces different models of people-environment relations, ranging from strong determinist to transactionist. Then, the first half of the course focuses on such issues as the social use of space, the theories of place, architectural styles and meanings for architects and non-architects, the relationship between people, nature and culture. The latter half deals with application of environmental psychology to the analysis of specific types of places such as home, offices, schools and hospitals. Lastly, the idea of social design which aims to create environments that better fit user's needs and wants is discussed.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Ability to analyze a place from the perspective of transactional relationship between people and the environment.	1,2,9,10,12,15,16	1,2	A, B, C
Ability to explain the historical development, theoretical perspectives, and major concepts of environmental psychology.	1,2,3,9,11,15,16	1,2	A
Ability to benefit from collaborative research based on the understanding of the interdisciplinary nature of theories and applications in environmental psychology.	2,3,4,8,9,11, 12,13,14,15,16	1,2,4	B, C

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	**Introduction to the course**	
2	**Introduction to environmental psychology** Nature and scope of environmental psychology. Historical origins, theories & research of environmental psychology.	Lecture note 1 Canter & Donald (1987), Gifford (2002)
3	**Social behavior and space use** Behavioral setting and ecological psychology. Personal space, crowding, territoriality, privacy. Cultural perspectives.	Lecture note 2 Hall (2003), Cherulnik (1993)
4	**The psychology of *place*** The psychological theory of place. The phenomenological approach to place. Place attachment, place-identity.	Lecture note 3 Sime (1986)
5	**The built environment: Architectural meaning** Architecture styles: Modernism v.s. Post-modernism. Architectural preference and aesthetics. Environmental design as place-making.	Lecture note 4 Groat (1982), Jencks (1997)
6	**Nature, culture and environment** Culture and worldview, attitudes towards nature. Landscape preference. Japanese architectural space.	Lecture notes 5 Altman & Chemers (1981), Kalland (1995)
7	***Midterm Exam***	Lecture notes 1-5
8	**Home** - The meaning of home and Homelessness. Housing and identity.	Lecture note 6 Erman (1996), Moore (2000), Wardhaugh (1999)
9	**Workplace** - Organizational culture and office design, Symbolic aspects of the office, traditional vs. open-plan offices	Lecture notes 7 Donald (1994)
10	**Educational Environments** Changes in educational philosophy and classroom design. Museum as an informal learning environment	Lecture notes 8 Canter & Donald (1987), Cooper (1982)
11	**Therapeutic environments** Institutions. Hospital design	Lecture note 9 Canter & Canter (1979), Ulrich (1992, 2006)
12	**Environment and Crime** Environment as a source of stress. Defensible space, geographical profiling	Lecture note 10 Lundrigans & Canter (2001), Taylor (2002)
13	**Designing more suitable environment** Social design, User Need Analysis, Post Occupancy Evaluation	Lecture note 11 Gifford (1997)
14	**Student Presentation of coursework**	Place Analysis Report

RECOMMENDED SOURCES

Textbook	Environmental Psychology lecture notes (prepared by the instructor)
Additional Resources	Readings: *Introduction to Environmental Psychology*

Canter, D. & Donald, I. (1987). Environmental Psychology in the United Kingdom. In D. Stokols & I. Altman (Eds.) *Handbook of Environmental Psychology*, Volume 2 (pp.1281-1310). New York, Wiley.

Gifford, R. (2002). Making a difference: Some ways environmental psychology has improved the world. In R. B. Bechtel & A. Churchman (Eds.). *Handbook of Environmental Psychology* (pp.323-334)*.* Chichester: John Wiley

Social Behavior and Space Use

Hall, E.T. (2003). Proxemics. In S.M. Low & D. Lawrence-Zuniga, (Eds.). The Anthropology of space and place: Locating culture, (pp. 51-73). Oxford: Blackwell.

Cherulnik, P.D. (1993). *Applications of Environment-Behavior Research: Case Studies and Analysis*. Cambridge: Cambridge University Press. (Read Chapter11: Defensible-space modifications at Clason point gardens, pp.197-220).

The Psychology of Place

Sime, D. (1986). Creating places or designing spaces? *Journal of Environmental Psychology*, *6*, 49-63.

The natural environment - Attitudes towards nature

Altman, I. & Chemers, M.M.(1981). *Culture and Environment*. Monterey Bermont, CA: Brooks/Cole. (Read Chapters 2: World views of the environment - pp. 15-42)

Kalland, A. (1995). Culture in Japanese Nature. In O. Bruun & A. Kalland (Eds.). *Asian Perception of Nature: A Critical Approach*. Richmond, Surrey: Curzon Press. (pp.243-257).

The built environment – architectural meaning

Groat, L. (1982). Meaning in post-modern architecture: An examination using the multiple sorting task. *Journal of Environmental Psychology, 2*, 3-22. [Reprint available in Groat, L. (Ed.) (1995). Readings in Environmental Psychology: Giving Places Meaning (pp.141-160). Lndon: Academic Press.]

Jencks, C.A. (1977). "Post-Modern Architecture" from *The Language of Post-Modern Architecture* (London: Academy Editions). In K. M. Hays (eds.) (2000). Architecture Theory since 1968. London: MIT Press (pp.306-316).

Home and homelessness

Erman, T. (1996). Women and the housing environment: The experience of Turkish migrant women in squatter (gecekondu) and apartment housing. *Environment and Behavior, 28* (6), 764-798.

Moore, J. (2000). Placing home in context. *Journal of Environmental Psychology, 20*, 207-217.

Wardhaugh, J. (1999) The unaccompanied woman: home, homelessness and identity. *Sociological Review, 47* (1), 91-109.

Workplace

Donald, I. (1994). Management and change in office environments*. Journal of Environmental Psychology*, *14*, 21-30.

Educational environments

Canter, D. & Donald, I. (1987). Environmental Psychology in the United Kingdom. In D. Stokols & I. Altman (Eds.) *Handbook of Environmental Psychology*, *Volume 2* (pp.1281-1310). New York, Wiley. (Read "Educational Environments" pp.1291-1292)

Cooper, I. (1982). The maintenance of order and use of space in primary school buildings. *British Journal of Sociology of Education, 3* (3), 267-279

Therapeutic environments

Canter, S. & Canter, D. (1979). Building for therapy. In D. Canter & S. Canter (Eds.), *Designing for Therapeutic Environments* (pp.1-28). Chichester: John Wiley & Sons.

Ulrich, R. S. (1992). How design impacts wellness. *The Health Care Forum Journal, 35* (5), 20-25.

Ulrich, R. S. (2006). Essay: Evidence-based health-care architecture. *Lancet, 368*: 538-539.

Environment and Crime

Canter, D. & Larkin, P. (1993). The environmental range of serial rapists. *Journal of Environmental Psychology, 13*, 63-69.

Lundrigans, S. & Canter, D. (2001). A multivariate analysis of serial murderer's disposal site location choice. *Journal of Environmental Psychology, 21*, 423-432.

Taylor, R.B. (2002). Crime prevention through environmental design (CPTED): Yes, No, Maybe, Unknowable, and all of the above. In R. B. Bechtel & A. Churchman (Eds.). *Handbook of Environmental Psychology* (pp.413-426)*.* Chichester: John Wiley

Designing more suitable environment

Gifford, R. (1997) *Environmental Psychology: Theory and Practice* (2nd ed.). Allyn & Bacon. (Read Chapter 15 "Designing more fitting environments" & Epilogue "Utopia versus Entopia"pp.380-413)

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	66.6
Quizzes	0	0
Assignment	1	33.3
Total		**100**
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1 2 3 4 5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	X
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	X
3	Incorporating the theories and empirical bases of psychology.	X

4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.		X
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	X	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X	
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	X	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.		X
11	Developing an awareness of potential application areas of main research findings in psychology.		X
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		X
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	X	
15	Working effectively both as a team, as well as independently.		X
16	Thinking, reading, writing, and communicating in English effectively.		X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84

Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Psychology of Personality	PSY 351	Fall	3+0	3	6

Prerequisites	PSY 102, PSY 232 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Berke Kırıkkanat, Seray Akça
Assistants	
Goals	Focuses on major personality theories such as Psychoanalytical theory; Object Relations Theory; Attachment Theory; Interpersonal Theory; Holistic-Dynamic Theory; Person Centered Theory; Factors and Traits Theory; Social Cognitive Theory; Personal Constructs Theory; Social Constructivist Theory
Content	Survey of major theories of personality and empirical studies on personality development and functioning. Focus on physical, cognitive, social and emotional development and adjustment in adolescence and youth.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to explain the main theoretical perspectives to personality	1,2,3,4	1, 2	A, B, G
Ability to describe the relations among the different psychological schools of thought, and learning about their influence on and contributions to one another	1, 2, 3, 4, 9, 10	1, 2	A, B, G
Ability to critically analyze the various definitions of personality; the relationship between personality and social, cultural, and interactional contexts; the sources of unique aspects of personality	9, 10,14, 15, 16	1, 2	A, B, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials

1	Introduction	Feist & Feist Unit 1
2	Theoretical, historical, and philosophical issues	Feist & Feist Unit 1
3	Freud & Psychoanalytical Theory	Feist & Feist Unit 2
4	Freud & Psychoanalytical Theory	Feist & Feist Unit 2
5	Melanie Klein and Object Relations Theory	Feist & Feist Unit 5
6	Attachment Theory	Feist & Feist Unit 5
7	Midterm	
8	Sullivan and Interpersonal Theory	Feist & Feist Unit 8
9	Maslow and Holistic-Dynamic Theory	Feist & Feist Unit 10
10	Rogers and Person Centered Theory	Feist & Feist Unit 11
11	Eysenck, McCrae, & Costa and Five Factor Theory	Feist & Feist Unit 14
12	Bandura and Social-Cognitive Theory	Feist & Feist Unit 16
13	Kelly and Personal Constructs Theory	Feist & Feist Unit 18
14	Critical/Social Constructionist Theory	Burr, Unit 1-4

RECOMMENDED SOURCES	
Textbook	Fiest, J. & Feist, G. J. 2009. *Theories of Personality*. McGraw-Hill International Edition. Burr, Vivien. 1995. An Introduction to Social Constructionism. New York: Routledge.
Additional Resources	Şakacı, Figen. 2010. *Bitirgen*. İstanbul: Everest Yayınları

MATERIAL SHARING	
Documents	
Assignments	2 Presentation
Exams	1 midterm exam; 1 final exam

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	58
Presentation	2	25
Participation	1	17
Total		100

Contribution of Final Examination to Overall Grade	40
Contribution of In-Term Studies to Overall Grade	60
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1 2 3 4 5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	x
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	x
3	Incorporating the theories and empirical bases of psychology.	x
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	x
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	x
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	x
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	x
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	x
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	x
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	X
11	Developing an awareness of potential application areas of main research findings in psychology.	x
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	x
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	x
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	x
15	Working effectively both as a team, as well as independently.	x
16	Thinking, reading, writing, and communicating in English effectively.	x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)

Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Mid-Term	1	10	10
Presentation	2	7	14
Final Examination	1	15	15
Total Work Load			193
Total Work Load / 25 (h)			7,7
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Measurement in Psychology	PSY 362	Spring	3+0	3	6

Prerequisites	PSY102, RSCH 411

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Gizem Tanseli Kaspar, Asude Altıparmak
Assistants	
Goals	Introducing the students to the basic theory and practice of psychological testing and assessment.
Content	Introduction to the nature and use of psychological tests, technical and methodological principles, social and ethical considerations of testing. Examines a number of well-established individual intelligence and personality tests.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of important concepts in measurement and their uses in different areas in psychology	1,4, 11	1,2	A, G
Being informed about the history of psychological tests, different theories that were influential in developments in this area, and some of the tests that are used very frequently in psychology	1,2,3,10,12, 16	1	A, G
Developing the ability to use different methods to evaluate the scales and different assessment tools that are used in both research and applied psychology	8, 6,7,9,10, 15, 16	1,2,4,5	A, B
Developing a sense of some important responsibilities of test administrators and ethical issues	13,14	1,2	A, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction and History of measurement in psychology	Book, articles

2	Norms and Basic Statistics for Testing	Book, articles
3	Reliability	Book, articles
4	Validity	Book, articles
5	Test Bias	Book, articles
6	Writing and Evaluating Test Items	Book, articles
7	Interviewing Techniques	Book, articles
8	Theories of Intelligence and tests aimed at measuring intelligence	Book, articles
9	Theories of Intelligence and tests aimed at measuring intelligence (Cont.)	Book, articles
10	Other tests of Ability in Education and Special Education	Book, articles
11	Standardized Tests in Education, Civil Service, and the Military	Book, articles
12	Projective Personality Tests	Book, articles
13	Applications in Clinical Psychology and Ethics	Book, articles
14	Ethics in Measurement and Future of Testing	Book, articles

RECOMMENDED SOURCES	
Textbook	Kaplan, R. M., & Saccuzzo, D. P. (2013). Psychological Assessment and Theory: Creating and Using Psychological Tests. Wadsworth, Cengage Learning.
Additional Resources	Contemporary articles on important concepts in measurement

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	40
Quizzes		0
Assignment	6	60
Total		100

Contribution of Final Examination to Overall Grade	35
Contribution of In-Term Studies to Overall Grade	65
Total	100

Course Category	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	X				
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					X
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.				X	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				X	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.				X	
11	Developing an awareness of potential application areas of main research findings in psychology.				X	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		X			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				X	
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION		
Activities	Quantity	Duration (Hour)	Total Workload (Hour)

Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	6	7	42
Final Examination	1	10	10
Total Work Load			188
Total Work Load / 25 (h)			7,5
ECTS Credit of the Course			8

COURSE INFORMATON					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Forensic Psychology	PSY 366	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Işıl Pakiş
Assistants	
Goals	Understanding and analyzing of the contributions of forensic psychology and psychologists to the legal system, their position within the system, duties of a forensic psychologist, and limitations of forensic psychology.
Content	Theories of crime, juvenile delinquency, murder and violent crimes, profiling, arson, mental disorders and criminality, sexual crimes, victimology, criminal behavior, rehabilitation

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Defining what forensic psychology is and its fields of practice.	1,2	1,2	A,B,G
Understanding forensic psychology findings, how general theories in psychology relate to forensic psychology and how forensic psychology relates to psychology in general and its contributions to the legal system.	3,4,6,9,11,12, 13	1,2	A,B,G
Understanding factors related to criminal behavior and victimology	5,10,14	1,2	A,B,G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	Bartol & Bartol
2	Developmental Risk Factors	Bartol & Bartol
3	Origins of Criminal Behavior: Biological Factors	Bartol & Bartol
4	Origins of Criminal Behavior: Learning and Situational Factors	Bartol & Bartol
5	Violence and Aggression and	Bartol & Bartol
6	Violent Offenses	Bartol & Bartol
7	Movie: Elephant	Bartol & Bartol
8	Criminal Psychopathy	Bartol & Bartol
9	Mental illness and crime	Bartol & Bartol
10	Multiple Murder	Bartol & Bartol
11	Homicide, Assault and Family violence	Bartol & Bartol
12	Arson	Bartol & Bartol
13	Terrorism and the Psychology of Violence	Bartol & Bartol
14	Sexual offenses: rape, paedophilia and child molestation	Bartol & Bartol

RECOMMENDED SOURCES

Textbook	Criminal Behavior, Bartol & Bartol, 9th Edition, Pearson Education
Additional Resources	Introduction to *Forensic* and Criminal *Psychology* 4th Edition, Howitt; Pearson Education

MATERIAL SHARING

Documents
Assignments
Exams

ASSESSMENT

YARIYIL İÇİ ÇALIŞMALARI	SIRA	KATKI YÜZDESİ
Mid-terms		80
Assignment		20
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Master over the major concepts, theoretical perspectives, and historical development in psychology as a scientific discipline.				+	
2	Demonstrate familiarity with the subfields in psychology and their methods and applications.			+		
3	Incorporate the theories and empirical bases of psychology.					+
4	Compare the similarities and differences of other scientific disciplines with psychology, understand their potential contribution to psychology, and develop an awareness of interdisciplinary studies.					+
5	Understand the basic characteristics and principles of psychological research, and research ethics.			+		
6	Understand the basic research methods in psychology, including research design, data collection, data analysis and interpretation by recent information technologies.			+		
7	Plan, organize and pursue research studies intended to answer psychological questions by using relevant research methods, knowledge and skills.		+			
8	Learn to access to knowledge, use it effectively, conduct interdisciplinary literature review, and use the relevant database and other resources.			+		
9	Apply critical thinking and scientific approach to understand theories, research methods and applications in psychology.				+	
10	Develop analytical, critical and creative thinking and expression, both logically and fluently.				+	
11	Develop an awareness of the potential fields of application related to the findings of the main research areas in psychology.					+
12	Incorporate the theoretical and practical knowledge in psychology and related areas of specialization.				+	

13	Learn the applied areas and appropriate application methods in psychology, and understand the importance of the committment to the professional code of ethics.	+
14	Integrate psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibit social sensitivity and individual responsibility.	+
15	Work effctively both in a team environment and independently.	+
16	Think, read, write, and communicate in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Counseling Skills	PSY 367	Fall/Spring	3+0	3	7

Prerequisites	PSY102, PSY351 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Departmental Elective
Course Coordinator	
Instructors	Dilaram Billur Örnek
Assistants	
Goals	The goal of this course is to give students a general knowledge on counselling.
Content	Survey of major concepts and approaches to psychological counseling. Exposure and practice in basic counseling skills including observational techniques, verbal and nonverbal dimensions.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Can improve practical skills that increases students choices in graduate degree education or professional work life	2,3	5	B, G
Knowing yourself; Different occupational roles; Graduate degree education choices may be considered	10,12,13,14	5	G
Psychology students can integrate their knowledge into required fields	12,13,14	5	B, G
Can analyze the problems of real world	2,3,13	5	G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	Book
2	Third Option: Evocative Empathy	Book
3	Learning to hear	Book
4	Finding the words	Book
5	Confrontation experience	Book
6	Basic Principle: The Client is the Problem Solver	Book
7	Relationship Issues	Book
8	Mid-Term Exam	Book
9	Making a start	Book
10	Direct Intervention	Book
11	Measurement	Book
12	Ethical Issues	Book
13	Taking Good Care of Yourself	Book
14	Revision of the topics	Book

RECOMMENDED SOURCES	
Textbook	David Martin (2011). *Counseling and Therapy Skills*. Waveland Inc.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	100
Total		100

