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PSYCHOLOGICAL COUNSELING AND GUIDANCE IN TURKEY: DEVELOPMENTS AND ISSUES*

Cengiz ŞAHİN** – Hatice KUMCAĞIZ***

ABSTRACT

The term Psychological Counseling and Guidance (PCG) was introduced to the Turkish education system in the 1950s when American experts were invited to Turkey and Turkish educators were sent to the United States to study the counseling system. Over the past 65 years, there have been a number of developments in PCG services. We can examine these developments in eight periods: (1) 1950 and pre-years: before the understanding of contemporary guidance; (2) 1951-1956: initial years; (3) 1957-1969: formative years; (4) 1970-1981: establishing psychological counseling and guidance services in schools; (5) 1982-1990: establishing undergraduate programs in psychological counseling and guidance; (6) 1991-2000: years of accelerated scientific work and organizing; (7) 2000-2010: New quests in PCG; (8) 2011 and onwards: professionalization work in psychological counseling and guidance. In the light of these developments, the aim of this study is to examine the past, present and future of psychological counseling and guidance practices in Turkey.

In the study, document review technique was used out of qualitative research methods. A document review is a research which enables the analysis based on documents produced within a certain period of time about a research problem, or documents produced by multiple sources and different time intervals about the related subject.

In the early years, psychological counseling and guidance services, which are used for the profession selection and for the failing students, have taken place as a service that should be applied to all students today. In recent years it has been emphasized that psychological counseling and guidance programs should be organized for preventive and developmental

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**  Doç. Dr. Ahi Evran Üniversitesi, Psikolojik Danışma ve Rehberlik AD. El-mek: csahin40@gmail.com

***  Doç. Dr. Ondokuz Mayıs Üniversitesi, Psikolojik Danışma ve Rehberlik AD. El-mek: haticek@omu.edu.tr

functions. As a result, it can be said that the future of psychological counseling and guidance practices in Turkey is bright when considering the developments of the psychological counseling and guidance services in Turkey and the issues that are being discussed today.

STRUCTURED ABSTRACT

Introduction

The aim of this study is to examine the past, present and future of psychological counseling and guidance practices in Turkey. The first guidance-related work began in the early 20th century in the United States to help young people to choose professions consistent with their interests and abilities. Accordingly, guidance practices in schools first began in California and Boston. Boston Vocational Guidance Office and Boston Information Office was established in 1915 to provide information to student, teachers, and parents about professions (Andreeva, 1994). The beginning of guidance in Europe dates back to the establishment of trade associations in the mid-20th century (Altıntaş, 2004). Psychological counseling and guidance services in today's understanding started in Germany, France and Austria in 1959, Italy and England in 1963. In Belgium, the guidance services started in 1947 with the finance of the Ministry of Labor and National Education (Girgin, 2004). Psychological Counseling and Guidance (PCR) services in Turkey have a history of more than 65 years. The PCG was first introduced to the Turkish education system in the 1950s when American experts were invited to Turkey and Turkish educators were sent to the United States to study the counseling system.

The developments in PCR in Turkey can be examined in eight periods. 1) 1950 and pre-years: before a contemporary understanding of guidance; (2) 1951-1956: initial years marking the introduction of guidance to the Turkish education system; (3) 1957-1969: formative years during which organized and planned actions were taken; (4) 1970-1981: psychological counseling and guidance services were established in schools; (5) 1982-1990: undergraduate programs in psychological counseling and guidance were launched. (6) 1991-2000: years of scientific research and academic work; (7) 2000-2010: New quests in PCG based on a developmental approach; (8) 2011 and onwards: professionalization of psychological counseling and guidance.

Although there has recently been a great volume of progress in PCG, there are still problems including professional identity, accreditation of psychological counselor education, assigning school counselors from areas other than PCG, title problems, lack of being a department, lack of expertise areas (Doğan, 2000; Korkut, 2007; Yeşilyaprak, 2009; Tuzgöl-Dost & Keklik, 2012). Employment is one of the serious problems concerning the position of PCG in Turkey. PGC graduates are today mostly employed in schools and guidance research centers. Psychological counselors also provide mental health services to the community. Additionally, they will serve in health and industry institutions in the future. Although most guidance counselors are graduates of PGC, some have degrees in other areas (philosophy, sociology, education and training, measurement and evaluation in

education, educational management inspection and planning, public education, special education, etc.). Thus, assigning school counselors from areas other than PCG seems to pose a great threat to the future of the field.

