3. CLASS AUTUMUN SEMESTER

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Developmental Psychopathology** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520301 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | As an approach, developmental psychopathology, mental deficiencies, autistic spectrum disorders, impaired behavior, anxiety and mood disorders, etc. psychopathologies seen from infancy to adolescence. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Normal development.  Risk factors in normal development.  Lifelong development in child and adolescent psychopathology (diagnosis and evaluation).  Classification in child psychopathology.  Research methods in developmental psychopathology.  Developmental disorders  Disruptive behavior disorders  Eating disorders.  Sexual identity impairment / Child abuse. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | | | | |
| **References** | | | | Yavuzer, H. (2005). Gençleri Anlamak, Remzi Kitabevi, İstanbul.  Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  Kerig, P. K., Ludlow, A., & Wenar (2012). Developmental psychopathology: From infancy through adolescence (6th ed.). Maidenhead, UK: McGraw-Hill.Chabert, C. ve Anzıeu (2004). Projektif Yöntemler. Çev. Kolbay, B. Bağlam Ders Kitapları,İstanbul.  Öktem, F. (2008). Oyun Terapisi. Ben hasta değilim. Edit. Ekşi, A. Nobel Yayınevi, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Know the properties of normal development.  PQ-2 Explains risk factors in normal development.  PQ-3 makes diagnosis and evaluation.  PQ-4 Child can make classification in psychopathology.  PQ-5 Learns research methods in developmental psychopathology.  PQ-6: Mental retardation-learning difficulty-learns attachment and infantile disorders.  PQ-7 Common developmental disorders-learn destructive behavioral disorders-eating disorders and sexual identity disorders.  PQ-8 Has knowledge about child abuse | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | | 1 | | | | %10 | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %10 | | | | | |
| Projects | | | | | | 1 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Normal development. | | | | | | | | | | | | | | | | | |
| 2 | | Risk factors in normal development. | | | | | | | | | | | | | | | | | |
| 3 | | Lifelong development in child and adolescent psychopathology (diagnosis and evaluation). | | | | | | | | | | | | | | | | | |
| 4 | | Classification in child psychopathology. | | | | | | | | | | | | | | | | | |
| 5 | | Classification in child psychopathology. | | | | | | | | | | | | | | | | | |
| 6 | | Research methods in developmental psychopathology. | | | | | | | | | | | | | | | | | |
| 7 | | Developmental disorders: Mental retardation and learning disability. | | | | | | | | | | | | | | | | | |
| 8 | | Attachment and disorders during infancy. | | | | | | | | | | | | | | | | | |
| 9 | | Pervasive developmental disorders (Autism-Rett syndrome-Asperger syndrome). | | | | | | | | | | | | | | | | | |
| 10 | | Disruptive behavior disorders (attention deficit hyperactivity disorder). | | | | | | | | | | | | | | | | | |
| 11 | | Disruptive behavior disorders (behavior disorder, antagonism disorder). | | | | | | | | | | | | | | | | | |
| 12 | | Eating disorders. | | | | | | | | | | | | | | | | | |
| 13 | | Sexual identity impairment / Child abuse. | | | | | | | | | | | | | | | | | |
| 14 | | Sexual identity impairment / Child abuse. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-3 | It makes diagnosis and evaluation. | | | | | | | | | | | | | 3 | | | | |
| PQ-4 | The child can make a classification in psychopathology. | | | | | | | | | | | | | 4 | | | | |
| PQ-5 | Learn research methods in developmental psychopathology. | | | | | | | | | | | | | 3 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 6 | | | | 24 | |
| Projects | | | | | | | | | 1 | | | 28 | | | | 28 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Pediatric Health And Infantile Diseases** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 3520303 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | To define pregnancy and birth, to classify the risk factors and their effects that may occur in terms of mother and child during pregnancy and childbirth, to care and physical development of healthy child and its causes, infectious and systemic diseases in childhood, ways of protection and home care of sick children. | | | | | | | | | | | | | |
| **Course content** | | | | A child with a hematological problem.  A child with an oncologic problem.  A child with a neurological problem.  A child with musculoskeletal problems.  Normal newborn.  High risk newborn.  A child with an endocrine problem.  Liquid-electrolyte and acid-base balance and imbalances.  Child with urinary system problem.  A child with a gastrointestinal system problem.  Child with respiratory system problem.  Metabolic diseases.  Diagnosis and treatment applications.  Commonly used drugs in children. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Akyıldız, N. (1999). Sağlık Bilgisi. Ya- Pa Yayınları, İstanbul.  Cantez, T. (2003). Çocuk Sağlığı ve Hastalıkları, Nobel Tıp Kitabevleri, Adana.  Bertan, M.,& Güler, Ç. (1995). Halk Sağlığı Temel Bilgiler. Güneş Kitabevi. Ankara.  Bilir, Ş. (1994). Ana ve Çocuk Sağlığı. Alkım Yayıncılık. Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Defines health and disease concepts.  PQ-2 Realize the importance of child health.  PQ-3 Learn factors affecting health.  PQ-4 Know diseases and accidents in childhood.  PQ-5 Know the ways of protection from diseases and accidents.  PQ-6 Learn security measures to protect children's health in school and at home. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 3 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %20 | | |
| Projects | | | | | | 2 | | | | %20 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 5 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | A child with a hematological problem. | | | | | | | | | | | | | | | |
| 2 | | A child with an oncologic problem. | | | | | | | | | | | | | | | |
| 3 | | A child with a neurological problem. | | | | | | | | | | | | | | | |
| 4 | | A child with musculoskeletal problems. | | | | | | | | | | | | | | | |
| 5 | | Normal newborn. | | | | | | | | | | | | | | | |
| 6 | | High risk newborn. | | | | | | | | | | | | | | | |
| 7 | | A child with an endocrine problem. | | | | | | | | | | | | | | | |
| 8 | | Liquid-electrolyte and acid-base balance and imbalances. | | | | | | | | | | | | | | | |
| 9 | | Child with urinary system problem. | | | | | | | | | | | | | | | |
| 10 | | A child with a gastrointestinal system problem. | | | | | | | | | | | | | | | |
| 11 | | Child with respiratory system problem. | | | | | | | | | | | | | | | |
| 12 | | Metabolic diseases. | | | | | | | | | | | | | | | |
| 13 | | Diagnosis and treatment applications. | | | | | | | | | | | | | | | |
| 14 | | Commonly used drugs in children. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Defines health and disease concepts. | | | | | | | | | | | | | 4 | | | |
| PQ-2 | Learn the importance of child health. | | | | | | | | | | | | | 4 | | | |
| PQ-3 | Learn the factors that affect health. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 3 | | | | 42 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 5 | | | | 20 | |
| Projects | | | | | | | | | 2 | | | 16 | | | | 32 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Final exam | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | |
| **Course Name** | | | | **Developmental Diagnosis and Evaluation Methods** | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | |
| 3520305 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 4 | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | |
| **Course objective** | | | | Teaching the subjects of recognition and evaluation of children in preschool education, observation based techniques, game based evaluation, portfolio evaluation, techniques used in cooperation with family, reporting and interpretation of information about children, recognition and evaluation of special needs children, | | | | | | | | | | | | | | |
| **Course content** | | | | Recognizing and evaluating children in preschool education.  Observation.  Observation based techniques.  Game based evaluation.  Portfolio assessment.  Techniques used in cooperation with family.  Reporting of information about children - interpretation and use.  Recognition of special needs children - evaluation and identification of training processes. | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | | |
| **References** | | | | Behrman R. E., & Kliegmen R. M., (1996), Nelson Essentıals of Pediatrics, Nobel Tıp Kitapevleri, İstanbul.  Dağoğlu T., (2000), Neonataloji, Nobel Tıp Kitapevleri, İstanbul.  Küçüködük Ş., (1996), Yenidoğan ve Hastalıkları, Feryal Matbaası, Ankara. | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Have knowledge about recognition and evaluation of children in preschool education.  PQ-2 Observes and knows observational techniques.  PQ-3 can make game based evaluation.  PQ-4 can make a portfolio assessment.  PQ-5 Learn the techniques used in cooperation with the family.  PQ-6 Reporting of information about children - they have information about interpretation and use.  PQ-7 Recognizes special needs children - has information about evaluation and determination of educational processes. | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %20 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratuvary | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %20 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | |
| Projects | | | | | | 2 | | | | %20 | | | |
| Laboratory | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Recognizing and evaluating children in preschool education. | | | | | | | | | | | | | | | | |
