

3 GOOD HEALTH AND WELL-BEING



NUMBER OF
PUBLICATIONS & THESES

40



NUMBER OF
PROJECTS

5



NUMBER OF
EVENTS

103



NUMBER OF
COURSES OFFERED

33



NUMBER OF
COLLABORATIONS

9



NUMBER OF
AWARDS

8

SDG 3 GOOD HEALTH AND WELL-BEING

Ensure healthy lives and promote well-being for all at all ages

Targets and Indicators

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being and other communicable diseases

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate



3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all

3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

3.d.1 International Health Regulations (IHR) capacity and health emergency preparedness

3.d.2 Percentage of bloodstream infections due to selected antimicrobial-resistant organisms

Courses, Theses, Publications

TED University (TEDU) is dedicated to advancing Sustainable Development Goal 3 (SDG 3), which focuses on ensuring healthy lives and promoting well-being for everyone. To support the well-being of individuals and communities, TEDU offers a variety of undergraduate and graduate courses designed to prepare future professionals and improve students' mental health.

The curriculum includes several **courses that contribute to SDG 3: Good Health and Well-being. Some of these courses include:**

PSY 242: Stress and Coping – equips students with practical strategies to manage stress effectively and cultivate resilience in daily life.

PSY 343: Clinical Psychology – provides an in-depth understanding of mental health disorders and therapeutic interventions, preparing students to become informed advocates and future professionals in the field of mental health care.

PSY 442: Developmental Psychopathology – examines emotional and behavioral difficulties across the lifespan, with a particular emphasis on childhood and adolescence, through a developmentally informed perspective.

Recognizing the impact of personal and collective trauma on individual and societal well-being, **PSY 448: Trauma Psychology** introduces students to key concepts, theories, and early psychosocial intervention techniques in trauma psychology, including approaches to posttraumatic stress disorder (PTSD).

At the graduate level, **PSY 583: Community Well-Being and Clinical Psychology** emphasizes the ecological model of mental health and the dynamic relationship between individuals and their social environments. It addresses key principles of community psychology, including empowerment, prevention, and the role of clinical psychologists in promoting collective well-being. Complementing this focus, **PSY 432: Applied Social Psychology** adopts a socially informed perspective on understanding group and community well-being, exploring how social structures, cultural contexts, and collective processes influence mental and societal health.

Integration of Disaster Psychosocial Intervention Courses (PSY 561, 564, 659): Embeds disaster mental-health training in graduate education, enhancing students' competencies in crisis response and psychosocial intervention.

Together, these courses emphasize the importance of mental health literacy, resilience, trauma awareness, and social responsibility as essential components of overall well-being.



Theses

In addition to these, graduate students actively involved in the Applied (Clinical) Psychology Unit also contribute to this mission through their master's theses, which address diverse aspects of psychological well-being, trauma, and resilience in individual and family contexts.

Some of the theses of the graduate members working at the unit are as follows:

Tuğba Özkan (Supervised by Assoc. Prof. İbrahim Yiğit, 2024). Coparenting relationship and psychological symptom severity of adolescents: Within the theoretical framework of emotional security theory

İrem Beril Karaçalık (Supervised by Assoc. Prof. Emrah Keser, 2024). Suicidal ideas and suicidal probability: Examining various pathways through integrating interpersonal psychological theory of suicide and attachment theory.

Zeynek Akbudak (Supervised by Prof. İlgin Gökler Danışman, 2024). Resource loss and post-traumatic stress in wildfires: Exploratory qualitative study and explanatory model with moderator roles of solastalgia and coping self-efficacy.

İdil Yılmazgil (Supervised by Asst. Prof. Yağmur Ar, 2024). Intergenerational transmission of emotion regulation in the framework of the emotional cascade model through childhood emotional invalidation.

Beyza Türkistan (Supervised by Prof. İlgin Gökler Danışman and Assoc. Prof. Emrah Keser, 2024). Developing an online intervention program for prolonged grief disorder and testing its effectiveness with a randomized control trial.

Aygen Beste Öziç (Supervised by Prof. Tuğba Uzer Yıldız). "Narrative coherence and well-being: The role of reminiscence functions.