Another problem concerning the current position of PCG in Turkey is not being a department. Psychological Counseling and Guidance in Turkey and shortly called as PGC by students is one of the four programs taught in departments of educational sciences in faculties of education. This program include Guidance and Psychological Counseling, Educational Administration Supervision Planning and Economics, Measurement and Evaluation in Education, Curriculum and Teaching. Thus, the current name of the field known as PGC is Guidance and Psychological Counseling.

Method

The study used a qualitative document review technique. A document review refers to a piece of research using documents produced within a certain period of time or documents produced by multiple sources and in different time intervals to investigate a research problem.

Results

In the early years, psychological counseling and guidance services were used for the choice of profession and for unsuccessful students. Despite the significant developments since the first introduction of PCG to the Turkish National Education System in the mid-20th century, the services are still insufficient and need to be improved. Indeed, about one-third of school psychologists have degrees in areas other than PCG, physical facilities of school PGC services are unsuitable, standardized measuring instruments are inadequate, and almost all students completing PGC programs work at public and private psychological counseling centers. Additionally, an organizational structure that sets the standards of PGC programs in higher education have not been established yet, and the title problem still have not been solved. However, in recent years, great emphasis has been laid on the fact that psychological counseling and guidance programs should be organized for preventive and developmental functions. As a result, it seems that the future of psychological counseling and guidance practices in Turkey is bright considering the developments of psychological counseling and guidance services in Turkey and issues that are being discussed today.

Keywords: Guidance, psychological counseling, historical development process, problems.

TÜRKİYE'DE REHBERLİK VE PSİKOLOJİK DANIŞMA: GELİŞMELER VE SORUNLAR

ÖZET

Rehberlik ve psikolojik danışmanlık (PDR) terimi, Türk eğitim sistemine 1950'li yıllarda Amerikalı uzmanların Türkiye'ye davet edilmesi ve Türk eğitimcilerin danışmanlık sistemini incelemek üzere Amerika'ya gönderilmesi ile girmiştir. Geçen 65 yıllık süreçte PDR hizmetleri ile ilgili

bir dizi gelişmeler olmuştur. Bu gelişmeleri sekiz dönemde inceleyebiliriz: (1) 1950 ve öncesi yıllar: çağdaş rehberlik anlayışı öncesi; (2) 1951-1956: başlangıç yılları; (3) 1957—1969: oluşum yılları; (4) 1970-1981: okullarda psikolojik danışma ve rehberlik servislerinin oluşturulması; (5) 1982-1990: psikolojik danışma ve rehberlikte lisans programlarının oluşturulması; (6) 1991-2000: bilimsel çalışmaların ve örgütlenmenin hız kazandığı yıllar; (7) 2000-2010: PDR’de yeni arayışlar; (8) 2011 ve sonrası yıllar: psikolojik danışma ve rehberlikte meslekleşme çalışmaları. Tüm bu gelişmeler ışığında bu çalışmanın amacı, Türkiye’deki rehberlik ve psikolojik danışmanlık uygulamalarının dün, bugün ve geleceğinin incelenmesidir.

Çalışmada, nitel araştırma yöntemlerinden doküman incelenmesi tekniği kullanılmıştır. Doküman incelenmesi, bir araştırma problemi hakkında belirli zaman dilimi içerisinde üretilen dokümanlar ya da ilgili konuda birden fazla kaynak tarafından ve değişik aralıklarla üretilmiş dokümanların geniş bir zaman dilimine dayalı analizini mümkün kılan araştırmalardır.

İlk yıllarda meslek seçimine yardım ve sorunlu öğrencilere uygulanan rehberlik ve psikolojik danışma hizmetleri yerini günümüzde tüm öğrencilere uygulanması gereken bir hizmet olarak almıştır. Son yıllarda önleyici ve gelişimsel işlevlere yönelik olarak psikolojik danışma ve rehberlik programlarının düzenlenmesi gerektiği vurgulanmaya başlamıştır. Sonuç olarak Türkiye’de rehberlik ve psikolojik danışmanlık hizmetlerinde bugüne kadar olan gelişmeler ve bugün içinde bulunduğu ve tartışıldığı konular göz önüne alındığında Türkiye’deki rehberlik ve psikolojik danışmanlık uygulamalarının geleceğinin parlak olduğu söylenebilir.