| 2 | | Recognizing and evaluating children in preschool education. | | | | | | | | | | | | | | | | |
| 3 | | Observation. | | | | | | | | | | | | | | | | |
| 4 | | Observation based techniques. | | | | | | | | | | | | | | | | |
| 5 | | Game based evaluation. | | | | | | | | | | | | | | | | |
| 6 | | Game based evaluation. | | | | | | | | | | | | | | | | |
| 7 | | Portfolio assessment. | | | | | | | | | | | | | | | | |
| 8 | | Portfolio assessment. | | | | | | | | | | | | | | | | |
| 9 | | Techniques used in cooperation with family. | | | | | | | | | | | | | | | | |
| 10 | | Techniques used in cooperation with family. | | | | | | | | | | | | | | | | |
| 11 | | Reporting of information about children - interpretation and use. | | | | | | | | | | | | | | | | |
| 12 | | Reporting of information about children - interpretation and use. | | | | | | | | | | | | | | | | |
| 13 | | Recognition of special needs children - evaluation and identification of training processes. | | | | | | | | | | | | | | | | |
| 14 | | Recognition of special needs children - evaluation and identification of training processes. | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | It has knowledge about recognition and evaluation of children in preschool education. | | | | | | | | | | | | | 4 | | | |
| PQ-2 | Observes and knows techniques based on observation. | | | | | | | | | | | | | 4 | | | |
| PQ-3 | It can make a game-based assessment. | | | | | | | | | | | | | 4 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 9 | | | | 36 | |
| Projects | | | | | | | | | 2 | | | 16 | | | | 32 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Preschool Education Programs I** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 3520307 | | 5 | 2 | 2 | | 4 | | | 3 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Theoretical bases on preschool education, features and comparison of pre-school education program, components of preschool education program, pre-school education teacher, pre-school education program (corner and activities), preparation of education situation | | | | | | | | | | | | | |
| **Course content** | | | | Theoretical basis on which pre-school education is based.  Characteristics and comparison of preschool education program.  Components of pre-school education program.  Teacher in pre-school education.  Pre-school education program (Corner and events)  Preparing an educational situation.  Daily plan examples. | | | | | | | | | | | | | |
| **Prequisites** | | | | This course will only face-to-face training | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation, demonstration | | | | | | | | | | | | | |
| **References** | | | | Current Regulation on Pre-school Education | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Know the theoretical foundations on which pre-school education is based.  PQ-2 Know the properties of preschool education program.  PQ-3 Can compare.  PQ-4 Explains the role of the teacher in pre-school education.  PQ-5 Learn the activities and properties of pre-school education program.  PQ-6 Educational situation plans and daily plan examples are prepared. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 1 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 2 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %30 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 1 | | | | %30 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Theoretical basis on which pre-school education is based. | | | | | | | | | | | | | | | |
| 2 | | Characteristics and comparison of preschool education program. | | | | | | | | | | | | | | | |
| 3 | | Components of pre-school education program. | | | | | | | | | | | | | | | |
| 4 | | Teacher in pre-school education. | | | | | | | | | | | | | | | |
| 5 | | Free time events. | | | | | | | | | | | | | | | |
| 6 | | Turkish language activities. | | | | | | | | | | | | | | | |
| 7 | | Dramatic events. | | | | | | | | | | | | | | | |
| 8 | | Game events. | | | | | | | | | | | | | | | |
| 9 | | Music activity. | | | | | | | | | | | | | | | |
| 10 | | Science events. | | | | | | | | | | | | | | | |
| 11 | | Readiness to read and write. Routine activities. | | | | | | | | | | | | | | | |
| 12 | | Preparing an educational situation. | | | | | | | | | | | | | | | |
| 13 | | Preparing an educational situation. | | | | | | | | | | | | | | | |
| 14 | | Daily plan examples. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | It knows the theoretical bases on which pre-school education is based. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Know the features of pre-school education program | | | | | | | | | | | | | 5 | | | |
| PQ-4 | Explain the role of the teacher in pre-school education. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 1 | | | | 14 | |
| Practice | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Homework/ Seminar | | | | | | | | | 4 | | | 13 | | | | 52 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Final exam | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Other (…………………………………………………………..) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Special Education I** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 3520309 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The basic concepts of special education, basic principles of special education in the world and Turkey's special education, causes of disability, prevalence oranlarını- methods of prevention, diagnosis and assessment, classification of children in need of special education, speech and language disorders in children and education, hearing impaired children development and education of mentally retarded children, development and education of orthopedically disabled children. | | | | | | | | | | | | | |
| **Course content** | | | | Basic concepts and principles of special education  In the world and Turkey's special education.  Reasons for being disabled, prevalence rates and prevention methods.  Diagnosis and evaluation.  Classification of children in need of special education.  Development and education of children in need of special education. | | | | | | | | | | | | | |
| **Prequisites** | | | | This course will only face-to-face training | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation, demonstration | | | | | | | | | | | | | |
| **References** | | | | Tekin, E. & Kırcaali İftar, G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri.Nobel Yayınları,Ankara.  Diken,.İ. H (2008).Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ. H.), PegemA Akademi, Ankara.  Akçamete, G. (2009). Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1 Know basic concepts of special education.  PQ-2 Explains the basic principles of special education.  PQ-3 learns the reasons for being disabled.  PQ-4 Know the prevalence rates and make diagnosis and evaluation.  PQ-5 Special education can classify children who need it.  PQ-6 Has knowledge about children with speech and language disorders.  PQ-7 Has knowledge about the development and education of hearing impaired children.  PQ-8 Has knowledge about the development and education of children with mental retardation.  PQ-9 Has knowledge about the development and education of children with orphans with disabilities.  PQ-10 Have knowledge about development and education of visually impaired children. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %40 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Basic concepts of special education. | | | | | | | | | | | | | | | | |
| 2 | | Basic concepts of special education. | | | | | | | | | | | | | | | | |
| 3 | | Basic principles of special education. | | | | | | | | | | | | | | | | |
| 4 | | In the world and Turkey's special education. | | | | | | | | | | | | | | | | |
| 5 | | In the world and Turkey's special education. | | | | | | | | | | | | | | | | |
| 6 | | Reasons for being disabled | | | | | | | | | | | | | | | | |
| 7 | | Prevalence rates and prevention methods. | | | | | | | | | | | | | | | | |
| 8 | | Diagnosis and evaluation. | | | | | | | | | | | | | | | | |
| 9 | | Classification of children in need of special education. | | | | | | | | | | | | | | | | |
| 10 | | Children with speech and language disorders and their education. | | | | | | | | | | | | | | | | |
| 11 | | Development and education of hearing impaired children. | | | | | | | | | | | | | | | | |
| 12 | | Development and education of mentally retarded children. | | | | | | | | | | | | | | | | |
| 13 | | Development and education of orthopedically disabled children. | | | | | | | | | | | | | | | | |
| 14 | | Development and education of visually impaired children. | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-3 | Learn the reasons for being disabled. | | | | | | | | | | | | | 5 | | | | |
| PQ-4 | They can diagnose and evaluate methods of preventing prevalence rates. | | | | | | | | | | | | | 4 | | | | |
| PQ-5 | Special education may classify children as needed. | | | | | | | | | | | | | 4 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | | |
| Practice | | | | | | | | |  | | |  | | | |  | | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | | |
| Projects | | | | | | | | | 1 | | | 43 | | | | 43 | | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | | |
| Quiz | | | | | | | | |  | | |  | | | |  | | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | |
| **Course Name** | | | | **Reading-Writing in Foreign Language I** | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | |
| 3520311 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 3 | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | |
| **Course objective** | | | | This course is designed to enable university students to use the skills of reading, speaking, listening and writing in any academic activity they conduct in their field. These derste students should be aiming to increase the knowledge and skills gained in "Foreign Language 1" course to a higher level. In doing so, care must be taken to create interesting contexts, to practice language-enhancing exercises, to use the language in real communication skills, and in this way to increase the linguistic and communicative competence of learners and foreign language competences. | | | | | | | | | | | | | | |
| **Course content** | | | | Updating and repetition of general English information.  Preschool education terminology and technical terms.  Child development.  Cognitive development.  Language development.  Sexual development.  Social and emotional development.  Moral development.  Physical development.  Psyhc- motor development. | | | | | | | | | | | | | | |
| **Prequisites** | | | | Foreign Language 1 and Foreign Language 2 are required to be successful. | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study | | | | | | | | | | | | | | |
| **References** | | | | Berk, L.E. (1997). Child Development, Allyn & Bacon, USA.  Charlesworth, R. (2010). Understanding Child Development. Wadsworth Cengage Learning. USA. | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Know basic professional definitions.  PQ-2 Learn basic concepts.  PQ-3 Acquires proficiency in basic vocational language knowledge. | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %40 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | |  | | | |  | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratuvary | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %20 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | |  | | | |  | | | |
| Projects | | | | | | 1 | | | | %40 | | | |
| Laboratory | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Term total** | | | | | | 2 | | | | %60 | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Updating and repetition of general English information. | | | | | | | | | | | | | | | | |
| 2 | | Updating and repetition of general English information. | | | | | | | | | | | | | | | | |
| 3 | | Preschool education terminology and technical terms. | | | | | | | | | | | | | | | | |
| 4 | | Preschool education terminology and technical terms. | | | | | | | | | | | | | | | | |
| 5 | | Child development. | | | | | | | | | | | | | | | | |
| 6 | | Child development. | | | | | | | | | | | | | | | | |
| 7 | | Cognitive development. | | | | | | | | | | | | | | | | |
| 8 | | Cognitive development. | | | | | | | | | | | | | | | | |
| 9 | | Language development. | | | | | | | | | | | | | | | | |
| 10 | | Sexual development. | | | | | | | | | | | | | | | | |
| 11 | | Social and emotional development. | | | | | | | | | | | | | | | | |
| 12 | | Moral development. | | | | | | | | | | | | | | | | |
| 13 | | Physical development. | | | | | | | | | | | | | | | | |
| 14 | | Psyhc- motor development. | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-3 | Know basic professional definitions. | | | | | | | | | | | | | 4 | | | |
| PQ-4 | Learn basic concepts. | | | | | | | | | | | | | 5 | | | |
| PQ-5 | They gain proficiency in basic vocational language. | | | | | | | | | | | | | 4 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 1 | | | 43 | | | | 43 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | |
| **Course Name** | | | | **Otism** | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | |
| 3520313 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 3 | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to inform about the reasons of autism, diagnosis, characteristics of autistic children and approaches used, communication with families and proposal of solutions. | | | | | | | | | | | | | | |
| **Course content** | | | | Definition of autism, its causes, diagnosis, autism in infancy and adolescence, developmental characteristics of autistic children, education of autistic children and approaches used, problems and solutions proposed by families. | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation. | | | | | | | | | | | | | | |
| **References** | | | | Tekin,E. ve Kırcaali-İftar,G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri.Nobel Yayınları,Ankara.  Diken,.İ.H (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ.H), PegemA Akademi, Ankara.  Akçamete, G. (2009) Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed.Akçamete, G. ) Kök Yayıncılık, Ankara. | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1: Defines autism.  PQ-2: Know the frequency of sightings.  PQ-3: Know the symptoms.  PQ-4: Describe the factors that cause autism.  PQ-5: Has knowledge about diagnosis of autism.  PQ-6: Otizmin explains the life-long course.  PQ-7: Know the developmental characteristics of autistic children.  PQ-8: Describes sensory problems seen in autistic children.  PQ-9: Describes behavior problems seen in autistic children.  PQ-10: Autistic children have knowledge about education.  PQ-11: Can guide parents with autistic children | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %40 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | |  | | | |  | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratuvary | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %30 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | | 1 | | | | %30 | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratory | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Term total** | | | | | | 2 | | | | %60 | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Definition of autism - Frequency of autism - Autism statement. | | | | | | | | | | | | | | | | |
| 2 | | Factors causing autism (Genetic factors - Psychodynamic and familial factors). | | | | | | | | | | | | | | | | |
| 3 | | Factors causing autism (Organic factors - Neurological factors Biological factors - Factors related to the immune system). | | | | | | | | | | | | | | | | |
| 4 | | Biological factors - Factors related to the immune system). | | | | | | | | | | | | | | | | |
| 5 | | Diagnosis of autism (diagnostic criteria - early diagnosis - DSM IV). | | | | | | | | | | | | | | | | |
| 6 | | Autism in infancy - Autism in preschool - Autism in school - Autism in adolescence - Autism in adulthood. | | | | | | | | | | | | | | | | |
| 7 | | The characteristics of mental development of autistic children - The characteristics of language development of autistic children. | | | | | | | | | | | | | | | | |
| 8 | | Characteristics of social emotional development of autistic children - motor development characteristics of autistic children. | | | | | | | | | | | | | | | | |
| 9 | | Sensory problems seen in autistic children - Behavior problems seen in autistic children. | | | | | | | | | | | | | | | | |
| 10 | | Approaches used in the education of autistic children. | | | | | | | | | | | | | | | | |
| 11 | | Use of sensory approaches in autism - Behavioral approaches in autism. | | | | | | | | | | | | | | | | |
| 12 | | The use of visual cues in the education of autistic children. | | | | | | | | | | | | | | | | |
| 13 | | Examples of educational programs for children with autism. | | | | | | | | | | | | | | | | |
| 14 | | Suggestions and guidance to families with autistic children. | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-4 | It reveals the factors that cause autism. | | | | | | | | | | | | | 5 | | | |
| PQ-5 | He has knowledge about the diagnosis of autism. | | | | | | | | | | | | | 5 | | | |
| PQ-7 | Know the developmental characteristics of autistic children. | | | | | | | | | | | | | 5 | | | |
| PQ-8 | Describe the sensory problems seen in children with autism. | | | | | | | | | | | | | 5 | | | |
| PQ-9 | Describes behavior problems seen in autistic children. | | | | | | | | | | | | | 5 | | | |
| PQ-10 | Autistic children have knowledge about education. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 10 | | | 4 | | | | 40 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Community Health** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620315 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to understand community health and prevention, guidance to families, infectious diseases and the relationship between environmental health and society. | | | | | | | | | | | | | |
| **Course content** | | | | Topics include community health and prevention, health-related concepts, personal health, guidance to families, communicable diseases and ways of protection, epidemiology and definition, criteria, environmental health and society.. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation. | | | | | | | | | | | | | |
| **References** | | | | Pampal, S., Didar, H. ve Korgal, E. (2001). Sağlık ve Trafik Eğitimi, Gündüz Yayınları, Ankara.  Akyıldız, N. (1999). Sağlık Bilgisi. Ya- Pa Yayınları, İstanbul | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Defines the definition of community health.  PQ-2: Recognize the importance of community health.  PQ-3: Explains the concepts related to health education.  PQ-4: Learns the importance of personal health.  PQ-5: Can guide parents.  PQ-6: Learn infectious diseases and ways of protection.  PQ-7:Relation between protection from communicable diseases and community health.  PQ-8: Defines epidemiology.  PQ-9: Know epidemiological criteria.  PQ-10: learn the health criteria.  PQ-11: Recognize the importance of environmental health.  PQ-12: Relations between environmental health and community health. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %60 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 1 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Community health. | | | | | | | | | | | | | | | |
| 2 | | Preventing community health. | | | | | | | | | | | | | | | |
| 3 | | Concepts related to health education. | | | | | | | | | | | | | | | |
