



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|----------------------|--|---|---------------------------------|---|------------|---|
| Course Title | | Family and Children Education | | | | | | | |
| Course Code | | SÖ450 | | Course Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 4 | Workload | 102 (<i>Hours</i>) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | To understand the importance of family participation, to know about the applications about family and know about curriculum, to understand the role of the family in childs socio-cultural development | | | | | | | |
| Course Content | | Social structure and social and cultural development, family definition, formation and values, family education programs, models and projects, sample programs that has been executed in Turkey, adult definition and learning, psychology and stages, family theories, family participation in preschool education | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 40 |
| Final Examination | 1 | 70 |

Recommended or Required Reading

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| 1 | Çağdaş, A., ve Seçer, Z.(2008) Anne Baba Eğitimi, Ankara: Kök Yayınları. |
| 2 | Güler, T.(2010), Anne-Baba Eğitimi, Tülin Güler (Ed.), Ankara: |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | Course resources and course content Introduction of |
| 2 | Theoretical | Development and education of the child in the family's role Turkish family structure and quality Definition of family Family's function According to the structural features of family type The aims of family education |
| 3 | Theoretical | Qualifications and selection of spouses between spouses in The importance of choosing spouses The features in the choice between co-spouses in Premarital friendship Nişanlılık period Communication between spouses Parent child communication |
| 4 | Theoretical | Domestic relations in the child's psychological development Relationships between siblings Scattered families and children Mother or father of dead child Disease, hospital and children |
| 5 | Theoretical | Adopted child Abuse and neglected children Working mothers and children Families, individuals and children living with |
| 6 | Theoretical | Children's social affecting familial factors Parents attitudes and children on the effects Family history of the child's place of children on the effects The birth order Only child to Number of children Child sex |
| 7 | Theoretical | Throughout childhood behavioral disorders that can be observed |
| 8 | Theoretical | Guidance services for parents Guidance for parents Educational activities for parents Family consults |
| 9 | Intermediate Exam | Intermediate Exam |
| 10 | Theoretical | Parents' education in our country and the world about the work performed Associations and organizations. Family-oriented health and social security services |
| 11 | Theoretical | Family Participation Work Examples |
| 12 | Theoretical | Family Participation Work Examples |
| 13 | Theoretical | Family Participation Work Examples |
| 14 | Theoretical | Family Participation Work Examples |
| 15 | Theoretical | Family Participation Work Examples |
| 16 | Final Exam | FINAL EXAM |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 0 | 2 | 28 |
| Seminar | 14 | 0 | 2 | 28 |



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|--|----|----|---|-----|
| Individual Work | 14 | 1 | 1 | 28 |
| Midterm Examination | 1 | 6 | 1 | 7 |
| Final Examination | 1 | 10 | 1 | 11 |
| Total Workload (Hours) | | | | 102 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 4 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

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|---|---|
| 1 | Understand family concept |
| 2 | Know family formation and values |
| 3 | Evaluate programs prepared for family education |
| 4 | Know about adult psychology |
| 5 | Know the importance of family participation in pre-school education |

Programme Outcomes (Nutrition and Dietetics)

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| 1 | Assess, apply and evaluate the accuracy, reliability and validity of basic knowledge and evidence based current scientific developments on nutrition and dietetics. |
| 2 | Assess scientifically the energy and nutrients need of individuals and develop nutrition plans and programs for the clients according to the principles of adequate and balanced nutrition and assessment of energy and nutrient requirements |
| 3 | Develop food and nutrition plans and policies for the prevention and promotion of healthy lifestyle applying the methods of nutritional assessment for the population. |
| 4 | Assess the nutritional status of the patients, evaluate the clinical symptoms, plan and apply individualized medical nutrition therapy for the patients. |
| 5 | Evaluate the factors affecting the quality of food consumed by the individuals and populations from production to consumption and implement the legal standards and legislations on food safety and food security. |
| 6 | Consider, interpret and apply the basic scientific knowledge on nutrition and dietetics especially have skills on critical thinking, problem solving and decision making and use effectively the appropriate current technologies and computer, demonstrate skills in preparing research manuscripts, project proposals, collecting and verifying data and writing report. |
| 7 | Assess, evaluate and interpret the nutritional status of the individuals and population groups using current knowledge, develop preventive measures, apply medical nutrition therapy, demonstrate active participation, teamwork and contributions with national and international stakeholders in health and social areas, in terms of ethical principles. |
| 8 | Plan menus in the institutional food service systems depending on the energy and nutrient requirements of target groups in the scope of nutrition and dietetic principles, take care of food safety in all settings from purchase of food to service, apply appropriate service using technological developments. |
| 9 | Develop and use effective strategies for the education, counseling and encouragement of individuals and population groups to facilitate behavior change and choose healthy and safety foods, prepare and update the related educational materials. |
| 10 | Apply laboratory work on product development, food analysis and related factors effecting food quality and interpret the results and evaluate them according to the legal arrangements. |
| 11 | Plan, manage, evaluate, monitor and report researches and programs to educate and increase and improve the knowledge and awareness of individuals and population groups on healthy nutrition during all lifecycle period, and lead such activities, support and take role in the preparation and implementation of national and international food and nutrition plans and policies. |
| 12 | Work and perform duties in the scope of occupational responsibilities and ethical principles, understand the importance of lifelong learning, follow the latest developments (innovations) in science, technology and health, demonstrate professional attributes for the enhancement of nutrition and dietetics profession. |
| 13 | Use, apply, discuss and share scientific and evidence based knowledge in nutrition and dietetics practice with team and team members, develop and demonstrate effective skills using oral, print, visual methods in communicating and expressing thoughts and ideas, communicate with all stakeholders within ethical principles. Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods |
| 14 | Plan, apply, monitor and evaluate individualized medical nutrition therapy within interdisciplinary approaches, considering the sociocultural, economical status of patients in various age groups and also contribute to clinical researches. |

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

| | L1 | L2 | L3 | L4 | L5 |
|----|----|----|----|----|----|
| P1 | 1 | 2 | 3 | 2 | 3 |
| P2 | 1 | 2 | 2 | 2 | 3 |
| P3 | 2 | 1 | 2 | | 2 |
| P4 | 2 | 1 | 1 | 1 | 1 |
| P5 | 1 | 1 | 2 | 1 | 1 |
| P6 | 1 | 2 | 2 | 2 | 1 |
| P7 | 1 | 1 | 3 | 2 | 2 |
| P8 | 2 | 2 | 3 | 2 | 2 |



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|-----|---|---|---|---|---|
| P9 | 1 | 1 | 2 | 1 | 2 |
| P10 | 2 | 2 | 1 | 2 | 3 |
| P11 | 1 | 3 | 2 | 1 | 3 |
| P12 | 2 | 2 | 2 | 1 | 2 |
| P13 | 1 | 1 | 3 | 1 | 1 |
| P14 | 2 | 1 | 1 | 2 | 2 |