Anahtar kelimeler: Rehberlik, psikolojik danışma, tarihsel gelişim süreci, sorunlar

1. Introduction

The first guidance-related work began in 1908 with the aim of directing young people to appropriate professions in line with their interests and abilities in the United States. Since 1913, guidance has officially entered into the American Educational System and has begun to show systematic progress. In this respect, it can be said that guidance practices in schools first began in schools within the state of California, United States and followed by schools in the state of Boston. In addition, in 1915, the Boston Vocational Guidance Office was established in the same year immediately after the Boston Information Office, which was established to provide information to student, teachers, and parents about professions. APGA (American Personality Services and Guidance Association), which was established in the 1910s and continued its organization while operating, became one of the world's largest professional organization by combining all the guidance associations across the country in 1952 (Andreeva, 1994).

Although the beginning of guidance in Europe dated back to the establishment of trade associations in Hague, France in 1910, Gemelli, Italy in 1912, Belgium in 1912 and the UK in 1915, guidance in Europe started to develop in the 1950s (Altıntaş, 2004). In 1959, the renewal policy for the education system in France was initiated. These innovations included directing students to appropriate schools and educational institutions and initiating evaluations from primary school. In addition, between the ages of 15-18, it was emphasized that students should be directed to a related

area where they are likely to work in the future (Ülkü, 1976). Psychological counseling and guidance services in today's understanding started in Germany, France and Austria in 1959, Italy and England in 1963. In Belgium, the guidance services started in 1947 with the finance of the Ministry of Labor and National Education (Girgin, 2004).

Psychological Counseling and Guidance (PCR) services in Turkey have a history of more than 65 years. PCR services, which entered into the Turkish Education System as a concept in the 1950s, have been carried out intensely in the school environment and introduced in the institutions of Justice, Health and Industry, especially in the recent years. Below are the developments related to PCR services.

1950's and pre-years: Before contemporary guidance

Developments up to the 1950s were summarized below (Tan, 1995; Kuzgun, 2008; Şahin, 2008)

The psychological treatment of mental problems approach has long been practiced in Turkish society. Since the beginning of the 8th century, it is thought that mental illness can be cured with compassion, and therefore special departments have been established in hospitals for mental illnesses. Ibn Sina (980-1037), the famous great Turkish scholar and physician of the age, regarded mental illness as a brain disorder. Therapeutic approaches using music were used in the 9th century in the treatment of mental patients.

Although the modern psychological counseling and guidance practices are new in Turkey, the understanding of guidance in school programs dates back to the first years of the Republic. The reports, which study the emotional, mental and social developments of the students, can be found in the 1920s, especially in the pedagogical books of the teacher's schools.

Guidance was referred as "guiding" in 1939 primary school and 1948 middle school curriculum program. "Parent-teacher associations" were established and "School-Family Association Regulation" was issued by Ministry of National Education (MoNE).

Developments after 1950 were summarized by using information gathered from the literature (Tan, 1995; Doğan, 1995; Korkut, 2004; Şahin, 2008; Yeşilyaprak, 2013; Özgüven, 1999).

1951-1959: Initial years

The concept of guidance began to enter Turkish education in the early 1950s. The personal development of the students has begun to be considered important and the Parent-Teacher Associations have been established to ensure the personal development of children more effectively. As a result of this development, the Ministry of National Education issued the regulation on Parent-Teacher Associations. At the beginning of 1950s, the idea of guidance, and therefore psychological services in education, began to be heard in the intellectual educational circles. In the 1950s, many American educators were invited to our country to study the Turkish National Education System. These experts examined the Turkish education system, prepared reports on the problems, organized lectures and seminars for new applications, and started pilot work in the field of guidance. Turkish educators who were sent to America also helped to develop the guidance services by putting their gained knowledge and experiences into practice. Prof. Dr. Feriha Baymur and Prof. Dr. Hasan Tan are the ones conducting the first pioneering studies.

In 1953, the 'Test and Research Bureau' affiliated to the Ankara Ministry of Education was established to develop measuring instruments. In 1953-1954 academic years, 'Guidance and Guidance Techniques' courses were taught in Gazi Education Institute's Pedagogical and Special Education Departments. In 1954, the first copyright book called 'Guidance in Schools' was published in Turkey. In 1955, the first 'Guidance and Research Center' was opened in Ankara under the name

of 'Psychological Service Center'. The guidance issue has been discussed in detail with different meanings and contents in the National Education Council which gathered after 1953. The curriculum of Ataturk Girls' High School in Istanbul in 1955 and Ankara Deneme High School in 1956 was prepared and applied according to the guiding principles. The report of 'National Education Commission', which circulated many countries to examine the educational systems of various countries in 1958-1959, emphasized the importance of the individualization, orientation, and guidance of education.