Publications

TEDU faculty actively **contribute to SDG 3 through research and publications** that advance scientific understanding of mental health, trauma, and community well-being. Selected examples include:

Kahraman Erkut, Ö., Ar Karcı, Y., & Gençöz, T. (2024). "My body is a cage": A qualitative investigation into the self-discrepancy experiences of young women with metastatic cancer. *Chronic Illness*, 20(1), 117–134. <https://doi.org/10.1177/17423953231168014>

Keser, E., Ar Karcı, Y., & Danışman, I. (2024). Examining the basic assumption of psychoanalytic theory regarding normal and abnormal grief: Roles of unfinished businesses and bereavement-related guilt. *OMEGA—Journal of Death and Dying*, 90(2), 783–804. <https://doi.org/10.1177/00302228221111946>

Önal, G., Keser, E., & Gün, Z. T. (2024). Validity and reliability study of the *Prolonged Grief Disorder—Caregiver Turkish Form (Uzamış Yas Bozukluğu Ölçeği—Bakım Veren Türkçe Formu'nun geçerlik ve güvenirlik çalışması)*. *Turkish Journal of Psychiatry*, 35(1), 46–55. <https://doi.org/10.5080/u27035>

Şen, G., & Barışkın, E. (2024). Grandiose and vulnerable narcissism on the interpersonal circumplex model: Reactions to criticism in romantic relationships. *Current Psychology*, 43(11), 10,048–10,057. <https://doi.org/10.1007/s12144-023-04965-8>

Şenol Balaban, M., Doğulu, C., Akdede, N., Akoğlu, H., Karakayalı, O., Yılmaz, S., et al. (2024). Emergency response and community impact after the February 6, 2023 Kahramanmaraş Pazarcık and Elbistan earthquakes: Reconnaissance findings and observations on the affected region in Türkiye. *Bulletin of Earthquake Engineering*. Advance online publication. <https://doi.org/10.1007/s10518-024-01867-3>

Collaborations, Projects, Awards

Collaborations and Service

INDIVIDUAL PSYCHOLOGICAL COUNSELING SERVICES

Between January and December 2024, the Student Development and Psychological Counseling Center provided a total of 2,134 individual counseling sessions to 191 students and 2 university staff members. In the first half of 2024, the Center employed two



full-time and one part-time psychologist. As of June 2024, the staff structure changed to include two full-time psychologists, one full-time guidance and psychological counseling specialist, and one part-time psychologist. The sessions were primarily conducted face-to-face, with an online counseling option introduced between September and December. All services were provided free of charge.

GROUP PSYCHOLOGICAL COUNSELING SERVICES

Group Counseling Sessions for the Overall Student Population

Throughout the 2024–2025 academic year, two separate group-counseling programs were planned and implemented based on the prominent themes observed in individual counseling applications and the psychosocial developmental needs of students. These sessions aimed to enhance students' psychological resilience.

During the Fall 2024 semester, three parallel group sessions on the theme of *"Coping with Procrastination"* were conducted over five weeks. A total of 23 students participated in these three groups.

Group Psychological Counseling Sessions for The English Language School

Throughout the year, numerous group-counseling sessions were conducted with English Language School students, reaching a total of 57 participants. The details of these sessions are as follows:

- On **June 25, 2024**, three separate groups (21 students in total) participated in the session titled *"Exam Anxiety or the Relief of Passing the EPE?"*
- On **July 23, 2024**, two groups (7 students in total) participated in the session titled *"Leaving the July EPE Behind."*
- On **August 13, 2024**, one group of 4 students attended the session *"How Can I Manage My Remaining Time to Move on to My Department?"*

- On **August 22, 2024**, one group of 3 students attended the session *"How Can I Manage My Anxiety During the Exam?"*

- Between **October 9 and November 6, 2024**, a five-week group program titled *"Coping with Procrastination"* was conducted with 9 students.

- On **November 27, 2024**, the session titled *"What Did I Expect from the Preparatory Program and What Did I Find?"* received 8 applications but had **zero (0) attendance**.

- Between **December 19, 2024, and January 2, 2025**, two separate three-week group programs titled *"Emotionally Preparing for the Speaking Exam"* were conducted, reaching a total of 16 students.

PREVENTIVE / DEVELOPMENTAL SERVICES

Within the scope of Preventive / Developmental Services, one of the key service areas of the Student Development and Psychological Counseling Center, various activities were carried out to enhance students' psychological resilience across different topics.

Seminars Planned and Implemented by The Center

Within the 2024–2025 academic year, a *"Safe Relationships Seminar Series"* was planned and conducted at regular intervals throughout the year, focusing on interpersonal relationships, one of the recurring themes in individual counseling applications, and students' psychosocial developmental needs.

The seminar series aimed to increase students' relational awareness, help them recognize healthy relationship dynamics, and distinguish risky relationship patterns. The seminars offered within the program were as follows:

- *Healthy Boundaries in Relationships* (October 22, 2024)
- *Understanding Violence in Relationships* (November 22, 2024)



- *Sexual Health in Relationships* (December 24, 2024)

Private Health Insurance (PHI) and Supplementary Health Insurance (SHI)

TED University provides its employees with access to both **Private Health Insurance (PHI)** and **Supplementary Health Insurance (SHI)** schemes, ensuring comprehensive healthcare coverage and promoting the overall well-being of its academic and administrative staff. These insurance programs are offered in collaboration with **Anadolu Anonim Türk Sigorta Şirketi**, one of Türkiye's leading insurance providers.