| 4 | | The precaution of personal health. | | | | | | | | | | | | | | | |
| 5 | | Guidance to family. | | | | | | | | | | | | | | | |
| 6 | | Guidance to family. | | | | | | | | | | | | | | | |
| 7 | | Infectious diseases and ways of protection. | | | | | | | | | | | | | | | |
| 8 | | The relationship between protection from communicable diseases and community health. | | | | | | | | | | | | | | | |
| 9 | | Definition of epidemiology. | | | | | | | | | | | | | | | |
| 10 | | Epidemiological criteria. | | | | | | | | | | | | | | | |
| 11 | | Health criteria. | | | | | | | | | | | | | | | |
| 12 | | Prevention of environmental health. | | | | | | | | | | | | | | | |
| 13 | | The relationship between environmental health and community health. | | | | | | | | | | | | | | | |
| 14 | | The relationship between environmental health and community health. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-4 | Learns the importance of personal health. | | | | | | | | | | | | | 5 | | | |
| PQ-5 | They can guide parents. | | | | | | | | | | | | | 5 | | | |
| PQ-6 | Learn infectious diseases and ways of protection | | | | | | | | | | | | | 5 | | | |
| PQ-11 | Gain the importance of environmental health. | | | | | | | | | | | | | 5 | | | |
| PQ-12 | Relations between environmental health and community health | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 10 | | | 4 | | | | 40 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Museum and Child** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620317 | | 5 | 2 | 0 | | 2 | | | 2 | | | | 2 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to educate the museum on the importance of the development of the children, planning museum visits, planning museum education activities, planning and implementation. | | | | | | | | | | | | | |
| **Course content** | | | | The definition and types of the museum, the effects on child development, planning museum activities, the role of the teacher, the activities that can be done, the drama in the museum, art works, organizing museum visits, | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation. | | | | | | | | | | | | | |
| **References** | | | | Abacı, O. (2005). Çocuk ve Müze: Kültürel Değerlerimizi Tanımak İçin Müzeleri Gezelim. Pegem Yayıncılık, İstanbul.  Zilcioğlu,Ş. (2008). Çocuk Müzeleri ve Müze Eğitimi, Ed:. Bekir Onur, Ürün Yayınları, İstanbul.  Bingöl, I. (2004). Çocuk Gözü İle Magnesia. Homer Kitabevi. İstanbul.  Hooper Greenhill, E. (1999). Müze ve Galeri Eğitimi, Ed.: Bekir Onur, Ankara Üniversitesi Çocuk Kültürü Araştırma ve Uygulama Merkezi Yayınları, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Learn the importance of preserving and preserving cultural heritage.  PQ-2: Learn about museum types.  PQ-3: It gives importance to museum education studies.  PQ-4: Travel plans, apply and evaluate. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %30 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | | 1 | | | | %30 | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | What is a museum? | | | | | | | | | | | | | | | |
| 2 | | Museum types. | | | | | | | | | | | | | | | |
| 3 | | Concepts related to museum and cultural heritage. | | | | | | | | | | | | | | | |
| 4 | | Museum education. | | | | | | | | | | | | | | | |
| 5 | | Museum education. | | | | | | | | | | | | | | | |
| 6 | | Museum education impacts the child's development areas. | | | | | | | | | | | | | | | |
| 7 | | Planning activities related to museum education. | | | | | | | | | | | | | | | |
| 8 | | The role of the teacher in museum education. | | | | | | | | | | | | | | | |
| 9 | | Events that can be done in the museum. | | | | | | | | | | | | | | | |
| 10 | | The drama in the museum. | | | | | | | | | | | | | | | |
| 11 | | Art works in the museum. | | | | | | | | | | | | | | | |
| 12 | | Arranging excursions to museums and art galleries. | | | | | | | | | | | | | | | |
| 13 | | Activities that can be done in class environment after museum tour. | | | | | | | | | | | | | | | |
| 14 | | Activities that can be done in class environment after museum tour | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-2 | Learn about museum types. | | | | | | | | | | | | | 4 | | | |
| PQ-3 | It attaches importance to museum education studies. | | | | | | | | | | | | | 5 | | | |
| PQ-4 | Travel plans, apply and evaluate | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | | 9 | | | 2 | | | | 18 | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Material Planning in Parent Education** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620319 | | 7 | 2 | 0 | | 2 | | | 2 | | | | 2 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Planning and preparing educational materials within the context of parental education. | | | | | | | | | | | | | |
| **Course content** | | | | Parent Education Practices  The Importance of Educational Materials in Parenting Education Studies  Planning and Preparation of Training Materials | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion | | | | | | | | | | | | | |
| **References** | | | | Curan , D.(1989) Working With Parents , Printed in U.S.A  Myers, R. (1996) Hayatta Kalan On iki, Varol Matbaası, Ankara.  Temel ve diğ. (2010) Aile Eğitimi ve Erken Çocukluk Eğitiminde Aile Katılım Çalışmaları. (Editör. Prof.Dr.Z. Fulya TEMEL), Anı Yayıncılık, Ankara.  Tezel Şahin, F.ve Özyürek, A. (2010). Anne Baba Eğitimi ve Okul Öncesinde Aile Katılımı. MORPA Kültür Yayınları, İstanbul.  Güler ve diğ. (2010). Anne Baba Eğitimi. (Editör: Doç.Dr. Tülin Güler), PEGEM Akademi, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1 Explains parental education activities  PQ-2 Open Educational Materials to be Used in Parent Training Activities Educational Materials Plans to be Used in Parent Training Activities  PQ-3 Prepares Educational Materials to be Used in Parent Education Studies | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 3 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 4 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 5 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Parent Education Practices | | | | | | | | | | | | | | | |
| 2 | | Parent Education Practices | | | | | | | | | | | | | | | |
| 3 | | Parent Education Practices | | | | | | | | | | | | | | | |
| 4 | | The Importance of Educational Materials in Parenting Education Studies | | | | | | | | | | | | | | | |
| 5 | | Educational Materials to be Used in Parent Education Work | | | | | | | | | | | | | | | |
| 6 | | Educational Materials to be Used in Parent Education Work | | | | | | | | | | | | | | | |
| 7 | | Educational Materials to be Used in Parent Education Work | | | | | | | | | | | | | | | |
| 8 | | Planning Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 9 | | Planning Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 10 | | Planning Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 11 | | Preparing Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 12 | | Preparing Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 13 | | Preparing Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | | | |
| 14 | | Parent Education Practices | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Explain parents' educational activities | | | | | | | | | | | | | 5 | | | |
| PQ-3 | Prepare Educational Materials to be Used in Parent Training Work | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 6 | | | 3 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

3. CLASS SPRİNG SEMESTER

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Special Education II** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620302 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The development and education of children with learning disabilities, the development and education of children with adaptation difficulties, the development and education of gifted and gifted children, the educational needs of children in need of special education, and the guidance of families with children in need of special education. | | | | | | | | | | | | | |
| **Course content** | | | | Development and education of children with learning disabilities.  Development and education of children with adaptation difficulties.  Development and education of gifted and talented children.  Educational needs of children in need of special education.  Guidance for families with disabled children. | | | | | | | | | | | | | |
| **Prequisites** | | | | This course will only face-to-face training. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Tekin, E. & Kırcaali İftar, G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri.Nobel Yayınları,Ankara.  Diken,.İ. H (2008).Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ. H.), PegemA Akademi, Ankara.  Akçamete, G. (2009). Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Has knowledge about the development and education of children who have learning difficulties.  PQ-2 Adaptation has knowledge about the development and education of children who show strength.  PQ-3 Has knowledge about the development and education of gifted and talented children.  PQ-4 Know the educational needs of children in need of special education. It can guide families with disabled children. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %40 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Development and education of children with learning disabilities. | | | | | | | | | | | | | | | |
| 2 | | Development and education of children with learning disabilities. | | | | | | | | | | | | | | | |
| 3 | | Development and education of children with learning disabilities. | | | | | | | | | | | | | | | |
| 4 | | Development and education of children with learning disabilities. | | | | | | | | | | | | | | | |
| 5 | | Development and education of children with adaptation difficulties. | | | | | | | | | | | | | | | |