1960-1969: Formative years

Guidance services were included in the Five-Year Development Plans of 1963 and 1968. Guidance services were first discussed at VII. National Education Council in 1962. It was always discussed at various lengths in the next National Education Councils. 1962, METU had a course called 'counseling psychology' in the psychology department. In 1965 the Parent Teacher Association Regulation entered into force. In the academic year of 1985-66, the first undergraduate program was started at the Faculty of Educational Sciences of Ankara University under the name of 'Educational Psychology and Guidance Department'. In the 1966-67 academic years, the first 'master' program was opened at Hacettepe University Postgraduate Education Faculties. In 1968, the 'Regulation on Guidance and Research Centers' entered into force, and in 1969 'guidance' and 'school psychologist' were recognized as expertise areas.

1970-1979: Establishing psychological counseling and guidance services in schools

A circular was issued in 1970 regarding the 'Establishment and Duties of Guidance Services in Secondary Schools'. The principle of "selection, orientation, and guidance" was adopted in education for the entire education system in the 'Education Reform' studies of 1970 and beyond. In 1970, 'Guidance and Psychological Counseling Department' was established within the Ministry of National Education's Planning-Research and Coordination Department.

A regulation prepared in 1970 clearly stated that guidance services in our schools will be performed in five services (orientation, student recognition, counseling and training, information gathering and guiding, monitoring and evaluation). Psychological Counseling and Counseling Department & 'Psychological Counseling and Guidance Service' for students and staff at Hacettepe University were opened at Hacettepe University in 1974. In 1975, high schools were asked to put a 'guiding time' for two hours a week by the National Education Council, since 9th grade was an orientation class and the tasks of psychological counselors, administrators and teachers were listed in detail. The importance of establishing guidance services in universities was emphasized in the Five Year Development Plan of 1978. In the years of 1970-1980, MoNE published many books related to the field.

1980-1989: Establishing undergraduate programs in psychological counseling and guidance

In 1981, a commission composed of experts from the field at the Ministry of Education prepared a document titled "Principles Regarding the Reorganization of Guidance and Psychological Counseling Services in Turkish National Education System". In 1981-1982, a decision was taken to provide education at universities on three levels, namely, undergraduate, postgraduate and doctorate. In 1982, guidance and psychological counseling departments started to be opened at the undergraduate level in the faculty of education. In 1983, Directorate of Special Education, Guidance and Counseling Services affiliated to Ministry of National Education was established and Guidance Research Centers were connected to these departments. The tasks of the school guidance staff, which are shown as "coordinator guidance specialist" and "coordinator guidance specialist assistant" are separately stated in the "School Guidance Services Directive" issued by the MoNE in 1983. On

03.07.1989 an association was founded with the name 'Psychological Counseling and Guidance Association (PCGA)'.

1990-1999: Years of accelerated scientific work and organizing

Psychological Counseling and Guidance Journal, which was first published by Turkish PCGA in 1990, started to accept publications in both Turkish and English languages, after taking the name of Turkish Psychological Counseling and Guidance Journal in 1998. Between 1990 and 1995, school failures, orientation, professional ethics rules were discussed and articles and books about the developmental guidance model started to be published.

2001 and 2010: New quests in psychological counseling and guidance (Developmental approach)

In the 2000s, rapid transition from the traditional guiding understanding to the developmental guidance understanding was observed. Between 2000 and 2003, books on guidance program at the high school level and Psychological Counseling and Guidance Regulation were prepared.

For the first time in Turkey within the 2005-2006 school years, a comprehensive psychological counseling and guidance program, which was prepared by considering classroom achievements, has been put into practice in the primary and secondary education in line with developmental guidance understanding.

Psychological Counseling and Guidance Undergraduate Program was finalized at the head of department meeting of Psychological Counseling and Guidance held at Pamukkale University on 29-30 April 2004. Later, until 2010, PCG programs in all universities were developed and standardized at the head of department meeting of psychological counseling and guidance departments held at various universities.