Under the Supplementary Health Insurance (SHI) plan, **75% of the premium cost** is covered by the University, while for the Private Health Insurance (PHI) plan, **50% of the premium** is supported by the institution. This initiative demonstrates TED University's long-term commitment to enhancing staff welfare and access to quality healthcare services.

The University has been providing this institutional health insurance support **since 2012**, maintaining continuity and equity in employee health benefits. As of **2024**, a total of **215 staff members** benefited from these insurance schemes. This sustained effort reflects the University's dedication to creating a healthy, secure, and supportive working environment that prioritizes the physical and mental well-being of its personnel.

Projects

Personal Hygiene

TED University students conducted a community-based study focusing on **hygiene practices among children at a local school**. The project involved direct engagement with students, data collection, and observation of their daily routines to analyze hygiene behaviors and assess their potential impact on **health outcomes and academic performance**.

The findings, presented in a research poster, highlight the critical importance of maintaining proper hygiene and provide **practical recommendations** for improvement. The initiative aims to **raise awareness of healthy**

habits among children and their families, encouraging sustainable behavioral change.

Through this study, TED University students contributed to promoting a **healthier and more supportive school environment**, aligning with broader efforts to enhance community well-being and preventive health education.



PERSONAL HYGIENE

TEDU 102

THE PROJECT

We gave a PowerPoint presentation about personal hygiene to 23 Nisan



CONTENT

Our team, Sparkle Squad, conducted a study on the hygiene habits of children at a local school. We engaged with students, collected data, and analyzed their daily routines to understand their hygiene practices and their impact on health and academic performance. This poster presents our key findings, highlights the importance of good hygiene, and offers practical tips for improvement. We hope our research encourages better hygiene practices and promotes healthier, happier lives for students and their families, ultimately fostering a healthier school environment.

PROCESS

A survey was done prior the presentation
Activities during the presentation



Members

Aisha Ahadi
Aya Mohammed
Azada Masoumi
Elyatob Ghaydaa
Hediye Ayla
Hosna Mansoori
Naomi Furaha
Reham Mohamed
Samira Chafik

Image1. Personal Hygiene Project

Raising Awareness About HIV

TED University students carried out a research project addressing the issue of **HIV awareness and prevention** within the university community. Recognizing that HIV, which first emerged in the 1980s, has remained a global public health concern for decades, the project aimed to examine the level of awareness among university students and to contribute to preventive health education efforts.

Although the global prevalence of HIV has declined due to advancements in treatment and medication, the number of cases in Türkiye has been gradually increasing, largely due to misinformation and social prejudice. In response to this challenge, the



student team conducted a **survey among TED University students** to assess their understanding of HIV, identify areas of misinformation, and provide accurate and reliable information.

The project findings demonstrated that **awareness-raising activities and health education initiatives** play a crucial role in combating misinformation and promoting public health. Through this study, students contributed to enhancing knowledge, reducing stigma, and supporting broader efforts to strengthen **preventive health practices** within the community.

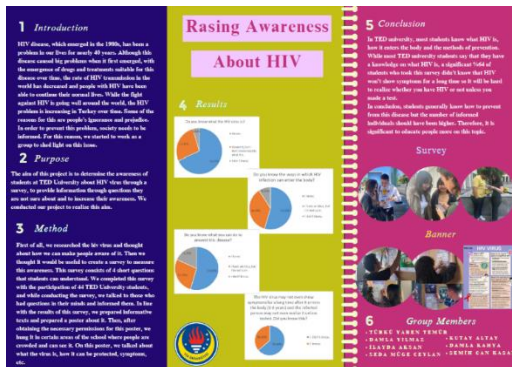


Image2. Rasing Awareness About HIV Project

Breking the Chains: Commuity against Alcohol Addiction

The project titled **“Breaking the Chains: Community Action against Alcohol Addiction”** was designed to address alcohol addiction through a combination of education, awareness, and support systems. The primary aim was to **raise public awareness, reduce the prevalence of alcohol addiction, and enhance community well-being.**

Throughout the project, awareness campaigns were organized, and educational materials such as **brochures, posters, and digital resources** were developed and distributed to inform individuals and families about the risks associated with alcohol consumption. In addition, the project team **collaborated with non-governmental organizations (NGOs) and governmental agencies** to strengthen existing prevention and rehabilitation efforts.

By conducting needs assessments and creating targeted educational content, the initiative **empowered individuals and communities** to make informed decisions and seek support when needed. These collaborative and educational activities contributed to **building a sustainable support network**, which helped increase public awareness, encourage healthier lifestyles, and promote long-term community resilience against alcohol addiction.