| 6 | | Development and education of children with adaptation difficulties. | | | | | | | | | | | | | | | |
| 7 | | Development and education of children with adaptation difficulties. | | | | | | | | | | | | | | | |
| 8 | | Development and education of gifted and talented children. | | | | | | | | | | | | | | | |
| 9 | | Development and education of gifted and talented children. | | | | | | | | | | | | | | | |
| 10 | | Development and education of gifted and talented children. | | | | | | | | | | | | | | | |
| 11 | | Educational needs of children in need of special education. | | | | | | | | | | | | | | | |
| 12 | | Educational needs of children in need of special education. | | | | | | | | | | | | | | | |
| 13 | | Educational needs of children in need of special education. | | | | | | | | | | | | | | | |
| 14 | | Guidance for families with disabled children. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | They have knowledge about the development and education of children with learning disabilities. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Has knowledge about the development and education of children who show compromise strength | | | | | | | | | | | | | 5 | | | |
| PQ-4 | Special education knows the educational needs of children who need it. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 1 | | | 43 | | | | 43 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Child Psychology and Psychological Health** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620304 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Theories of personality development, family factors affecting the concept of real self in children, sensation and perception concepts defense mechanisms, process of recognizing children, techniques that can be used in defining children, psychological problems in childhood, children with emotional and behavioral problems, children with special problems, children with diagnosed special problems and the teaching of social skills teaching to create a balanced personality in children. | | | | | | | | | | | | | |
| **Course content** | | | | Theories of personality development  Family factors affecting the concept of real self in the child  Concepts of sensation and perception  Defense Mechanisms  Process of recognizing children  Techniques that can be used in the definition of children  Psychological problems in childhood  Children with emotional and behavioral disorders  Children with special problems  Children with diagnosed specific problems  Teaching social skills in creating balanced personality in children | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  San Bayhan P., & Artan, İ. (2005). Çocuk Gelişimi ve Eğitimi, Morpa Yayınları. Ankara.  Nazik, B. (2000). Çocuk Ruh Sağlığı 1. 11. Ya-Pa Yayın Dağılım, İstanbul.  Dodson, F. (1990). Çocuk Yaşken Eğitilir. Özgür Yayın Dağıtım, İstanbul.  Kılıççı, Y. (2000). Okulda Ruh Sağlığı. Anı Yayıncılık, Ankara.  Bakırcıoğlu, R. (2010). Çocuk ve Ergende Ruh Sağlığı. Anı Yayınları, İstanbul.  Yörükoğlu, A. (1998). Çocuk Ruh Sağlığı. Özgür Yayınları, İstanbul.  Babaroğlu, A.(2016). Çocuk Psikolojisi ve Ruh Sağlığı. Vize Yayıncılık, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1: Explains the concept of personality and self  PQ-2: Follows the concept of personality and self in the child  PQ-3: Explains mental problems in childhood  PQ-4: Learn the teaching of social skills in creating a balanced personality in children. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 3 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | | 1 | | | | %10 | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %10 | | |
| Projects | | | | | | 1 | | | | %20 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 5 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Theories of personality development | | | | | | | | | | | | | | | |
| 2 | | Family factors affecting the concept of real self in the child | | | | | | | | | | | | | | | |
| 3 | | Concepts of sensation and perception | | | | | | | | | | | | | | | |
| 4 | | Defense Mechanisms | | | | | | | | | | | | | | | |
| 5 | | Defense Mechanisms | | | | | | | | | | | | | | | |
| 6 | | Process of recognizing children | | | | | | | | | | | | | | | |
| 7 | | Techniques that can be used in the definition of children | | | | | | | | | | | | | | | |
| 8 | | Psychological problems in childhood | | | | | | | | | | | | | | | |
| 9 | | Psychological problems in childhood | | | | | | | | | | | | | | | |
| 10 | | Children with emotional and behavioral disorders | | | | | | | | | | | | | | | |
| 11 | | Children with special problems | | | | | | | | | | | | | | | |
| 12 | | Children with diagnosed specific problems | | | | | | | | | | | | | | | |
| 13 | | Teaching social skills in creating balanced personality in children | | | | | | | | | | | | | | | |
| 14 | | Teaching problem-solving skills in creating balanced personality in children | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Explains the concept of personality and self | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Follows the concept of personality and self in the child | | | | | | | | | | | | | 4 | | | |
| PQ-3 | Explain mental problems in childhood | | | | | | | | | | | | | 4 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 6 | | | | 24 | |
| Projects | | | | | | | | | 1 | | | 28 | | | | 28 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Preschool Education Programs II** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620306 | | 6 | 2 | 2 | | 4 | | | 3 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to have theoretical and practical knowledge about pre-school education programs. | | | | | | | | | | | | | |
| **Course content** | | | | Theoretical bases on preschool education, theoretical bases on preschool education, features of pre-school education program, 2006 and 2013 Pre-school education programs and comparison of these programs, components of preschool education program, teacher in preschool education, activities, dramatic events, game events, music activity, science events, literacy preparations - routine activities, preparation of educational situation, daily plan examples. | | | | | | | | | | | | | |
| **Prequisites** | | | | It is required to have successfully completed the Pre-school Education Programs I course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | 2003 ve 2012 Okul Öncesi Eğitim Programları  Kandır, A., Özbey, S., & İnal, G. (2010). Okul Öncesinde Program, Kuramsal Temeller. Morpa Kültür Yayınları, İstanbul.  36-72 aylık çocuklar için Okul Öncesi Eğitim Programı ve Okul Öncesi Eğitim Kurumları Yönetmeliği(2009). Morpa Kültür Yayınları, İstanbul.  T.C. Milli Eğitim Bakanlığı Erken Çocuklukta Program.Vize Yayıncılık, Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Know the general characteristics of pre-school education programs.  PQ-2: Can plan educational situation. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %30 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 2 | | | | %30 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 3 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Concepts related to pre-school education program. | | | | | | | | | | | | | | | |
| 2 | | 2006 Pre-school Education Program | | | | | | | | | | | | | | | |
| 3 | | 2006 Pre-school Education Program | | | | | | | | | | | | | | | |
| 4 | | 2006 Pre-school Education Program | | | | | | | | | | | | | | | |
| 5 | | 2006 Pre-school Education Program | | | | | | | | | | | | | | | |
| 6 | | 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 7 | | 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 8 | | 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 9 | | 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 10 | | Comparison of 2006 and 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 11 | | Comparison of 2006 and 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 12 | | Comparison of 2006 and 2013 Pre-school Education Program | | | | | | | | | | | | | | | |
| 13 | | Educational Planning | | | | | | | | | | | | | | | |
| 14 | | Educational Planning | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | PQ-1 Know the general characteristics of pre-school education programs. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | PQ-2 can plan educational situation. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Homework/ Seminar | | | | | | | | | 5 | | | 2 | | | | 10 | |
| Projects | | | | | | | | | 10 | | | 3 | | | | 30 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Social and Emotional Development** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620308 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | To acquire knowledge and skills of basic concepts related to social and emotional development. | | | | | | | | | | | | | |