Contribution of Final Examination to Overall Grade	60
Contribution of In-Term Studies to Overall Grade	40
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.			x		
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.					X
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.					X
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		X			
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.		x			
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				X	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		X			
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.			X		
11	Developing an awareness of potential application areas of main research findings in psychology.			X		
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.					X
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.					X
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X

| 15 | Working effectively both as a team, as well as independently. | X |
| 16 | Thinking, reading, writing, and communicating in English effectively. | x |

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Presentation	2	5	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Physiological psychology	PSY 371	Fall	3+0	3	6

Prerequisites	PSY102, PSY224 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Sara Saban, Esin Tuna Demircioğlu
Assistants	
Goals	Survey of major theories and empirical studies in physiological psychology.
Content	Study of the structure of the nervous system, sensory and motor functions, neural and chemical bases of basic psychological processes such as learning, emotion and memory.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories in physiological psychology	1,2,3,4	1,2,5	A,C,G
Studying how recent research findings in physiological psychology contributed to the diagnosis, treatment and rehabilitation of the disorders and damage of the nervous system	3,8,10,11,12, 14,15,16	1,2,5	A,C,G
Being able to understand the physiological mechanisms underlying psychological disorders	5,6,7,9,13	1,2,5	A,C,G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	Readings

2	Biopsychology as a neuroscience	Readings
3	Research methods	Readings
4	Anatomy of the nervous system	Readings
5	Neural conduction	Readings
6	Brain damage and neuroplasticity	Readings
7	Brain damage and neuroplasticity	Readings
8	Learning, memory, amnesia	Readings
9	Learning, memory, amnesia	Readings
10	Sleep and sleep disorders	Readings
11	Drug addiction	Readings
12	Drug addiction	Readings
13	Psychiatric Disorders	Readings
14	Psychiatric Disorders	Readings

RECOMMENDED SOURCES	
Textbook	Contemporary readings in physiological psychology
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	presentation
Exams	midterm exam, final exam

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	43
Presentation	1	43
Participation	1	14
Total		100

Contribution of Final Examination to Overall Grade	30
Contribution of In-Term Studies to Overall Grade	70
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		X			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		X			
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				X	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.			X		
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					X
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					X
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.			X		
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			X		
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.		X			
15	Working effectively both as a team, as well as independently.			X		
16	Thinking, reading, writing, and communicating in English effectively.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)

Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	15	15
Total Work Load			189
Total Work Load / 25 (h)			7,6
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Theoretical Perspectives in Psychology	PSY 402	Spring	3+0	3	8

Prerequisites	PSY351 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Mehmet Emre Ordulu, Gökçe Andıç
Assistants	
Goals	Teaching students the historical changes in the modern psychology's conceptions of science, reality, and human being and the relations among the different psychological schools of thought.
Content	Surveys historical schools of thought such as structuralism, functionalism, behaviorism, Gestalt, psychoanalysis as well as contemporary theoretical perspectives.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Understanding the historical changes in the modern psychology's conceptions of science, reality, and human being in relationship to transformations of social and cultural context	1,2,3,4	1, 2	A, B, G
Grasping the dialogic relations among the different psychological schools of thought, and learning about their influence on one another	1, 2, 3, 4, 9, 10	1, 2	A, B, G
A critical analysis of the different schools of thought in psychology	9, 10,14, 15, 16	1, 2	A, B, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	Leahey, Chap. 1

2	Theoretical, historical, and philosophical issues	Leahey, Chap. 1
3	Early 20th Century Continental Psychology: Wundt & Titchner	Leahey, Chap. 7
4	Early 20th Century Continental Psychology: Würzburg School, Phenomenology, & Gestalt Psychology	Leahey, Chap. 7
5	Early 20th Century Continental Psychology: Psychoanalysis	Leahey, Chap. 8
6	Early 20th Century Continental Psychology: Psychoanalysis	Leahey, Chap. 8
7	Midterm	
8	Founders of American Functionalist Psychology: Darwin, Spencer, & Galton	Leahey, Chap. 9
9	Founders of American Functionalist Psychology: James, Dewey, Hall	Leahey, Chap. 10
10	American Psychology: Behaviorism	Leahey, Chap. 11
11	American Psychology: Behaviorism	Leahey, Chap. 11
12	American Psychology: Cognitive Psychology	Leahey, Chap. 12
13	American Psychology: Cognitive Psychology	Leahey, Chap. 12
14	Critical/Social Constructionist Psychology	Burr, Chap. 1-4

RECOMMENDED SOURCES	
Textbook	Leahey, Thomas Hardy. 2004. A History of Psychology: Main Currents in Psychological Thought, Sixth Edition. New York: Pearson. Burr, Vivien. 1995. An Introduction to Social Constructionism. New York: Routledge.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	3 critical commentaries
Exams	1 midterm; 1 Final

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	54
Assignment	3	23
Participation	1	23
Total		100
Contribution of Final Examination to Overall Grade		35
Contribution of In-Term Studies to Overall Grade		65

Total	100

Course Category	Basic Professional Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					x
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.				x	
3	Incorporating the theories and empirical bases of psychology.					x
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.					x
5	Understanding the basic characteristics and principles of psychological research, and research ethics.			x		
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		x			
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.			x		
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	x				
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				x	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					x
11	Developing an awareness of potential application areas of main research findings in psychology.		x			
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		x			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	x				
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				x	
15	Working effectively both as a team, as well as independently.					x
16	Thinking, reading, writing, and communicating in English effectively.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	5	112
Mid-Term	1	15	15
Homework	3	5	15
Final Examination	1	12	12
Total Work Load			196
Total Work Load / 25 (h)			7,8
ECTS Credit of the Course			8

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Family Psychology	PSY 443	Fall/Spring	3+0	3	7

Prerequisites	PSY232 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Alev Yalçınkaya
Assistants	
Goals	Mastering important concepts regarding family development and parenting; gaining an understanding of the psychological impact of parenting on development; strengthening skills in critical thinking and writing about psychological research.
Content	Analyzes the family from a psychological perspective. Examines individual and interpersonal processes within the family including early marriage, parenthood, sexual functioning, maladjustment and divorce.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Mastering major concepts in the field of family psychology and parenting, such as structural, intergenerational and contextual family systems models.	1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15	1, 2	A, B, F
Gaining an understanding of psychological impact of families on different stages of development, such as transitioning from adolescence to young adulthood, mate selection, marriage, conflict in marriage and having young children.	3, 5, 8, 9, 10, 11, 12, 13, 14, 15	1, 2	A, B, F
Gaining critical reading and analytical thinking skills.	3, 4, 5, 8, 9, 10, 12, 13, 14, 15	1, 2, 4	B, C, D

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week	**Topics**	**Study Materials**

Week	Topics	Study Materials
1	The Family as a System	Chapter 1
2	Family Strategies	Chapter 2
3	Structural Models	Chapter 3

4	Intergenerational Models	Chapter 4
5	Contextual Models	Chapter 5
6	Midterm	
7	The Transition from Adolescence to Adulthood	Chapter 6
8	Mate Selection and Family Development	Chapter 7
9	The Transition to Marriage: The New Marital System	Chapter 8
10	Conflict in Marriage	Chapter 9
11	Communication and Intimacy	Chapter 10
12	Families with Young Children	Chapter 11
13	The Parent-Child System	Chapter 12
14	Presentations	

RECOMMENDED SOURCES	
Textbook	Anderson, S. A. and Sabatelli, R. M. (2003). Family Interaction: A Multigenerational Developmental Perspective. Boston: Allyn & Bacon.
Additional Resources	Internet, Peer Reviewed Journals, Online Databases

MATERIAL SHARING
Documents
Assignments
Exams

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms		35
Assignment		65
Total		**100**
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM	
No Program Learning Outcomes	Contribution

		1	2	3	4	5
1	Master over the major concepts, theoretical perspectives, and historical development in psychology as a scientific discipline.				X	
2	Demonstrate familiarity with the subfields in psychology and their methods and applications.			X		
3	Incorporate the theories and empirical bases of psychology.					X
4	Compare the similarities and differences of other scientific disciplines with psychology, understand their potential contribution to psychology, and develop an awareness of interdisciplinary studies.		X			
5	Understand the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understand the basic research methods in psychology, including research design, data collection, data analysis and interpretation by recent information technologies.		X			
7	Plan, organize and pursue research studies intended to answer psychological questions by using relevant research methods, knowledge and skills.		x			
8	Learn to access to knowledge, use it effectively, conduct interdisciplinary literature review, and use the relevant database and other resources.			X		
9	Apply critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Develop analytical, critical and creative thinking and expression, both logically and fluently.					X
11	Develop an awareness of the potential fields of application related to the findings of the main research areas in psychology.					X
12	Incorporate the theoretical and practical knowledge in psychology and related areas of specialization.				X	
13	Learn the applied areas and appropriate application methods in psychology, and understand the importance of the commitment to the professional code of ethics.				X	
14	Integrate psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibit social sensitivity and individual responsibility.					X
15	Work effectively both in a team environment and independently.					X
16	Think, read, write, and communicate in English effectively.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

<table>
<tr><td colspan="6" align="center">**COURSE INFORMATION**</td></tr>
<tr><td>**Course Title**</td><td>*Code*</td><td>*Semester*</td><td>*L+P Hour*</td><td>*Credits*</td><td>*ECTS*</td></tr>
<tr><td>Family Violence</td><td>PSY 445</td><td>Fall/Spring</td><td>3 + 0</td><td>3</td><td>7</td></tr>
</table>

Prerequisites	PSY 102, PSY 232 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Departmental Elective
Course Coordinator	
Instructors	Ayşe Gür Turaboğlu
Assistants	
Goals	The course explores family violence with primary emphasis on the problems of child abuse and intimate partner abuse. Analysis of each of these areas of family violence focuses specifically on the epidemiology of the problem, characteristics of the families, etiological theories, and treatment approaches.
Content	This class will focus on the causes and impact of family violence, as well as strategies for its prevention, for treatment of those who have been abused, and for intervention strategies for abusers.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Describe and analyze major theoretical perspectives and overarching themes of psychology and family systems and their historical development.	1,2,9,10,12,15,16	1,2	A, B
Locate, accurately summarize, and evaluate bodies of scientific literature in psychology specifically relating to family interactions and/or abuse on micro, mezzo, and macro levels.	1,2,3,9,11,15,16	1,2	A,B
Demonstrate how psychological principles can explain social issues and inform public policy, specifically for those related to policies on domestic violence or child abuse in families and societies.	2,3,4,8,9,11, 12,13,14,15,16	1,2,5	A,B

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Research Methodology, Assessment, and Theories	
2	Child Neglect and Psychological Maltreatment	
3	Child Physical Abuse	
4	Child Sexual Abuse	
5	Abused and Abusive Adolescents	
6	Midterm Exam	
7	Dating Aggression, Sexual Assault, and Stalking	
8	Abused Heterosexual Partners, Primarily Women	
9	Abusive Heterosexual Partners, Primarily Men	
10	Abused and Abusive Partners in Understudied Populations	
11	Adult Intimate Partner Violence: Practice, Policy, and Prevention	
12	Abuse of Elderly and Disabled Persons	
13	Cultural differences in the definition and perception of abuse and neglect.	
14	Review	

RECOMMENDED SOURCES

Textbook	Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2011). Family Violence Across the Lifespan, 3rd Ed. SAGE.
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	66.6
Quizzes	0	0
Assignment	1	33.3
Total		**100**
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		**100**

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					X
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.					X
5	Understanding the basic characteristics and principles of psychological research, and research ethics.		X			
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		X			
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.		X			
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				X	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				X	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.					X
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.					X

13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	X	
15	Working effectively both as a team, as well as independently.		X
16	Thinking, reading, writing, and communicating in English effectively.		X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	1	10	10
Final Examination	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Applied Social Psychology	PSY 452	Fall/Spring	3+0	3	7

Prerequisites	PSY 102, PSY 241 or Consent of Instructor
Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Mari İto Alptürer, Eyyüb Ensari Cicerali
Assistants	
Goals	Enabling students to gain a solid understanding of theories and empirical findings in applied areas of social psychology and to apply principles of social psychology to real life phenomenon
Content	Research in social psychology aimed at applying theories and techniques to social problems in real-life situations.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to explain major concepts and theories of selected topics in applied social psychology.	1,2,3,4,16	2,4	B, D, G
Ability to describe how recent research findings in selected topics in applied social psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of selected topics in applied social psychology	3,8,10,11, 12,13,14,15,16	2,4	B, D, G
Ability to design a research project in selected topics in applied social psychology relations and run the research	3,5,6,7,9,13,14,15	2,4	B, D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	Readings

2	Theories in selected topics in applied social psychology	Readings
3	Research methodology in selected topics in applied social psychology	Readings
4	Existing research findings in selected topics in applied social psychology	Readings
5	Contemporary research findings in selected topics in applied social psychology	Readings
6	Presentations	Readings
7	Presentations	Readings
8	Designing research in selected topics in applied social psychology	Readings
9	Writing introductory section in research	Readings
10	Collecting data about selected topics in applied social psychology	Readings
11	Collecting data about selected topics in applied social psychology	Readings
12	Data entry and analysis methods	Readings
13	Data entry and analysis methods	Readings
14	Submission preparation	Readings

RECOMMENDED SOURCES

Textbook	Contemporary readings in selected topics in applied social psychology
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Participation	14	50
Mid-term/Assignment	1	50
Total		100
Contribution of Final Examination (Final report) to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50

Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		X			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		X			
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			X		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					X
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					X
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					X
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					X
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					X
11	Developing an awareness of potential application areas of main research findings in psychology.				X	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		X			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				X	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				X	
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term/Homework	1	20	20

Final Examination (Final Report)	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Clinical Psychology	PSY 461	Spring	3+0	3	8

Prerequisites	PHIL 341 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Leyla Soydinç, Deniz Bozunoğulları, Gamze Özden
Assistants	
Goals	The goal of this course is to introduce students to general principles of clinical psychology.
Content	An overview of academic and clinical activities in the field of clinical psychology. Considers ethical issues and the status of clinical psychology as compared to other related professions

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Define clinical psychology and explain the historical factors that played pivotal roles in the development of the field.	2,12,13,14	1, 2, 5	A, G
Describe assessment methods in clinical psychology including interviews, observations, and testing.	2,5,12,13,14	1, 2, 5	A, G
Explain the basic features of psychotherapy	2,12,13,14	1, 2, 5	A, G
Describe the main theoretical approaches and compare/contrast them.	2,12,13,14	1, 2, 5	A, G
Describe the research methods and the role of empirical approach in clinical psychology.	2,3,5,12,13,14	1, 2, 5	A, G
Describe sub-fields of clinical psychology; explain the basic features and applications in each field.	2,12,13,14	1, 2, 5	A, G
Describe the ethical guidelines and discuss various professional issues within clinical psychology.	2,12,13,14	1, 2, 5	A, G
Describe the Diagnostic and Statistical Manual for Mental Disorders; discuss its basic features and weaknesses.	2,5,12,13,14	1, 2, 5	A, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction to Clinical Psychology	Chapter 1
2	Basic concepts and historical developments	Chapters 1, 2
3	Basic features of clinical assessment	Chapter 3
4	Interviewing and observation in clinical psychology	Chapter 4
5	Testing in clinical psychology	Chapter 5
6	Basic features of clinical intervention	Chapter 6
7	Psychodynamic and humanistic psychotherapies	Chapter 7
8	Behavioral and cognitive-behavioral psychotherapies	Chapter 8
9	Ethical principles of psychologists and code of conduct	APA Ethics Code
10	Research on clinical psychology	Chapter 10
11	Clinical child psychology	Chapter 11
12	Health psychology	Chapter 12
13	Clinical neuropsychology	Chapter 13
14	Professional issues in clinical psychology	Chapter 15

RECOMMENDED SOURCES	
Textbook	Geoffrey P. Kramer, Douglas A. Bernstein, Vicky Phares (2010) Introduction to Clinical Psychology
Additional Resources	APA Ethical Principles of Psychologists and Code of Conduct

MATERIAL SHARING	
Documents	Selected episodes from the TV show "In Treatment;" DSM-IV-TR; sample intelligence, personality and neuropsychology questionnaires and tests;
Assignments	
Exams	2 midterms and 1 final

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	2	100
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60

Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		X			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X				
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X				
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				X	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.			X		
11	Developing an awareness of potential application areas of main research findings in psychology.	X				
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.					X
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.					X
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X
15	Working effectively both as a team, as well as independently.			X		
16	Thinking, reading, writing, and communicating in English effectively.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	7	98
Mid-Term	2	17	34
Final Examination	1	17	15
Total Work Load			189
Total Work Load / 25 (h)			7,6
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Psychopathology	PSY 462	Spring	3+0	3	6

Prerequisites	PSY351 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Seray Akça, Berke Kırıkkanat, Leyla Soydinç
Assistants	
Goals	The goal of this course is to introduce students to abnormal behavior and its classification as well as major mental illnesses.
Content	Concepts of normal and abnormal behavior, theoretical approaches to abnormal behavior, examination of types of adulthood psychopathology as proposed in the latest classification system.

Learning Outcomes	**Program Outcomes**	**Teaching Methods**	**Assessment Methods**
Explain different definitions of abnormal behavior, and discuss problems with each definition.	2,9,12,13,14	1, 2, 5	A, G
Describe the Diagnostic and Statistical Manual for Mental Disorders; discuss its basic features and weaknesses.	3,5,12,13,14	1, 2, 5	A, G
Describe major mental illnesses and explain defining symptoms.	2,12,13,14	1, 2, 5	A, G
Describe theories that explain the origins of mental illnesses and discuss strengths and weaknesses.	9,12,13,14	1, 2, 5	A, G
Differentiate between different mental illnesses (differential diagnosis)	12,13,14	1, 2, 5	A, G
Describe different treatment approaches to mental illnesses.	12,13,14	1, 2, 5	A, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week **Topics**	**Study Materials**
1 Introduction to Abnormal Psychology	Chapter 1

2	Defining abnormal behavior and introduction to classification of mental disorders	Chapters 1, 3
3	Anxiety disorders	Chapter 5
4	Anxiety disorders continue	"Just Checking"
5	Somatoform disorders	Chapter 6
6	Mood disorders	Chapter 7
7	Mood disorders continue	"Darkness Visible"
8	Schizophrenia and other psychotic disorders	Chapter 8
9	Schizophrenia and other psychotic disorders	Chapter 8
10	Personality disorders	Chapter 9
11	Personality disorders, continue	"Girl Interrupted"
12	Eating disorders	Chapter 12
13	Substance related disorders	Chapter 14
14	Impulse control disorders	Chapter 14

RECOMMENDED SOURCES

Textbook	Susan Nolen-Hoeksema (2011) Anormal Psikoloji
Additional Resources	D. L. Rosenhan (1973). Being sane in insane places, Science, 179, 250-258; W. Styron. (1992). Darkness visible: A memoir of madness. New York: 1st Vintage Books; Colas, E. (1998). Just checking: Scenes from the life of an obsessive-compulsive. New York: Washington Square Press; Kaysen, S. (1993). Girl interrupted. New York: Vintage Books.