2011 and onwards: Professionalization work in psychological counseling and guidance

In recent years, psychological counseling and guidance programs for preventive and developmental functions have been prepared and implemented. Regarding this issue, the head of department meeting of Psychological Counseling and Guidance was held on 29-30 April 2011 at Marmara University, 8-9 June 2012 at Kafkas University, 25-26 October 2013 at Erzincan University, 7-8 November 2014 at Hacettepe University.

2. Issues Related to Psychological Counseling and Guidance Service Field in Turkey

It is understood that below issues has been addressed in the head of the department meeting of Psychological Counseling and Guidance; "the quality problem in PCG services, the search for a model specific to Turkish culture, non-area assignments problems, physical conditions, inadequacies related to measurement tools and information technology, the educational deficiency of graduates who are graduated from PCG undergraduate programs, changes observed in the names of PCG license programs, the differences observed between PCG programs in higher education and the need for accreditation, transition from guidance to psychological counseling, the title problem in PCG: guidance counselor? Psychological counselor? Change of points used in entering PCG undergraduate programs, working areas of graduates, the increase in the popularity of the field, professional associations, the studies of chambers and trade association, and the convergence of Ministry of National Education and Turkish Labor Agency for vocational guidance and dynamics of this activity (Karatas, 2015).

Although there has been a great deal of progress in the field of PGC in recent years, there are still problems on issues such as professional identity, accreditation of psychological counselor education, non-area assignments, title problems, lack of being a department, lack of expertise

areas (Doğan, 2000; Korkut, 2007; Yeşilyaprak, 2009; Tuzgöl-Dost and Keklik, 2012). Considering the developments to date, it seems that our country has important problems about accepting PGC as a "professional service area", that education practices cannot reach to the expected levels and the obstacles in accepting PGC field with scientific understanding and contemporary approaches cannot be overcome (Yeşilyaprak, 2009). Some of these obstacles are discussed respectively.

2.1. Employment problem

Today, it is seen that the areas where PGC graduates are mostly employed are the schools and Guidance Research Centers affiliated with the Ministry of National Education. However, they are expected to serve in health and industry institutions in the future. In addition, psychological counselors also provide mental health services to the community. As of September 2014, there are 26,677 guidance counselors working at MoNE. Although most of the working guidance counselors are graduates of PGC, some of them are from non-area assignments (philosophy, sociology, education program and training, measurement and evaluation in education, educational management inspection and planning, public education, special education and so on). In response to the application made to the Ministry of National Education by the Turkish PGC Department in 2011, they were informed that 25% of the guidance counselors were non-area assignment (Türk PDR DER, 2014). This non-area assignment situation is seen as a threatening point.

Psychological counselors are mostly employed in schools and Guidance and Research Centers (GRC) affiliated to MoNE and in physiological counseling and guidance centers of universities (Korkut-Owen et al., 2013). In recent years, the personnel notices for PGC graduates with the title of a psychological counselor or guidance counselor has stood out in the Ministry of Justice, Police, Military, Gendarmerie, Department of Religious Affairs personnel recruitment. Although this situation is pleasing, it is rather insufficient considering the number of students graduated from the field (Karataş, 2015).

2.2. Problem of not being a department

Today, the field which is known as Psychological Counseling and Guidance in Turkey and shortly called as PGC by the students is one of the four branches located at the Department of Educational Sciences within the Faculty of Education. These branches are respectively; Guidance and Psychological Counseling, Educational Administration Supervision Planning and Economics, Measurement and Evaluation in Education, Curriculum and Teaching. It is seen that the current name of the field known as PGC is Guidance and Psychological Counseling.

3. Conclusion

As a result, significant improvements have been observed since the 1950s when PGC services entered into the Turkish National Education System. However, the services offered are still not enough, the search for identity continues, the unique PGC models specifically designed for Turkey cannot be developed and although PGC is the strongest in school psychological counseling, it appears that it is far from being able to meet the demands in numerical and qualitative terms. It seems that about one-third of the school psychologists are coming from out of the field, physical conditions for PGC services are not suitable, standardized measurement tools are inadequate, and almost all of the students who complete PGC programs, work at public and private psychological counseling centers are not in widespread use. In addition, an organizational structure that sets the standards of the PGC programs in higher education cannot be established, and the title problem still cannot be solved.

It is also seen that the Guidance and Research Centers, private education services department in Turkey, mainly provide educational diagnostic and guidance services and this service is increasing every year. On the other hand, the services provided by the guidance and psychological counseling services department seem to decrease every year. This is an indication that remedy and corrective guidance approach in Turkey still continues.

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