| **Course content** | | | | Definition and importance of social development. Basic concepts about social development  Basic concepts about social development  Social development theories.  Make friends - join group - discussion - cooperation - competition.  Girl-boy relationship.  Relation of social development to other developmental areas.  Definition and importance of emotional development.  Theories about emotional development.  Concepts related to emotional development (emotion, excitement, reflex, pleasure).  Emotional reactions seen in children (laughing-crying-fear) ..  Emotional reactions seen in children (anger-stubbornness-suspicion-aggression).  Emotional characteristics of adolescence.  Relation of emotional development to other developmental areas.  Suggestions to parental educators and other adults. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Çakmaklı, K. (2008). Çocuk ve Gençte Sosyal Gelişim. Yağmur Yayınları. İstanbul.  Döğüşgen, M. M. (2013) Çocukluktan Ergenliğe Duygusal Gelişim ve Öz Güven. Ekinoks Yayın Grubu. Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Define the importance of social development.  PQ-2 Explains the basic concepts related to social development.  PQ-3 Learns social development theories  PQ-4 Know the socialization characteristics of children.  PQ-5 Explains the relation of social development to other developmental areas.  PQ-6 Can define and appreciate emotional development.  PQ-7 Explains concepts related to emotional development.  PQ-8 Learns the theories of emotional development.  PQ-9 Know the emotional reactions of children.  PQ-10 Know the emotional properties of adolescence.  PQ-11 Explains the relationship of emotional development to other developmental areas.  PQ-12 can be found in proposals to parental educators and other adults. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %40 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Definition and importance of social development. Basic concepts of social development (Self-socialization-socialization). | | | | | | | | | | | | | | | |
| 2 | | Basic concepts related to social development (Social maturity-culture). | | | | | | | | | | | | | | | |
| 3 | | Social development theories. | | | | | | | | | | | | | | | |
| 4 | | Make friends - join group - discussion - cooperation - competition. | | | | | | | | | | | | | | | |
| 5 | | Girl-boy relationship. | | | | | | | | | | | | | | | |
| 6 | | Relation of social development to other developmental areas. | | | | | | | | | | | | | | | |
| 7 | | Definition and importance of emotional development. | | | | | | | | | | | | | | | |
| 8 | | Theories about emotional development. | | | | | | | | | | | | | | | |
| 9 | | Concepts related to emotional development (emotion, excitement, reflex, pleasure). | | | | | | | | | | | | | | | |
| 10 | | Emotional reactions seen in children (laughing-crying-fear) .. | | | | | | | | | | | | | | | |
| 11 | | Emotional reactions seen in children (anger-stubbornness-suspicion-aggression). | | | | | | | | | | | | | | | |
| 12 | | Emotional characteristics of adolescence. | | | | | | | | | | | | | | | |
| 13 | | Relation of emotional development to other developmental areas. | | | | | | | | | | | | | | | |
| 14 | | Suggestions to parental educators and other adults. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-6 | You can define and appreciate emotional development. | | | | | | | | | | | | | 5 | | | |
| PQ-11 | Explains the relationship of emotional development to other developmental areas. | | | | | | | | | | | | | 5 | | | |
| PQ-12 | Parents can be found in proposals to parents and other adults. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 1 | | | 43 | | | | 43 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Moral Development** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620310 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Definition of moral development and basic concepts related to moral development, developmental periods, factors affecting moral development, relation of moral development with other developmental areas, and suggestions for parental educators and other adults. | | | | | | | | | | | | | |
| **Course content** | | | | Definition and precaution of moral development.  Basic concepts about moral development  theories  Factors affecting moral development.  Relation of moral development to other developmental areas.  Suggestions for parental educators and other adults. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Çocuk ve Ergende Sosyal ve Ahlak Gelişimi. Aysel Çağdaş , Zarife Şahin Seçer. Nobel Yayın Dağıtım. Ankara.  Çocuk ve Ergen Gelişimi. Bekir Onur, Morpa Yayınları . Ankara.  San Bayhan P., & Artan, İ. (2005). Çocuk Gelişimi ve Eğitimi, Morpa Yayınları. Ankara | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Makes the definition of moral development and embraces its importance.  PQ-2 Explains the basic concepts.  PQ-3 Learn the theories of moral development.  PQ-4 Explains the factors affecting moral development.  PQ-5 Explains the relation of moral development with other developmental areas.  PQ-6 can be found in proposals to parents and other adults. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %40 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Definition and precaution of moral development. | | | | | | | | | | | | | | | |
| 2 | | Basic concepts about moral development (Teorical behavior - Selfishness - Emulation). | | | | | | | | | | | | | | | |
| 3 | | Basic concepts related to moral development (Conscience-Specificity). | | | | | | | | | | | | | | | |
| 4 | | According to Piaget, the periods of moral development (emotional movement period - the eccentric period). | | | | | | | | | | | | | | | |
| 5 | | According to Piaget, periods of moral development (in the initial period of cooperation - the period of real cooperation). | | | | | | | | | | | | | | | |
| 6 | | Kohlberg 's moral development periods (pre - tradition period). | | | | | | | | | | | | | | | |
| 7 | | Periods of moral development to Kohlberg (Traditional period). | | | | | | | | | | | | | | | |
| 8 | | Kohlberg 's moral development periods (post - tradition period). | | | | | | | | | | | | | | | |
| 9 | | Factors affecting moral development. | | | | | | | | | | | | | | | |
| 10 | | Factors affecting moral development. | | | | | | | | | | | | | | | |
| 11 | | Relation of moral development to other developmental areas. | | | | | | | | | | | | | | | |
| 12 | | Relation of moral development to other developmental areas. | | | | | | | | | | | | | | | |
| 13 | | Suggestions for parental educators and other adults. | | | | | | | | | | | | | | | |
| 14 | | Suggestions for parental educators and other adults. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | It makes the definition of moral development and embodies its importance. | | | | | | | | | | | | | 3 | | | |
| PQ-2 | Explains the basic concepts. | | | | | | | | | | | | | 4 | | | |
| PQ-3 | Learn the theories of moral development. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 1 | | | 43 | | | | 43 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | Hospital and Child | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620312 | | 6 | 1 | 2 | | 3 | | | 2 | | | | 2 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Teaching children about hospitalized children according to age groups, mental conditions, child - family - staff interaction, children preparing for hospital life, play and play rooms in hospital, hospital schools, children with fatal diseases, families and personnel, returning home and children in hospital. | | | | | | | | | | | | | |
| **Course content** | | | | Children in hospital by age groups.  Psychological status of children in hospital.  Child-friendly - staff interaction.  Preparing the children for the hospital experience.  Preparatory training in the hospital.  Diagnosis, treatment and preparation of children and their families.  Play and play rooms at the hospital.  Hospital schools.  Children, families and staff with fatal illness.  Return home.  The rights of children in hospital | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Akyıldız, N. (1999). Sağlık Bilgisi. Ya- Pa Yayınları, İstanbul.  Akyıldız, N.(1999). Anne ve Çocuk Sağlığı I ve II. Ya- pa Yayınları, İstanbul.  Akyıldız, N. (1999). Sağlıklı Yaşlanma. Ya- Pa Yayınları, İstanbul.  Bilir, Ş. (1984). Ana- Çocuk Sağlığı. Hacettepe Üniversitesi Yayınları, No:14, Ankara.  Bilir, Ş. & Baykoç Dönmez, N. (1987). Çocuk ve Hastane. Ayyıldız Matbaası A.Ş., Ankara. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Know the characteristics and mental states of children in hospital.  PQ-2 Learns to prepare children for hospital experience and guide them to families.  PQ-3 Experience the interaction of child-family-health personnel.  PQ-4 Learns the work that can be done for children at the hospital.  PQ-5 Patient has knowledge about education of children. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | | 1 | | | | %20 | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 2 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %10 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | | 1 | | | | %40 | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %10 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Children in hospital by age groups. | | | | | | | | | | | | | | | |
| 2 | | Children in hospital by age groups. | | | | | | | | | | | | | | | |
| 3 | | Psychological status of children in hospital. | | | | | | | | | | | | | | | |
| 4 | | Psychological status of children in hospital. | | | | | | | | | | | | | | | |
| 5 | | Child-friendly - staff interaction. | | | | | | | | | | | | | | | |
| 6 | | Preparing the children for the hospital experience. | | | | | | | | | | | | | | | |
| 7 | | Preparatory training in the hospital. | | | | | | | | | | | | | | | |
| 8 | | Diagnosis, treatment and preparation of children and their families. | | | | | | | | | | | | | | | |
| 9 | | Play and play rooms at the hospital. | | | | | | | | | | | | | | | |
| 10 | | Hospital schools. | | | | | | | | | | | | | | | |
| 11 | | Children, families and staff with fatal illness. | | | | | | | | | | | | | | | |
| 12 | | Children, families and staff with fatal illness. | | | | | | | | | | | | | | | |
| 13 | | Return home. | | | | | | | | | | | | | | | |
| 14 | | The rights of children in hospital. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Know the characteristics and mental states of children in hospital. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Learn to prepare children for hospital experience and guide them to families. | | | | | | | | | | | | | 5 | | | |
| PQ-3 | The child-family-health personnel interact. | | | | | | | | | | | | | 4 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 1 | | | | 14 | |