MATERIAL SHARING

Documents	Selected sections of movies that demonstrate different mental disorders; DSM-IV-TR; sample psychopathology questionnaires.
Assignments	
Exams	2 midterms and 1 final

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	2	100
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		X			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.				X	
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	X				
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				X	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X				
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	X				
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				X	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.			X		
11	Developing an awareness of potential application areas of main research findings in psychology.	X				
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.					X
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.					X
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X
15	Working effectively both as a team, as well as independently.			X		
16	Thinking, reading, writing, and communicating in English effectively.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	7	98
Mid-Term	2	15	30
Final Examination	1	20	20

Total Work Load	190
Total Work Load / 25 (h)	7,6
ECTS Credit of the Course	8

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Organizational Psychology	PSY 463	Fall	3+0	3	9

Prerequisites	PSY102, PSY241 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	İrem Öztürk Anabal
Assistants	
Goals	This course provides students the necessary information about basic concepts, theories and research methods in the fields of Organizational and Industrial Psychology.
Content	Examines the process of psychological factors in organizations and the effect they have on industry and other institutions. Focuses on effective use of the individual in organizations.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Ability to explain the historical development, theoretical perspectives and basic concepts of Organizational and Industrial Psychology.	1,2,9,11,12,15,16	1,2	A
Ability to analyze internal and external variables that influence employee behavior.	1,2,3,9,10,11,12,15,16	1,2	A, B, C
Ability to explain the contributions of applying psychology in work setting	3,4,6,9,11,12,13	1,2	A, B, C

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	Textbook

2	History of I/O Psychology	Textbook
3	Job Analysis	Textbook
4	Employee Selection	Textbook
5	Evaluating Employee Performance	Textbook
6	Employee Training and Development	Textbook
7	Motivation	Textbook
8	Midterm	Textbook
9	Job Attitudes	Textbook
10	Stress and Worker-well being	Textbook
11	Group Processes and Work Teams	Textbook
12	Presentations	Textbook
13	Presentations	Textbook
14	Presentations	Textbook

RECOMMENDED SOURCES	
Textbook	Riggio, R. E. (2008) *Introduction to Industrial/Organizational Psychology (5th Edition).* Upper Saddle River, NJ: Pearson/Prentice Hall.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	1	54
Presentations	1	31
Assignment		15
Total		100
Contribution of Final Examination to Overall Grade		35
Contribution of In-Term Studies to Overall Grade		65

Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.					x
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.					X
3	Incorporating the theories and empirical bases of psychology.				X	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				X	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					X
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	X				
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	X				
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.			X		
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.			X		
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.			X		
11	Developing an awareness of potential application areas of main research findings in psychology.					X
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.					X
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.			X		
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.					X
15	Working effectively both as a team, as well as independently.					X
16	Thinking, reading, writing, and communicating in English effectively.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112

Mid-Term	1	20	20
Homework	1	20	20
Final Examination	1	20	20
Total Work Load			214
Total Work Load / 25 (h)			8,56
ECTS Credit of the Course			9

<table>
<tr><td colspan="6" align="center">**COURSE INFORMATON**</td></tr>
<tr><td>**Course Title**</td><td>*Code*</td><td>*Semester*</td><td>*L+P Hour*</td><td>*Credits*</td><td>*ECTS*</td></tr>
<tr><td>Psychological Trauma</td><td>PSY 465</td><td>Fall/Spring</td><td>3+0</td><td>3</td><td>7</td></tr>
</table>

Prerequisites	PSY 102 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Leyla Soydinç
Assistants	
Goals	Introducing the student to the field of traumatic stress studies
Content	A survey of theories and research concerned with traumatic experiences.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of traumatic stress, its reasons as well as certain theories that have attempted to explain traumatic stress.	1,4, 11	1,2,4	B, G
Developing an ability to examine traumatic stress in terms of its consequences on different aspects of human functioning during different stages of life.	1,2,3,10,12, 16	1,2,4	B, G
Being informed about different manifestations of traumatic stress in the clinical area, with a focus on trauma related psychological disorders and frequently used treatment methods	8, 6,7,9,10, 15, 16	1,2,4,5	B, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer(s)
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

<table>
<tr><td colspan="2" align="center">**COURSE CONTENT**</td></tr>
<tr><td>**Week Topics**</td><td>**Study Materials**</td></tr>
</table>

1	Introduction to the course
2	Deifiniton of trauma and different types of traumatic experiences
3	Betrayal trauma theory
4	Human response to stress: Both normal and abnormal
5	Cognitive aspects of trauma
6	Neuropsychological aspects of trauma
7	Interpersonal and societal consequences of trauma
8	Emotional aspects of trauma
9	Trauma and Dissociation
10	Traumatic Stress and related disorders
11	Traumatic stress and related disorders (cont.)
12	Effects of resilience and post-traumatic growth
13	Trauma in cultural perspective
14	Treatment issues

RECOMMENDED SOURCES	
Textbook	Herman, J. L. (1997). *Trauma and recovery.* Binghamton, NY: Hayworth Press.
Additional Resources	Contemporary articles on important concepts in trauma

MATERIAL SHARING	
Documents	
Assignments	- Writing reaction papers weekly, that will summarize and critique an empirical article published on a peer-reviewed journal. - Final project: A literature review or a research proposal on one of the basic topics about trauma.
Exams	

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms		0
Quizzes		0
Assignment	10	10

Total	100
Contribution of Final Project to Overall Grade	40
Contribution of In-Term Studies to Overall Grade	60
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.			+		
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.				+	
3 Incorporating the theories and empirical bases of psychology.					+
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5 Understanding the basic characteristics and principles of psychological research, and research ethics.		+			
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		+			
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.		+			
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				+	
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11 Developing an awareness of potential application areas of main research findings in psychology.					+
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of				+	

	professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Mid-Term	1	10	10
Homework	2	5	10
Final Project	1	20	20
Total Work Load			166
Total Work Load / 25 (h)			6,64
ECTS Credit of the Course			7

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Brain and Behavior	PSY 471	Fall/Spring	3+0	3	7

Prerequisites	PSY371 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Sara Saban
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in readings and research in cognitive neuroscience
Content	Analysis of contemporary findings and theories in readings and research in cognitive neuroscience

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories in readings and research in cognitive neuroscience	1,2,4	1,2,4	C, D, G
Developing a sense of how recent research findings in cognitive neuroscience contributed to psychology in general and how theories of psychology in general contribute to our understanding of cognitive neuroscience	3,8,10,11,12,14,15,16	1,2,4	C, D, G
Being able to design a research project in cognitive neuroscience and run the research	5,6,7,9,13	1,2,4	C, D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in cognitive neuroscience	
3	Research methodology in cognitive neuroscience	
4	Existing research findings in cognitive neuroscience	
5	Contemporary research findings in cognitive neuroscience	
6	Presentations	
7	Presentations	
8	Designing research in cognitive neuroscience	
9	Writing introductory section in research	
10	Collecting data	
11	Collecting data	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings in cognitive neuroscience
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Presentation	1	80
Participation		20
Assignment		0
Total		100
Contribution of Final Examination to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50

Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.				+	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				+	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15	Working effectively both as a team, as well as independently.					+
16	Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Neurological psychology	PSY 472	Fall/ Spring	3+0	3	7

Prerequisites	PSY371 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Sara Saban
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in readings and research in neurological psychology
Content	Analysis of contemporary findings and theories in readings and research in neurological psychology

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories in readings and research in neurological psychology	1,2,4	1,2,4	C, D, G
Developing a sense of how recent research findings in neurological psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of neurological psychology	3,8,10,11,12,14,15,16	1,2,4	C, D, G
Being able to design a research project in neurological psychology and run the research	5,6,7,9,13	1,2,4	C, D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in neurological psychology	
3	Research methodology in neurological psychology	
4	Existing research findings in neurological psychology	
5	Contemporary research findings in neurological psychology	
6	Presentations	
7	Presentations	
8	Designing research in neurological psychology	
9	Writing introductory section in research	
10	Collecting data	
11	Collecting data	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES	
Textbook	Contemporary readings in neurological psychology
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Presentation	1	80
Participation		20
Assignment		0
Total		100
Contribution of Final Examination to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50

Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15	Working effectively both as a team, as well as independently.					+
16	Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Graduation Project I	PSY 478	Fall/Spring	3+0	3	7

Prerequisites	RSCH 411 with consent of departmental board and instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Selected Lecturer
Assistants	
Goals	Literature review, design, and data collection for graduation project
Content	An in depth study of a topic chosen by the department under the guidance of a staff member, where the student carries out an independent research project.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories of a selected topic in psychology	1,2,4	2, 4	B, C, D
Developing a sense of how recent research findings in a selected topic in psychology contribute to psychology in general	3,8,10,11,12,14,15,16	2, 4	B, C, D
Developing the ability to design a research project in a selected topic in psychology	5,6,7,9,13	2, 4	B, C, D

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Introduction to craft of research	Booth, Colomb, and Williams
3	Theoretical approaches to the general area of interest	
4	Literature review on the general area of interest	
5	Specification of the narrowed down area of interest and formulation of a research question	Booth, Colomb, and Williams

6	Contemporary research findings on the topic of interest	
7	Contemporary research findings on the topic of interest	
8	Research methodologies used to study the topic of interest	
9	Designing research and sampling	Booth, Colomb, and Williams
10	Designing research and sampling	Booth, Colomb, and Williams
11	Collecting data	
12	Collecting data	
13	Collecting data	
14	Presentation	

RECOMMENDED SOURCES	
Textbook	Contemporary readings on the selected topic of interest Booth, W. Colomb, G. and Williams, J. 2008. *The craft of research*. 3rd Edition. Chicago: Chicago University Press.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	5 Short Memorandum on Research Progress
Exams	1 Research Proposal

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms		0
Participation		0
Assignment	5	100
Total		100
Contribution of Final Examination to Overall Grade		70
Contribution of In-Term Studies to Overall Grade		30
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM	
No Program Learning Outcomes	Contribution

		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		+			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15	Working effectively both as a team, as well as independently.					+
16	Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	6	84
Memorandums on Research Progress	5	4	20
Final Examination (research article and its presentation)	1	30	30
Total Work Load			176
Total Work Load / 25 (h)			7,04
ECTS Credit of the Course			7

<table>
<tr><th colspan="6" style="text-align:center">COURSE INFORMATION</th></tr>
<tr><td>Course Title</td><td><i>Code</i></td><td><i>Semester</i></td><td><i>L+P Hour</i></td><td><i>Credits</i></td><td><i>ECTS</i></td></tr>
<tr><td>Readings and Research in Learning</td><td>PSY 481</td><td>Fall/Spring</td><td>3+0</td><td>3</td><td>7</td></tr>
</table>

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	-
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in learning
Content	Readings and research in theoretical and experimental approaches to learning.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in learning are	1,2,4	2,5,12	D, G
Developing a sense of how recent research findings in learning contributed to psychology in general and how theories of psychology in general contribute to our understanding of "learning psychology"	3,8,10,11,12,14,15,16	2,5,12	D, G
Being able to design a research project in learning and run the research	5,6,7,9,13	2,5,12	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

**COURSE CONTENT**	
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in learning psychology	
3	Research methodology in learning psychology	
4	Existing research findings in learning psychology	
5	Contemporary research findings in learning psychology	
6	Presentations	

7	Presentations
8	Designing research in selected topics in learning psychology
9	Writing introductory section in research
10	Collecting data about selected topics in learning psychology
11	Collecting data about selected topics in learning psychology
12	Data entry and analysis methods
13	Data entry and analysis methods
14	Submission preparation

RECOMMENDED SOURCES

Textbook	Contemporary readings in learning psychology
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Class Participation		100
Total		100
Contribution of Final Examination (research project) to Overall Grade		60
Contribution of In-Term Studies to Overall Grade		40
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.			+		
3	Incorporating the theories and empirical bases of psychology.			+		

4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	+
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	+
11	Developing an awareness of potential application areas of main research findings in psychology.	+
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Final Report)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATON					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Selected topics in clinical psychology	PSY 482	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Esra Savaş
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in selected topics in clinical psychology
Content	Examination of selected topics such as professional issues, specific therapies, clinical assessment, and psychopathological syndromes.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in selected topics in clinical psychology are	1,2,4	2,5,12	D, G
Developing a sense of how recent research findings in selected topics in clinical psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of selected topics in clinical psychology"	3,8,10,11,12,14,15,16	2,5,12	D, G
Being able to design a research project in selected topics in clinical psychology and run the research	5,6,7,9,13	2,5,12	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in selected topics in clinical psychology	
3	Research methodology in selected topics in clinical psychology	
4	Existing research findings in selected topics in clinical psychology	
5	Contemporary research findings in selected topics in clinical psychology	
6	Presentations	
7	Presentations	
8	Designing research in selected topics in clinical psychology	
9	Writing introductory section in research	
10	Collecting data about selected topics in clinical psychology	
11	Collecting data about selected topics in clinical psychology	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES	
Textbook	Contemporary readings in selected topics in clinical psychology
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	0	
Class Participation	100	
Assignment	0	
Total	100	

Contribution of Final Examination (research project) to Overall Grade	60
Contribution of In-Term Studies to Overall Grade	40
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.			+		
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		+			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of				+	

15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Readings and Research in Clinical Psychology	PSY 483	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	-
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in clinical psychology
Content	Theoretical study and empirical investigation in a particular area within clinical psychology.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in clinical psychology are	1,2,4	2,5,12	D, G
Developing a sense of how recent research findings in clinical psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of clinical psychology"	3,8,10,11,12,14,15,16	2,5,12	D, G
Being able to design a research project in clinical psychology and run the research	5,6,7,9,13	2,5,12	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT	
Week **Topics**	**Study Materials**
1 Introduction	
2 Theories in clinical psychology	
3 Research methodology in clinical psychology	
4 Existing research findings in clinical psychology	
5 Contemporary research findings in clinical psychology	

6	Presentations
7	Presentations
8	Designing research in selected topics in clinical psychology
9	Writing introductory section in research
10	Collecting data about selected topics in clinical psychology
11	Collecting data about selected topics in clinical psychology
12	Data entry and analysis methods
13	Data entry and analysis methods
14	Submission preparation

RECOMMENDED SOURCES	
Textbook	Contemporary readings in clinical psychology
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms		0
Class Participation		100
Assignment		0
Total		100
Contribution of Final Examination (research project) to Overall Grade		60
Contribution of In-Term Studies to Overall Grade		40
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			

2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	+	
3	Incorporating the theories and empirical bases of psychology.	+	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	+	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.		+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.		+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.		+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.		+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.		+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.		+
11	Developing an awareness of potential application areas of main research findings in psychology.	+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+	
15	Working effectively both as a team, as well as independently.		+
16	Thinking, reading, writing, and communicating in English effectively.	+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATON					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Selected topics in Cognitive Psychology	PSY 484	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Sara Saban
Assistants	
Goals	Developing a solid understaning of theories and empirical findings in selected topics in cognitive psychology
Content	In-depth examination of selected topics in the area of cognitive psychology.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in selected topics in individual differences are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in selected topics in individual differences contributed to psychology in general and how theories of psychology in general contribute to our understanding of selected topics in individual differences"	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in selected topics in individual differences and run the research	5,6,7,9,13	2,4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in selected topics in cognitive psychology	
3	Research methodology in selected topics in cognitive psychology	
4	Existing research findings in selected topics in cognitive psychology	
5	Contemporary research findings in selected topics in cognitive psychology	
6	Presentations	
7	Presentations	
8	Designing research in selected topics in cognitive psychology	
9	Writing introductory section in research	
10	Collecting data about selected topics in cognitive psychology	
11	Collecting data about selected topics in cognitive psychology	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings in selected topics in cognitive psychology
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms		0
Class Participation		100
Assignment		0
Total		100

Contribution of Final Examination to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3 Incorporating the theories and empirical bases of psychology.			+		
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5 Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11 Developing an awareness of potential application areas of main research findings in psychology.				+	
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		+			
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	

| 15 | Working effectively both as a team, as well as independently. | + |
| 16 | Thinking, reading, writing, and communicating in English effectively. | + |

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Readings and Research in Cognitive Processes	PSY 485	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Burcu Ünlütabak
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in readings and research in cognitive processes
Content	Readings and supervised laboratory research in selected areas of cognitive psychology.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in selected topics in individual differences are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in selected topics in individual differences contributed to psychology in general and how theories of psychology in general contribute to our understanding of selected topics in individual differences"	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in selected topics in individual differences and run the research	5,6,7,9,13	2, 4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in readings and research in cognitive processes	
3	Research methodology in readings and research in cognitive processes	
4	Existing research findings in readings and research in cognitive processes	
5	Contemporary research findings in readings and research in cognitive processes	
6	Presentations	
7	Presentations	
8	Designing research in readings and research in cognitive processes	
9	Writing introductory section in research	
10	Collecting data about readings and research in cognitive processes	
11	Collecting data about readings and research in cognitive processes	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings and research in cognitive processes
Additional Resources	Panksepp, J. (2004). Affective neuroscience: The foundations of human and animal emotions. Oxford University Press. Panksepp, J., & Biven, L. (2012). The archeology of mind: Neuroevolutionary Origins of Human Emotions. W. W. Norton & Company.

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms		0
Class participation		100
Assignment		0

Total	100
Contribution of Final Examination (Research Project) to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1 2 3 4 5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	+ (2)
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	+ (2)
3	Incorporating the theories and empirical bases of psychology.	+ (3)
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	+ (3)
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	+ (5)
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	+ (5)
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	+ (5)
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	+ (5)
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	+ (5)
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	+ (5)
11	Developing an awareness of potential application areas of main research findings in psychology.	+ (4)
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+ (3)
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+ (4)
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+ (4)
15	Working effectively both as a team, as well as independently.	+ (5)
16	Thinking, reading, writing, and communicating in English effectively.	+ (4)

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)

Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Selected Topics in Motivation	PSY 486	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	-
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in readings and research in motivation.
Content	An examination of various approaches to psychological and behavior change using case examples and other applied material.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in motivation are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in motivation contributed to psychology in general and how theories of psychology in general contribute to our understanding of motivation	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in motivation and run the research	5,6,7,9,13	2, 4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in readings and research in motivation	
3	Research methodology in readings and research in motivation	
4	Existing research findings in readings and research in motivation	
5	Contemporary research findings in readings and research in motivation	
6	Presentations	
7	Presentations	
8	Designing research in readings and research in motivation	
9	Writing introductory section in research	
10	Collecting data about readings and research in motivation	
11	Collecting data about readings and research in motivation	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings and research in motivation
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Class participation		100
Total		100
Contribution of Final Examination (Research Project) to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.				+	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				+	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		+			
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15	Working effectively both as a team, as well as independently.					+
16	Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179

Total Work Load / 25 (h)	7,16
ECTS Credit of the Course	7

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Selected Topics in Individual Differences	PSY 488	2	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Hande Kılınç Kunt
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in the study of individual differences
Content	Theoretical and empirical issues in the study of individual differences examined within the context of selected topics.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in selected topics in the study of individual differences are.	1,2,4	2,4	D, G
Developing a sense of how recent research findings in selected topics in individual differences contributed to psychology in general and how theories of psychology in general contribute to our understanding of the psychology of individual differences.	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in the study of individual differences and run the research	5,6,7,9,13	2,4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in the study of individual differences	
3	Research methodology in the study of individual differences	
4	Existing research findings in the study of individual differences	
5	Contemporary research findings in study of individual differences	
6	Presentations	
7	Presentations	
8	Designing research in selected topics in the study of individual differences	
9	Writing introductory section in research	
10	Collecting data about selected topics in the study of individual differences	
11	Collecting data about selected topics in the study of individual differences	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings in the psychology of communication
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Class Participation		100

Total	100
Contribution of Final Examination (Research Project) to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				+	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.				+	
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.				+	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				+	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				+	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.				+	
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.				+	
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15	Working effectively both as a team, as well as independently.					+
16	Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION					

Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Selected topics in experimental psychology	PSY 490	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Ezgi Soncu Büyükişcan
Assistants	
Goals	Developing a solid understaning of theories and empirical findings in selected topics in experimental psychology and gaining extensive experience in expeimental design preparation, running experiments, gathering and analyzing data, preparing correspondences
Content	Supervised laboratory research on a topic of experimental psychology.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories based on selected topics in experimental psychology	1,2,4	2,5	B, G
Developing a sense of how recent experimental research findings in selected topics contribute to psychology in general and how empirical research contributes to the development of theories	3,8,10,11,12,14,15,16	2,4	B, D, G
Being able to design a research project in selected topics in experimental psychology and run the research	5,6,7,9,13	4,5	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in selected topics in experimental psychology	
3	Research methodology in selected topics in experimental psychology	
4	Existing research findings in selected topics in experimental psychology	
5	Contemporary research findings in selected topics in experimental psychology	
6	Presentations	
7	Presentations	
8	Designing research in selected topics in experimental psychology	
9	Writing introductory section in research	
10	Collecting data about selected topics in experimental psychology	
11	Collecting data about selected topics in experimental psychology	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings in selected topics in experimental psychology
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review
Exams	None

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	0	
Class Participation	100	
Assignment	0	

Total	100
Contribution of Final Examination to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3 Incorporating the theories and empirical bases of psychology.			+		
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5 Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11 Developing an awareness of potential application areas of main research findings in psychology.				+	
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.		+			
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of				+	

	professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

<table>
<tr><td colspan="6" align="center">**COURSE INFORMATION**</td></tr>
<tr><td>**Course Title**</td><td>*Code*</td><td>*Semester*</td><td>*L+P Hour*</td><td>*Credits*</td><td>*ECTS*</td></tr>
<tr><td>Readings and Research in Biological Psychology</td><td>PSY 491</td><td>Fall/Spring</td><td>3+0</td><td>3</td><td>7</td></tr>
</table>

Prerequisites	PSY 102 or Consent of instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Ezgi Soncu Büyükişcan
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in biological psychology
Content	Selected topics related to cultural influences on behavior examined in depth.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of the theories in biological psychology	1,2,4	1,2,4	C,D, G
Developing a sense of how recent research findings in biological psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of biological psychology"	3,8,10,11,12,14,15,16	1,2,4	C,D, G
Being able to design a research project in biological psychology and run the research	5,6,7,9,13	1,2,4	C,D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

**COURSE CONTENT**	
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in biological psychology	
3	Research methodology in biological psychology	
4	Existing research findings in biological psychology	
5	Contemporary research findings in biological psychology	

6	Presentations
7	Presentations
8	Designing research in biological psychology
9	Writing introductory section in research
10	Collecting data in biological psychology
11	Collecting data in biological psychology
12	Data entry and analysis methods
13	Data entry and analysis methods
14	Submission preparation

RECOMMENDED SOURCES

Textbook	Contemporary readings in biological psychology
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Data collection or literature review,
Exams	Presentation, article writing

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Participation		100
Total		100
Contribution of Final Examination (Research Project) to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution 1 2 3 4 5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.	+ (2)
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.	+ (2)
3	Incorporating the theories and empirical bases of psychology.	+ (4)

4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	+
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	+
11	Developing an awareness of potential application areas of main research findings in psychology.	+
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

<table>
<tr><th colspan="6" style="text-align:center">COURSE INFORMATON</th></tr>
<tr><td>Course Title</td><td><i>Code</i></td><td><i>Semester</i></td><td><i>L+P Hour</i></td><td><i>Credits</i></td><td><i>ECTS</i></td></tr>
<tr><td>Selected topics in psychology and culture</td><td>PSY 492</td><td>Fall/Spring</td><td>3+0</td><td>3</td><td>7</td></tr>
</table>

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Ayşe Gür Turaboğlu
Assistants	
Goals	Selected topics related to cultural influences on behavior examined in depth.
Content	Review and analysis of contemporary findings and theories about special topics in the area of culture and psychology

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories of the selected topics in cultural psychology	1,2,4	1, 2, 4	B, C, D, G
Developing a sense of how recent research findings in selected topics in cultural psychology contribute to psychology in general, and how theories of psychology in general contribute to our understanding of selected topics in cultural psychology	3,8,10,11,12,14,15,16	1, 2, 4	B, C, D, G
Developing the ability to design a research project in selected topics in cultural psychology	5,6,7,9,13	1, 2, 4	B, C, D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theoretical approaches to selected topics in cultural psychology across diciplines	
3	Theoretical approaches to selected topics in cultural psychology across diciplines	
4	Contemporary research findings in selected topics in cultural psychology	
5	Contemporary research findings in selected topics in cultural psychology	
6	Research methodology in selected topics in cultural psychology	
7	Introduction to craft of research	Booth, Colomb, and Williams
8	Doing literature review and developing an interesting reseach question	Booth, Colomb, and Williams
9	Designing research and sampling	Booth, Colomb, and Williams
10	Collecting data	
11	Collecting data	
12	Data entry and analysis	
13	Data entry and analysis	
14	Presentation	

RECOMMENDED SOURCES

Textbook	Contemporary readings in selected topics in cultural psychology Booth, W. Colomb, G. and Williams, J. 2008. *The craft of research*. 3rd Edition. Chicago: Chicago University Press.
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	3 Short Memorandum on Research Progress
Exams	1 Final Paper and its presentation

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms		0
Assignment	3	90
Participation	1	10
Total		100
Contribution of Final Examination to Overall Grade		70
Contribution of In-Term Studies to Overall Grade		30
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.				+	
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				+	
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.				+	

13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (research article and its presentation)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATON					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Selected Topics in Human Development	PSY 493	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 and Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Alev Yalçınkaya
Assistants	
Goals	Developing a solid understaning of theories and empirical findings in developmental psychology.
Content	In depth examination of selected topics in developmental psychology.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in developmental psychology are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in developmental psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of developmental psychology	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in developmental psychology	5,6,7,9,13	2, 4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in readings and research in developmental psychology	
3	Research methodology in readings and research in developmental psychology	
4	Existing research findings in readings and research in developmental psychology	
5	Contemporary research findings in readings and research in developmental psychology	
6	Presentations	
7	Presentations	
8	Designing research in readings and research in developmental psychology	
9	Writing introductory section in research	
10	Collecting data about readings and research in developmental psychology	
11	Collecting data about readings and research in developmental psychology	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES	
Textbook	Contemporary readings and research in developmental psychology
Additional Resources	

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ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-terms	0	
Class participation	100	

Assignment	0
Total	100
Contribution of Final Examination to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3 Incorporating the theories and empirical bases of psychology.				+	
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.				+	
5 Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.					+
11 Developing an awareness of potential application areas of main research findings in psychology.				+	
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of				+	

	professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

<table>
<tr><td colspan="6" align="center">**COURSE INFORMATION**</td></tr>
</table>

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Readings and Research in Human Development	PSY 494	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Burcu Ünlütabak
Assistants	
Goals	Developing a solid understanding of theories and empirical findings in human development.
Content	Supervised reading and research in an area of human development.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in human development are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in human development contributed to psychology in general and how theories of psychology in general contribute to our understanding of human development	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in human development	5,6,7,9,13	2, 4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