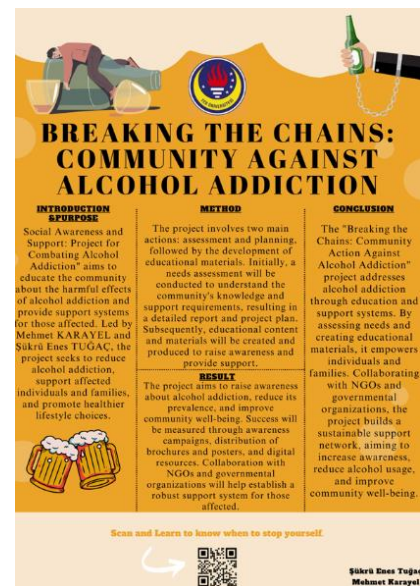


Image3. Breking the Chains: Commuity against Alcohol Addiction Project

Healthy Bites Bright Minds

The project aimed to raise awareness among primary school students about the importance of healthy nutrition and to introduce nutritious alternatives to the unhealthy foods that are easily accessible in school canteens. Its primary goal was to encourage children to make more informed food choices and adopt healthier eating habits. To achieve this, the project team conducted a preliminary study to identify the types of junk food most frequently consumed by children and, based on these findings, developed alternative and healthier recipes using natural ingredients—such as dates instead of refined sugar. The team also designed educational posters and activity sheets promoting these healthy alternatives. To financially support the initiative, a small-scale fundraising event was organized, where cookies prepared with healthy ingredients were sold, and the funds collected were used



to produce the educational materials. The project culminated in a visit to Kurtuluş Primary School, where the team carried out an interactive session that included a presentation on healthy eating habits, the screening of a short educational cartoon, and a food-matching game designed to reinforce the learning process through play.



Image4. Healthy Bites Bright Minds Project

Control Your Life

The project was developed in response to the growing concern over increasing addiction rates, which often develop unconsciously as many individuals fail to recognize their dependency. Motivated by this issue, the project team decided to focus on children, acknowledging that early education and awareness are critical in preventing both direct and indirect exposure to addictive behaviors. The initiative was implemented through a series of interactive educational activities, including games and seminars, reaching approximately 300 students. These activities aimed to enhance understanding of different types of addictions and promote healthy lifestyle choices from a young age. Additionally, awareness videos were produced and disseminated to reach a wider audience beyond the immediate participants. Through this project, the team not only contributed to raising public awareness about addiction prevention but also gained valuable insights into the importance of early intervention and the impactful work of the

Yeşilay (Green Crescent) organization in promoting public health and well-being.



Image5. Control Your Life Project

Promoting Mental Health

TEDU offers both Master's and Ph.D. programs in Clinical Psychology, based on the scientist-practitioner model. These programs are designed to train clinical psychologists who are skilled in providing psychotherapy and psychosocial support to individuals, couples, and families from diverse cultural backgrounds.

Through a strong integration of theory, research, and practice, students develop the scientific and clinical skills necessary to assess, conceptualize, and intervene effectively in various psychological problems. Faculty members with expertise across diverse domains ranging from personal and collective trauma to family crises, grief, ambiguous loss, mood and personality disorders, family and child therapy, autobiographical memory, and psychotherapy process research actively support these programs.

By fostering culturally informed, evidence-based, and ethically grounded clinical practice, these programs directly contribute to SDG 3 (Good Health and Well-Being) by enhancing mental health services, promoting psychological resilience, and addressing psychosocial needs within the community. As part of this mission, the Department of



Psychology runs the TEDU Applied (Clinical) Psychology Unit, which offers free community mental health services within the Clinical Psychology Master's Program. The unit provides psychotherapy and psychosocial support for children, adolescents, and families who cannot afford therapy, ensuring fair access to psychological care.

[instagram.com/tedu_clinicalpsychologygrad/](https://www.instagram.com/tedu_clinicalpsychologygrad/)

Campus

Smoke-free policy

In alignment with *Law No. 4207 on the Prevention and Control of Hazards of Tobacco Products*, the use of tobacco products had been strictly prohibited across TED University's campuses, including all indoor spaces and outdoor areas, with a few designated exceptions. This regulation aimed to promote a healthier and smoke-free environment for all members of the university community and to reduce exposure to the harmful effects of tobacco.

In accordance with this policy, tobacco use was permitted only in clearly marked outdoor areas, namely:

- Incesu Campus, Block B – the area outside the building behind the ATM,
- Aksu Campus – the space between Block C Cafeteria and Block E ground floor terrace exit,
- Aksu Campus – the designated area between Blocks E and H,
- Aksu Campus, Block D – the marked area facing Aksu Street.

Through the enforcement of this regulation, TEDU reinforced its commitment to fostering a **healthy, safe, and sustainable campus environment**, aligning with public health goals and promoting **well-being for students, staff, and visitors alike**.

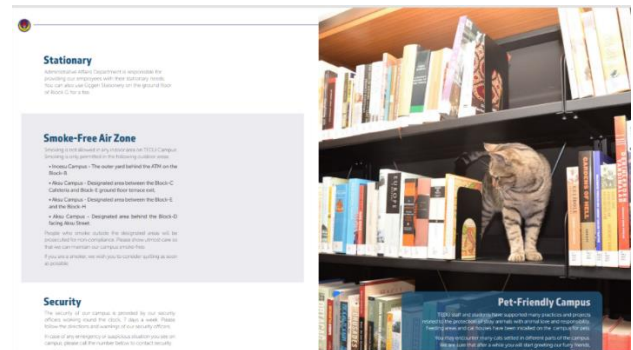


Image6. Smoke-free policy

Mental health support for staff

Psychological Support Guide for Students in Difficult Times

On October 15, 2024, the “**Psychological Support Guide for Students in Difficult Times (For Academic and Administrative Staff)**” was introduced during a meeting attended by TED University's academic and administrative personnel. The guide was developed to inform staff about how they could provide appropriate **psychological support, guidance, and referrals** to students experiencing emotional distress, whether during emergencies or throughout the academic year. Its purpose was to strengthen the university's capacity to respond sensitively and effectively to students' mental health needs by promoting informed and compassionate interventions.

In addition to this initiative, the **Psychological Counseling and Guidance Center** also provided **free psychological support services** to staff members in need, reinforcing TED University's commitment to fostering a **mentally healthy and supportive campus environment**. This initiative reflected the institution's dedication to promoting overall well-being and ensuring accessible mental health care within the university community.



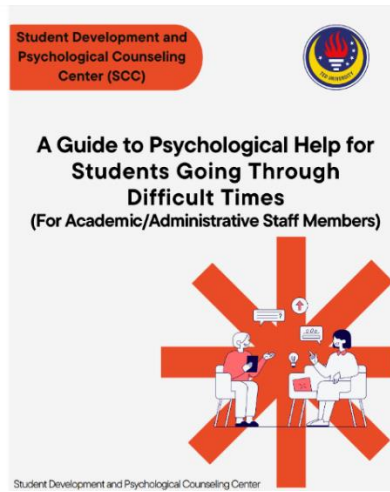


Image7. SCC News

Events & Activities

TEDU actively promotes mental health and psychosocial well-being **through education, research, training, and community partnerships**. In collaboration with national and international organizations, including the World Health Organization (WHO), the Ministry of Health (MoH), the Ministry of Family and Social Services (MFSS), and civil society networks, the TED University Department of Psychology conducts evidence-based training, services, and research efforts that strengthen community mental health capacities and resilience after disasters.

Capacity-Building and Training Initiatives

Consultancy Agreement between TEDUTECH and the WHO Turkey Office – Provides training and supervision on psychosocial interventions in disasters for MoH personnel working in earthquake-affected regions (Lead: Assoc. Prof. Ilgın Gökler Danışman).

Psychological First Aid (PFA) Training of Trainers for Children – Conducted on **28 February 2024** in cooperation with WHO and MFSS to train staff to deliver psychological first aid to children, enhancing inter-agency collaboration (Lead: Assoc. Prof. Ilgın Gökler Danışman).

<https://www.instagram.com/p/C350YRqNHT3/?igsh=YWJla3g3cWMzd2tv>



Image8. Psychological First Aid (PFA) Training of Trainers for Children

Bereavement Intervention Training for Children After Disasters and Emergencies – Delivered on **19–23 February 2024** with WHO and MoH; equipped psychologists, child-development specialists, and social workers with the *Children and Grief: Teaching Life Skills* module (Children and War UK). (Lead: Assoc. Prof. Ilgın Gökler Danışman).

Evedence

<https://www.instagram.com/p/C4KydkQtseH/?igsh=Mnc5eXRhOThlZGt6>



Image9. Bereavement Intervention Training for Children After Disasters and Emergencies

Training on Self-Care for Field Workers in Disaster Areas – Organized by the **Turkish Psychological Association (TPA) Psychosocial Solidarity Network for Earthquake Response (DEPSDA)**;



promoted well-being and burnout prevention among field staff. (Lead: Assoc. Prof. Ilgın Gökler Danışman).

<https://www.instagram.com/p/C-cpl2Utjs4/?igsh=cWs3YWVua2E1NXpo>



Image10. Training on Self-Care for Field Workers in Disaster Areas

Training on Trauma-Focused Approaches – Within the International Trauma Studies Certificate Program (World Human Relief), Prof. Ilgın Gökler Danışman trained professionals on trauma-focused interventions for families and children.