| Practice | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Homework/ Seminar | | | | | | | | | 1 | | | 4 | | | | 4 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Reading-Writing in Foreign Language II** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620314 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | This course is designed to enable university students to use the skills of reading, speaking, listening and writing in any academic activity they conduct in their field. It is aimed that these students should have a higher level of knowledge and skills they have gained in foreign language courses they have already taken. In doing so, care must be taken to create interesting contexts, to practice language-enhancing exercises, to use the language in real communication skills, and in this way to increase the linguistic and communicative competence of learners and foreign language competences. | | | | | | | | | | | | | |
| **Course content** | | | | Written and verbal communication on professional issues  Child development  Child psychology  Family education  Child and environment  Child health and nutrition  Children's literature and media  Creativity and art | | | | | | | | | | | | | |
| **Prequisites** | | | | It is required to have completed "Foreign Language 1" and "Foreign Language 2" and "Foreign Language Reading and Writing 1". | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Berk, L.E. (1997). Child Development, Allyn & Bacon, USA.  Charlesworth, R. (2010). Understanding Child Development. Wadsworth Cengage Learning. USA. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1 Recognize professional terminology.  PQ-2 Learn basic professional concepts and terms related to the field.  PQ-3 Gains proficiency in basic vocational language knowledge. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 1 | | | | %40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 1 | | | | %40 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Writen and verbal comminication on professional issues | | | | | | | | | | | | | | | |
| 2 | | Writen and verbal comminication on professional issues | | | | | | | | | | | | | | | |
| 3 | | Child development | | | | | | | | | | | | | | | |
| 4 | | Child psychology | | | | | | | | | | | | | | | |
| 5 | | Family education | | | | | | | | | | | | | | | |
| 6 | | Family education | | | | | | | | | | | | | | | |
| 7 | | Child and environment | | | | | | | | | | | | | | | |
| 8 | | Child and environment | | | | | | | | | | | | | | | |
| 9 | | Child health and nutrition | | | | | | | | | | | | | | | |
| 10 | | Child health and nutrition | | | | | | | | | | | | | | | |
| 11 | | Children’ s literatüre and media | | | | | | | | | | | | | | | |
| 12 | | Children’ s literatüre and media | | | | | | | | | | | | | | | |
| 13 | | Creativity and art | | | | | | | | | | | | | | | |
| 14 | | Creativity and art | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Professional terminology. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Learn basic professional concepts and terms related to the field. | | | | | | | | | | | | | 5 | | | |
| PQ-3 | The basic vocational language acquires proficiency. | | | | | | | | | | | | | 4 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 1 | | | 13 | | | | 13 | |
| Projects | | | | | | | | | 1 | | | 30 | | | | 30 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Child and Crime** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620316 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to have general information about juvenile delinquency, affecting factors, juvenile crime situation in Turkey and the world, family, economic and cultural factors that examine the impact on juvenile delinquency. | | | | | | | | | | | | | |
| **Course content** | | | | Juvenile Delinquency, Situation in the World and Turkey, guilt hereditary, physical and mental factors, guilt, relationship with the child's emotional and social development stage, family and school, personality, adaptation and behavioral disorders, economic, social and cultural factors, guilt theories recruitment of juvenile offenders and juveniles, and child courts. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | |
| **References** | | | | Yavuzer, H. (1999). Çocuk ve Suç, Remzi Kitabevi, İstanbul. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1: Know the causes of juvenile delinquency.  PQ-2: have knowledge about the situation in Turkey and the world. It has information about the factors to prevent child and juvenile delinquency. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | |  | | | |  | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %60 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 1 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Juvenile Delinquency | | | | | | | | | | | | | | | |
| 2 | | Situation in the World and Turkey in the Juvenile Delinquency | | | | | | | | | | | | | | | |
| 3 | | Inherited, bodily and mental factors in guilt | | | | | | | | | | | | | | | |
| 4 | | The child's emotional and social development stages | | | | | | | | | | | | | | | |
| 5 | | The child's emotional and social development stages | | | | | | | | | | | | | | | |
| 6 | | Family and school | | | | | | | | | | | | | | | |
| 7 | | Family and school | | | | | | | | | | | | | | | |
| 8 | | Personality, adjustment and behavior disorders | | | | | | | | | | | | | | | |
| 9 | | Personality, adjustment and behavior disorders | | | | | | | | | | | | | | | |
| 10 | | Economic, social and cultural factors | | | | | | | | | | | | | | | |
| 11 | | Economic, social and cultural factors | | | | | | | | | | | | | | | |
| 12 | | Theories of Guilt | | | | | | | | | | | | | | | |
| 13 | | Reintegration of offenders and juveniles | | | | | | | | | | | | | | | |
| 14 | | Children's courts | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Know the causes of juvenile delinquency. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Have knowledge about the situation in Turkey and the world. It has information about the factors to prevent child and juvenile delinquency. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 9 | | | 2 | | | | 18 | |
| Projects | | | | | | | | | 5 | | | 5 | | | | 25 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | |  | | |  | | | |  | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | |
| **Course Name** | | | | **İntegration Education** | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | |
| 4620318 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 3 | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to give information about the importance of integration education, the effects on children, the role of educator and family in mainstreaming, the methods and techniques used in mainstreaming education, the integration education in different levels of education and disability groups. | | | | | | | | | | | | | | | |
| **Course content** | | | | Examples of integration education and its effects, effects on family and children, preparations for inclusion education, activities to be done, points to be considered, methods and techniques used, the role of educator, integration education in preschool and elementary school, integration education in different disability groups and cohesion practices comprising. | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | | | |
| **References** | | | | Aral, N. ve Gürsoy, F. (2007). Özel Eğitim Gerektiren Çocuklar ve Özel Eğitime Giriş. Morpa Yayıncılık. İstanbul.  Tekin, E. ve Kırcaali İftar, G. (2001). Özel Eğitimde Yanlışsız Öğretim Yöntemleri, Nobel Yayın Dağıtım, Ankara.  Yıldırım Doğru, S. ve Durmuşoğlu Saltalı .(2009). Erken Çocukluk Döneminde Özel Eğitim, Maya Akademi, İstanbul.  Özsoy, Y., Özyürek, M. ve Eripek, S. (2001). Özel Eğitime Giriş. Karatepe Yayınları, Ankara. | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Define the importance of mainstreaming education.  PQ-2: Know the effects of mainstreaming on children and families.  PQ-3: Can organize teaching according to mainstreaming education.  PQ-4: Explains the methods and techniques used in mainstreaming education.  PQ-5: Has knowledge about mainstreaming education in different age groups.  PQ-6: Has knowledge about integration education in different disability groups.  PQ-7: Can apply for integration education.  and examples of fusion applications | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | |
| Application | | | | | |  | | | |  | | | | |
| Field activities | | | | | |  | | | |  | | | | |
| Homework assignment | | | | | |  | | | |  | | | | |
| Projects | | | | | |  | | | |  | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | |
| **Semester total** | | | | | |  | | | |  | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | |
| Exams | | | | | | 1 | | | | %60 | | | | |
| Application | | | | | |  | | | |  | | | | |
| Field activities | | | | | |  | | | |  | | | | |
| Homework assignment | | | | | |  | | | |  | | | | |
| Projects | | | | | |  | | | |  | | | | |
| Laboratory | | | | | |  | | | |  | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Definition and importance of mainstreaming education. | | | | | | | | | | | | | | | | |
| 2 | | The effects of integration education on children and their families. | | | | | | | | | | | | | | | | |
| 3 | | Adaptation of teaching according to integration education. | | | | | | | | | | | | | | | | |
| 4 | | Activities in mainstreaming education. | | | | | | | | | | | | | | | | |
| 5 | | Preparing for merging. | | | | | | | | | | | | | | | | |
| 6 | | Points to note in mainstreaming education. | | | | | | | | | | | | | | | | |
| 7 | | Methods and techniques used in mainstreaming education. | | | | | | | | | | | | | | | | |