<td colspan="2" align="center">**COURSE CONTENT**</td>	

Week	Topics	Study Materials
1	Introduction	
2	Theories in readings and research in human development	
3	Research methodology in readings and research in human development	
4	Existing research findings in readings and research in human development	
5	Contemporary research findings in readings and research in human development	

6	Presentations
7	Presentations
8	Designing research in readings and research in human development
9	Writing introductory section in research
10	Collecting data about readings and research in human development
11	Collecting data about readings and research in human development
12	Data entry and analysis methods
13	Data entry and analysis methods
14	Submission preparation

RECOMMENDED SOURCES

Textbook	Contemporary readings and research in human development
Additional Resources	

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ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Class participation		100
Total		100
Contribution of Final Examination (Research Project) to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50
Total		100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		

4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.	+
5	Understanding the basic characteristics and principles of psychological research, and research ethics.	+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.	+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.	+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.	+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.	+
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	+
11	Developing an awareness of potential application areas of main research findings in psychology.	+
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (Research Project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Readings and Research in General Psychology I	PSY 495	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	Dilaram Billur Örnek
Instructors	Dilaram Billur Örnek
Assistants	
Goals	Developing psycho-educational group studies on general psychology, learning to practice them and practicing the psycho-educational studies learned within the protocols to be made with institutions such as NGOs and municipalities. The primary objectives of the course are: - To understand the functioning of psycho-educational groups - To learn how to design a psycho-educational group - To lead psycho-educational group work
Content	It is aimed to learn the needs of the community in need of psycho-educational work through NGOs and municipalities and to teach the appropriate psycho-educational content to the students prepared by the lecturer. The learned psycho-educational group work is performed in modules and under the supervision of the lecturer to the groups coordinated by the NGOs and municipalities that are connected. The effectiveness of these studies is analyzed with pre-test and post-test data.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in selected topics in individual differences are	1,2,4	1,2	B,D, G
Developing a sense of how recent research findings in selected topics in individual differences contributed to psychology in	3,8,10,11,12,14,15,16	1,2,5,6	B,D, G

general and how theories of psychology in general contribute to our understanding of selected topics in individual differences"			
Being able to design a research project in selected topics in individual differences and run the research	5,6,7,9,13	1,2,4,5	B, D, G

Teaching Methods:	**1: Lecture, 2: Discussion,** 3: Seminar, 4: **Research, 5: Simulation/Case study/Role playing, 6: Problem session,** 7: Guest speaker
Assessment Methods:	A: Exam, B: **Assignment,** C: Presentation, D: **Research**, E: Debate, F: Quiz, G: **Participation**

COURSE CONTENT

Week	Topics	Study Materials
1	Course Introduction a	
2	How to design a psycho-education group	
3	Overview of the group work	
4	Starting the Group- Collecting pre-treatment data	
5	1st module of the Psycho-educational group	
6	2nd module of the Psycho-educational group	
7	3rd module of the Psycho-educational group	
8	Midterm	
9	4th module of the Psycho-educational group	
10	5th module of the Psycho-educational group	
11	6th module of the Psycho-educational group	
12	7th module of the Psycho-educational group	
13	8th module of the Psycho-educational group	
14	Closure of Group Work- Collecting post-treatment data	

RECOMMENDED SOURCES

Textbook	Contemporary readings and research in general psychology
Additional Resources	1. Rose, R. (2012). Life Story Therapy with Traumatized Children A Model for Practice. London: Jessica Kingsley Publishment. 2. Welford, M. (2013). The power of self-compassion : using compassion-focused therapy to end self-criticism and build self-confidence. Oakland: New Harbinger Publishment. 3. MacKay, M. & West, A. (2016). Emotion Efficacy Therapy. Oakland: New Harbinger Publishment. 4. Brown, J.F. (2016). The Emotion Regulation Skills System for Cognitively Challenged Clients. NY: The Guilford Press. 5. DeGangi, A.G. &Nemiroff, M,A. (2010). Kids' club letters : narrative tools for stimulating process and dialogue in therapy groups for children and adolescents. NY: Routledge.

MATERIAL SHARING

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ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Mid-term Assignment-Group Work Evaluations	40	
Reflection Paper of the Group Work Practices	60	
Total	100	
Contribution of Final Examination to Overall Grade	60	
Contribution of In-Term Studies to Overall Grade	40	
Total	100	

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.					+
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.					+
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.					+
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.					+
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.					+

10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.	+
11	Developing an awareness of potential application areas of main research findings in psychology.	+
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.	+
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.	+
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	+
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATON					
Course Title	*Code*	*Semester*	*L+P Hour*	*Credits*	*ECTS*
Readings and Research in General Psychology II	PSY 496	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Sara Saban, Alev Yalçınkaya
Assistants	
Goals	Developing a solid understaning of theories and empirical findings in readings and research in general psychology.
Content	Supervised field or laboratory research on a topic of the student's choice.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of what theories in general psychology are	1,2,4	2,4	D, G
Developing a sense of how recent research findings in general psychology contributed to psychology in general and how theories of psychology in general contribute to our understanding of selected topics in individual differences"	3,8,10,11,12,14,15,16	2,4	D, G
Being able to design a research project in general psychology and run the research	5,6,7,9,13	2, 4	D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case Study/Role Playing, 6: Problem Session, 7: Invited Lecturer
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT

Week	Topics	Study Materials
1	Introduction	
2	Theories in readings and research in general psychology	
3	Research methodology in readings and research in general psychology	
4	Existing research findings in readings and research in general psychology	
5	Contemporary research findings in readings and research in general psychology	
6	Presentations	
7	Presentations	
8	Designing research in readings and research in general psychology	
9	Writing introductory section in research	
10	Collecting data about readings and research in general psychology	
11	Collecting data about readings and research in general psychology	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES

Textbook	Contemporary readings and research in general psychology
Additional Resources	

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ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	0	
Class participation	100	
Assignment	0	

Total	100
Contribution of Final Examination to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2	Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3	Incorporating the theories and empirical bases of psychology.			+		
4	Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5	Understanding the basic characteristics and principles of psychological research, and research ethics.				+	
6	Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.				+	
7	Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.				+	
8	Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				+	
9	Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				+	
10	Developing analytical, critical and creative thinking and expression—being both logical and fluent.				+	
11	Developing an awareness of potential application areas of main research findings in psychology.				+	
12	Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13	Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14	Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of				+	

	professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.	
15	Working effectively both as a team, as well as independently.	+
16	Thinking, reading, writing, and communicating in English effectively.	+

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
Contemporary Issues in Psychology	PSY 499	Fall/Spring	3+0	3	7

Prerequisites	PSY 102 or Consent of Instructor

Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Elective
Course Coordinator	
Instructors	Alev Yalçınkaya
Assistants	
Goals	Review and analysis of contemporary findings and theories about selected topics in psychology
Content	Contemporary issues in psychology are examined.

Learning Outcomes	Program Outcomes	Teaching Methods	Assessment Methods
Developing an understanding of theories of the selected topics in psychology	1,2,4	1, 2, 4	B, C, D, G
Developing a sense of how recent research findings in selected topics in psychology contribute to psychology in general	3,8,10,11,12,14,15,16	1, 2, 4	B, C, D, G
Developing the ability to design a research project in selected topics in psychology	5,6,7,9,13	1, 2, 4	B, C, D, G

Teaching Methods:	1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker
Assessment Methods:	A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation

COURSE CONTENT		
Week	**Topics**	**Study Materials**
1	Introduction	
2	Theories in contemporary issues	
3	Research methodology in contemporary issues	
4	Existing research findings in contemporary issues	
5	Contemporary research findings	
6	Presentations	
7	Presentations	
8	Designing research in contemporary issues	
9	Writing introductory section in research	
10	Collecting data about selected topics in contemporary issues	
11	Collecting data about selected topics in contemporary issues	
12	Data entry and analysis methods	
13	Data entry and analysis methods	
14	Submission preparation	

RECOMMENDED SOURCES	
Textbook	Readings in contemporary issues
Additional Resources	

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ASSESSMENT		
IN-TERM STUDIES	**NUMBER**	**PERCENTAGE**
Participation		100

Total	100
Contribution of Final Examination (Research Project) to Overall Grade	50
Contribution of In-Term Studies to Overall Grade	50
Total	100

Course Category	Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM					
No Program Learning Outcomes	Contribution				
	1	2	3	4	5
1 Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline.		+			
2 Demonstrating familiarity with the subfields of psychology and their methods and applications.		+			
3 Incorporating the theories and empirical bases of psychology.			+		
4 Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies.			+		
5 Understanding the basic characteristics and principles of psychological research, and research ethics.				+	
6 Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies.				+	
7 Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills.				+	
8 Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources.				+	
9 Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology.				+	
10 Developing analytical, critical and creative thinking and expression—being both logical and fluent.				+	
11 Developing an awareness of potential application areas of main research findings in psychology.				+	
12 Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization.			+		
13 Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics.				+	
14 Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility.				+	
15 Working effectively both as a team, as well as independently.					+
16 Thinking, reading, writing, and communicating in English effectively.				+	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	8	112
Final Examination (research project)	1	25	25
Total Work Load			179
Total Work Load / 25 (h)			7,16
ECTS Credit of the Course			7