Evedence :

<https://www.instagram.com/p/DDeMV9sOzo1/?igsh=cXZzZnV0bDZhaGFo>



Image11. Training on Trauma-Focused Approaches

Community-Based Projects and Services

Psychosocial Support Project for Children and Adolescents Who Lost Their Parents in the Earthquake (Hatay) – Joint initiative of the TED Scholarships and Scholarship Students Office and TEDU Psychosocial Support Team (TEDU COPeS) (Oct 2023 –

Jun 2024); provides long-term psychosocial support to bereaved youth.

Evedence

<https://www.instagram.com/p/C2PpQ2XoRAY/?igsh=MXFtMW93aXNkanVjMg==>

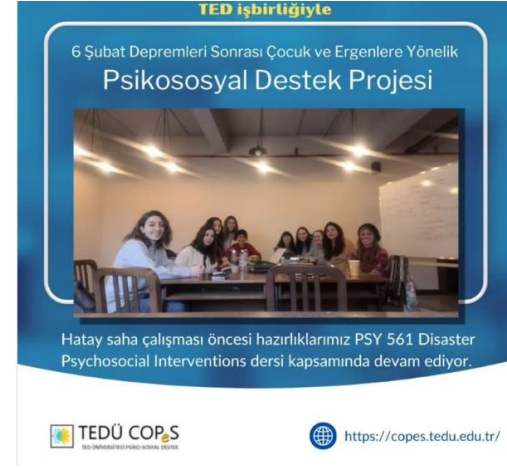


Image12. Psychosocial Support Project for Children and Adolescents Who Lost Their Parents in the Earthquake (Hatay)

TEDU COPeS Psychosocial Support Services (Led by Prof. Ilgın Gökler Danışman) – Offers continuous psychosocial support for students and staff, including preventive and outreach-based interventions.

Evedence :

https://www.instagram.com/teducopes?utm_source=qr&igsh=NDU5aXNubmphd3Nz

Community Mental Health Services by the TEDU Department of Psychology – Applied (Clinical) Psychology Unit – Within the **Clinical Psychology Master's Program**, provides **free psychotherapy** for children, adolescents, and families who cannot afford therapy costs, ensuring equitable access to care.

TEDU integrates mental health and trauma-informed education into its **graduate curriculum** and **extends its impact through academic events and public engagement activities**. Courses such as **Integration of Disaster Psychosocial Intervention Courses (PSY 561, 564, 659)** facilitates this engagement.

1st Community Clinical Psychology Symposium by the TED University



Department of Psychology, TEDU Psychosocial Support Team (TEDU COPS), and the TEDU Ph.D. Program in Clinical Psychology (26–27 October 2024): Brought together national and international experts to advance knowledge exchange on community mental health and trauma recovery.

Evedence :

<https://toplumsalklinik2024.tedu.edu.tr/> /

https://www.instagram.com/toplumsal_klinik_psikoloji?igsh=amJ5bGhkMW55YWNh



Image13. 1st Community Clinical Psychology Symposium - Poster

Conference by Prof. İlgin Gökler Danışman “Child-Friendly Cities: Child Mental Health and Environmental Interaction” & Workshop “The Natural Space for Post-Trauma Recovery: Play” (3–5 March 2024, Toros University): Promoted awareness of child mental health and the role of natural environments in post-trauma recovery.

Evedence :

<https://www.instagram.com/p/C4OeBDRtT-8/?igsh=azdldm1naWN5bmNy>

<https://www.instagram.com/p/C4LJ88Uom8s/?igsh=bjhiN2hocXlvMjBy>



Image14. “Child-Friendly Cities: Child Mental Health and Environmental Interaction” &

Workshop “The Natural Space for Post-Trauma Recovery: Play

Promoting Mental Health, Psychosocial Resilience, and Disaster Preparedness

TEDU advances **SDG 3 (Good Health and Well-Being)** by integrating mental-health promotion with disaster resilience and psychosocial preparedness. The **Disaster Resilience and Preparedness (DRP) Research Laboratory** and affiliated collaborative projects as well as presentations strengthen the connection between community mental health, risk management, and post-disaster recovery through interdisciplinary and international partnerships.

Research and Practice Initiatives

Disaster Resilience and Preparedness (DRP) Research Laboratory (Lead: Assoc. Prof. Canay Doğulu)

A social-psychology-based research hub conducting qualitative and quantitative studies on community resilience and disaster preparedness. The lab brings together academics and students from multiple universities to advance disaster-risk-management strategies and reduce the adverse psychological and social impacts of disasters.

Evedence :

https://www.instagram.com/tedupsy_drplab/?igshid=YmMyMTA2M2Y%3D

J-RAPID Japan–Türkiye Collaborative Project and Disaster Education Workshop (27 April 2024, Gaziantep)

Investigates the effects of the **2023 Kahramanmaraş earthquakes** on schools and disaster education. The workshop examined seismology, engineering, psychosocial recovery, and resilience building, contributing to the development of disaster-mental-health education at the community level.

Evedence :

<http://www.koeri.boun.edu.tr/new/en/news/tu-bitak-jst-j-rapid-workshop-10-11-june-2024#:~:text=%C3%9C.,June%2010%2D11%2C%202024>



https://www.instagram.com/s/aGlnaGxpZ2h0OjE3OTI5MDExNjYxOTQxNTE3?story_media_id=3355336189935865035&igsh=MWFran dhazhodjY3bw==

https://www.jst.go.jp/pr/info/info1635/pdf/info1635_en.pdf

https://www.jst.go.jp/inter/english/program_e/j-rapid_e/j-rapid.html

EU Delegation Project – Technical Assistance on Earthquake Recovery
As part of the **Delegation of the European Union to Türkiye** initiative “*Technical Assistance to the EUD in Assessment of Impacts and Developing Recovery Efforts of the Feb 2023 Earthquakes*,” TEDU faculty served as consultants and field experts (Feb – Dec 2024), contributing to psychosocial-recovery assessment and strategy development.

TÜBİTAK Project 221M165 – “Tsunami Evacuation Planning and Management for İstanbul (Marmara Sea Shores)”
Conducted under the **TÜBİTAK 1001 Program (Earthquake Research Special Call – MAG)** with partners from TED University, Koç University, and METU (Apr 2023 – Dec 2024). The project develops evacuation strategies and enhances community preparedness for coastal disasters, supporting psychological safety and public well-being in high-risk areas.

Evedence :

<https://avesis.tedu.edu.tr/proje/bdd85e6d-0d5e-442b-b76d-6c45556f612f/tsunami-tehdidine-karsi-istanbul-ili-marmara-denizi-kiyilari-tahliye-planlamasi-ve-yonetimi-evacuation-planning-and-management-for-istanbul-city-marmara-sea-shores-against-tsunami-threat>

<https://www.cumhuriyet.com.tr/turkiye/beklen-en-istanbul-depremi-tsunami-riskine-karsi-onlemler-artiyor-1875915>

Conference Presentations and Dissemination Activities

Doğulu, C., İkizer, G., & Karancı, A. N. (February 2024). *Community education and participation in disaster education* [Afetlere hazırlıkta halk eğitimi ve katılımı]. Paper presented at the **26th Round Table Meeting**

of Disaster Management Implementation and Research Center, Middle East Technical University, Ankara, Türkiye.

Evedence :

https://dmc.metu.edu.tr/system/files/odtu_26.ymt_program_25_2_2024.pdf

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Promoting Mental Health and Gender Equality

TEDU advances **SDG 3 (Good Health and Well-Being)** through its commitment to promoting both gender equality and



psychosocial well-being. Recognizing that gender equality is essential to individual and community health, TEDU actively engages in research, education, and outreach activities that address gender-based violence, social justice, and the psychological dimensions of gender relations.

The Social Psychology of Gender Laboratory (Lead: Assoc. Prof. Beril Türkoğlu Demirel) serves as a key hub for these efforts, conducting research on topics such as masculinity, gender roles, honor culture, social norms, and interpersonal violence from a gender equality perspective.

Complementing these research initiatives, the Department of Psychology and affiliated faculty organize **public seminars, conferences, and training programs** on gender-based violence and women's well-being, raising awareness and fostering community dialogue on the psychological, social, and legal dimensions of gender inequality and violence.

Public Seminars and Community Engagement on Gender-Based Violence and Equality

Building upon its research foundation, TEDU organizes seminars, panels, and student-led presentations to raise public awareness of gender-based violence and its psychological consequences.

Seminar: “Everyday Reflections of Gender”

Presented at the 3rd Cultural Studies Student Conference, İstanbul Bilgi University, May 25-26 2024. Senior Psychology students Beril Boyacı, Elif Hasar, and Nilay Ariel, under the supervision of **Assoc. Prof. Beril Türkoğlu Demirel**, shared their study examining men's preferences for voice assistants, offering novel insights into how gendered socialization shapes interactions with artificial intelligence.

Evedence :

<https://www.instagram.com/p/C7i0IRANzbS/?igsh=dGU5aGQ1bWVsb2ln>



Image15. “Everyday Reflections of Gender”

Seminar: “The Footprints of Violence against Women: INCELness and the Rise of Misogyny.”

Delivered by **Assoc. Prof. Dr. Beril Türkoğlu Demirel** during a special broadcast organized by the Turkish Psychological Association (November 29, 2024). The talk explored the psychological mechanisms and cultural roots of misogyny and online radicalization.

Evedence :

https://www.instagram.com/p/DC4_iegN12I/?igsh=Z2IxNzJjMmllb3l5



Image16. “The Footprints of Violence against Women: INCELness and the Rise of Misogyny.”

Seminar: “Approaching November 25: The International Day for the Elimination of Violence against Women.”

Held on November 23 2024, featuring **Lect. Dr. Deniz Okay & Merve Kinacı (Psych)**. Organized by the Turkish Psychology Students Working Group (TPÖÇG), the



session focused on the psychological impacts of violence against women and collective awareness-raising among students.

Evedence :

<https://www.instagram.com/p/DCWxtZUtNgr/?igsh=MXB5bG1xemN5dTNqeg%3D%3D>



Image17. Seminar: “Approaching November 25: The International Day for the Elimination of Violence against Women

Panel: “Root Causes of Violence and Methods of Intervention.”

Conducted on December 7 2024 at the METU Alumni Association and hosted by its Gender Equality Committee. Panelists **Lect. Dr. Deniz Okay**, Ceylan Nur Akgün (PhD), and Ezgi Duman (Attorney-at-Law) discussed psychological, social, and legal perspectives on gender-based violence and shared prevention and intervention strategies.

Evedence :

<https://www.instagram.com/p/DDE0y66iFda/?igsh=enBnOXRuOHUzN2FI>



Image18. Panel: “Root Causes of Violence and Methods of Intervention.”

Seminar: “Don’t Be Afraid to Stand Against Violence”

Held on October 16 2024 in collaboration with the Keçiören Municipality, featuring **Lect. Dr. Deniz Okay** and Attorney-at-Law Sevilay Yalçın. The seminar addressed both psychological and legal aspects of violence against women, emphasizing civic responsibility and empowerment.

Evedence :

https://www.kecioren.bel.tr/kecioren_siddetle_mucadele_etmekten_korkma_dedi-2644-haber.html



Image19. Seminar: “Don’t Be Afraid to Stand Against Violence”

Seminar: “Psychological Effects of Violence against Women.”

Hosted by TED University LOGOS on April 30 2024 with **Lect. Dr. Deniz Okay** as speaker. The talk explored how experiences of gender-based violence affect women’s mental health, identity, and sense of safety, promoting greater institutional awareness and support within the university community.

Evedence :



<https://www.instagram.com/p/C6PypPClJTI/?igsh=amV4ZjJmN2NobWU%3D>



Image20. Seminar: “Psychological Effects of Violence against Women.”

“Long live life, despite violence and hatred”

As part of the International Day for the Elimination of Violence Against Women on November 25, Çankaya Municipality organized a “Futsal Friendship Match” under the slogan “*Long Live Life Against Violence and Hatred.*” The event took place at TED University’s Indoor Sports Hall, where women came together to play futsal as a symbol of solidarity and resilience against gender-based violence.

The activity aimed to highlight the active role of women in all areas of life and to promote social awareness about equality and non-violence. Participants included female employees of Çankaya Municipality, representatives of non-governmental organizations, and members of the Women’s Branch of the CHP Ankara Provincial Directorate. Through this symbolic sports event, the participants advocated for a more inclusive and equitable world while promoting both physical and mental well-being. The initiative also contributed to strengthening community engagement and emphasizing the role of sports as a tool for empowerment, health, and social cohesion.



Image21. International Day for the Elimination of Violence Against Women

Evedence:

<https://www.cankaya.bel.tr/haberler/cankaya-i-kadinlar-dostluk-macinda-ter-doktu>

CBL Corporate Basketball League

The 2023–2024 season of the CBL Corporate Basketball League was hosted at our university’s basketball court, with all games being free and open to the public. This event not only promoted collaboration between the university and the corporate sector but also contributed to the objectives of Sustainable Development Goal 3: Good Health and Well-Being. The CBL Corporate Basketball League brings together professionals from various companies who are passionate about sports—many of whom have previously played basketball either competitively or recreationally. By providing an opportunity for employees to represent their organizations, socialize, and relieve work-related stress through physical activity, the league fosters both mental and physical well-being among participants while strengthening community engagement through sport.



Image22. CBL Corporate Basketball League



Evedence:

<https://www.instagram.com/p/C47gMamIqqw/>

Sexual health in relationships

TED University's **Psychological Counseling and Guidance Center** organized three seminars focusing on **sexual health in relationships**, which were offered free of charge to all members of the university community. These seminars aimed to provide evidence-based information, enhance awareness, and promote healthy interpersonal behaviors among participants. By addressing sexual health education in an accessible and supportive setting, the initiative contributed to the improvement of both physical and mental well-being, aligning with broader public health objectives. The seminars also fostered an informed and responsible approach to relationships, empowering the university community to make healthier choices and reinforcing preventive health practices.

Image23. Sexual health in relationships