| 8 | | Role of the educator in mainstreaming and behavior control. | | | | | | | | | | | | | | | | |
| 9 | | Mainstreaming education in the preschool period. | | | | | | | | | | | | | | | | |
| 10 | | Mainstreaming education in primary school. | | | | | | | | | | | | | | | | |
| 11 | | Integration training in different disability groups. | | | | | | | | | | | | | | | | |
| 12 | | Integration training in different disability groups. | | | | | | | | | | | | | | | | |
| 13 | | Examples of integration applications. | | | | | | | | | | | | | | | | |
| 14 | | Examples of merging applications | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Make the definition of mainstreaming education and grasp its importance. | | | | | | | | | | | | | 5 | | | |
| PQ-2 | Knows the effects of integration education on children and their families. | | | | | | | | | | | | | 5 | | | |
| PQ-3 | It can organize teaching according to the mainstreaming education. | | | | | | | | | | | | | 5 | | | |
| PQ-7 | They can apply for inclusion education. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | | 10 | | | 4 | | | | 40 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 3 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | |
| **Course Name** | | | | **Occupational Health and Safety** | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | |
| 4620320 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 2 | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to be knowledgeable about the importance of occupational health and safety, the definition, types, determination and prevention of occupational accidents and occupational diseases, dimensions in our country, legal aspects and material compensation, health and safety management system and regulations. | | | | | | | | | | | | | | |
| **Course content** | | | | Labor health and safety, how to get them to individuals, the Labor Law No. 4857 and the Regulations on the Occupational Health and Safety Law No. 6331, measures related to the definition, types, determination and prevention of occupational accidents and occupational diseases and their dimensions in our country, physical health, biological, mechanical, ergonomic and psychological factors, the relationship between working life and health, official medical examinations and regulations applied in the workplace. | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation, group work, project | | | | | | | | | | | | | | |
| **References** | | | | Altınel, H. (2011). İşçi Sağlığı ve İş Güvenliği, Detay Yayıncılık, Ankara.  Avcı, A. (2010). İşçi Sağlığı ve İş Güvenliği Mevzuatı, “6. Baskı”, Alfa Yayınları, İstanbul. | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Has knowledge about occupational health and safety.  PQ-2: Has knowledge about the importance given to OHS in laws and regulations.  PQ-3: Learns rights and responsibilities in law as employee and employer.  PQ-4: Know job accidents and occupational diseases. They have knowledge about the types, causes and methods of prevention.  PQ-5: Has knowledge about OHS risk analysis.  PQ-6: learns Labor Law No. 4857 and Law No. 6331 on Occupational Health and Work Safety.  PQ-7: According to the regulations, child development workers have OSH expertise - OSG signs and warnings required at work - hazard classes - have information about the requirements and uses of personal protective equipment for OSH.  PQ-8: Has knowledge about how to feed and protective practices.  PQ-9: Has knowledge about health education practices in the workplace | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %40 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | |  | | | |  | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratuvary | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Semester total** | | | | | |  | | | |  | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | |
| Exams | | | | | | 1 | | | | %30 | | | |
| Application | | | | | |  | | | |  | | | |
| Field activities | | | | | |  | | | |  | | | |
| Homework assignment | | | | | | 1 | | | | %30 | | | |
| Projects | | | | | |  | | | |  | | | |
| Laboratory | | | | | |  | | | |  | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | |
| **Term total** | | | | | | 2 | | | | %60 | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | What is the culture of occupational health and safety? How to get employees first and then all the individuals afterwards? | | | | | | | | | | | | | | | |
| 2 | | Definitions, history and requirements of occupational health and safety. Regulations related to Labor Law No. 4857 and Occupational Health and Safety Law No. 6331. | | | | | | | | | | | | | | | |
| 3 | | Definition, types, precautions and prevention of occupational accidents and occupational diseases. | | | | | | | | | | | | | | | |
| 4 | | Definition, types, precautions and prevention of occupational accidents and occupational diseases. | | | | | | | | | | | | | | | |
| 5 | | The dimensions of work accidents and occupational diseases in our country, legal aspects and material pecuniary damages provided. | | | | | | | | | | | | | | | |
| 6 | | What is OSH risk analysis? What does it do? How to create? | | | | | | | | | | | | | | | |
| 7 | | Occupational health and safety management system. | | | | | | | | | | | | | | | |
| 8 | | Chemical, physical, biological, mechanical, ergonomic and psychological factors effective in occupational health. | | | | | | | | | | | | | | | |
| 9 | | The relationship between working life and health. | | | | | | | | | | | | | | | |
| 10 | | The relationship between working life and health. | | | | | | | | | | | | | | | |
| 11 | | Official medical examinations at workplaces. | | | | | | | | | | | | | | | |
| 12 | | Regulations (OSH specialization - Workplace safety signs and warnings - personal protective equipment according to different workplaces). | | | | | | | | | | | | | | | |
| 13 | | Regulations (Workplace medicine, Hazard classes, OSH boards). | | | | | | | | | | | | | | | |
| 14 | | Occupational hygiene / health education practices for the workplace and employees. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | It has information about occupational health and safety. | | | | | | | | | | | | | 5 | | | |
| PQ-8 | They have information about how they should be fed and protective practices | | | | | | | | | | | | | 5 | | | |
| PQ-9 | Has knowledge about health education practices in the workplace | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | | 6 | | | 3 | | | | 18 | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

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|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Child Neglect and Abuse** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 4620322 | | 6 | 2 | 0 | | 2 | | | 2 | | | | 2 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | Having information about child neglect and abuse. | | | | | | | | | | | | | |
| **Course content** | | | | To acquire basic knowledge and skills to be able to diagnose, record, report, neglect and communicate with children and families who are abused, take active role in child and family rehabilitation, and work in cooperation with other health team members. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, problem solvingn. | | | | | | | | | | | | | |
| **References** | | | | Johnson, C.F. (2000). Abuse and Neglect of Children. Behrman, R.E., Kliegman,R.M., Arvin, A.M. (eds), Nelson Textbook of Pediatrics, 16th ed., WB Saunders, Philadelphia. Polat O.: Çocuk istismarı, Seçkin yayıncılık, I. baskı, 2007. Sözen Ş, Uğur Baysal S, Arıcan N. 2005: Adli Tıp, Çocuk Hakları, Çocuk İstismarı ve İhmali, Devecioğlu Ö, Öneş Ü, Ünüvar E. (Editörler), Pediatride Rutinler, İstanbul Medikal Yayıncılık,İstanbul Genişletilmiş 2. Baskı. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: The child is diagnosed with abuse and neglect.  PQ-2: The child is diagnosed with emotional abuse and neglect.  PQ-3: Physical abuse and neglect in child  PQ-4: Child abuse - knows the risk factors of neglect.  PQ-5: Child abuse - knows the state of neglect in the world and in our country | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | |  | | | |  | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | |  | | | |  | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | %40 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 1 | | | | %20 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | %60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Child Abuse - The Situation of the Neglect in the World and in Our Country | | | | | | | | | | | | | | | |
| 2 | | Child Abuse - The Situation of the Neglect in the World and in Our Country | | | | | | | | | | | | | | | |
| 3 | | Family-oriented | | | | | | | | | | | | | | | |
| 4 | | Neglect and Abuse in the Declaration of the Rights of the Child | | | | | | | | | | | | | | | |
| 5 | | Identification and Types of Child Abuse | | | | | | | | | | | | | | | |
| 6 | | Observation (Observation List, Event Record, Rating Scale) | | | | | | | | | | | | | | | |
| 7 | | Physical Abuse | | | | | | | | | | | | | | | |
| 8 | | Physical Abuse | | | | | | | | | | | | | | | |
| 9 | | Physical Abuse | | | | | | | | | | | | | | | |
| 10 | | Emotional abuse | | | | | | | | | | | | | | | |
| 11 | | Emotional abuse | | | | | | | | | | | | | | | |
| 12 | | Sexual Abuse | | | | | | | | | | | | | | | |
| 13 | | Sexual Abuse | | | | | | | | | | | | | | | |
| 14 | | Neglect | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | |
| PQ-1 | Child is abused and neglected. | | | | | | | | | | | | | 5 | | | |
| PQ-5 | Child abuse - knows the state of neglect in the world and in our country. | | | | | | | | | | | | | 5 | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 2 | | | 9 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |