



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Mental Disability							
Course Code		CGB309		Couse Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	78 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		In this course, it is aimed to gain skills to differentiate mentally handicapped children, to understand which type of handicapped, to identify support needs of children by making developmental identify, to make developmental counseling for families and teachers of mentally handicapped children.							
Course Content		The definition of mental disability, mental disability in the world and history in Turkey (today one of the first times), mental deficiency-related terms and definitions (first definitions, AAIDD definitions, components of AAIDD define contemporary definitions of occupational groups, the situation in Turkey), the mentally handicapped multidimensional structure, classification of mental deficiency (traditional classification system; the first classification system, classification according to their mental abilities, educational classification, new approaches to classification, ICD-9 and ICD-10 classification systems, APA multiaxial classification, AAIDD multidimensional classification system in Turkey the classification made; educational classification, health classifications), prevalence (prevalence rates associated factors include sex, age, social variables, socio-political factors, prevalence according to the severity of mental deficiency, prevalence of mental disability in Turkey), evaluation (framework for the evaluation of mental deficiency evaluation in diagnosis, evaluation, evaluation criteria for classification; harmony between the purpose and process of assessment), mental functions and evaluation (definition of intelligence, intelligence section, intelligence tests, discussions on measuring and interpreting intelligence, verbal and non-verbal intelligence tests), adaptive behaviors and evaluation (structure of adaptive behavior, adaptive behavior scales (Effects of AAID, effects of Edgar Doll, other effects), assessment of adaptive behavior, risk factors in mental disability (multi-factor structure of causes, biomedical risk factors (prenatal, birth order, postnatal, human genome), social, behavioral and educational risk factors, characteristics and education of individuals with intellectual disabilities (socio-behavioral and motivational characteristics, learning characteristics, speech and language characteristics, physical health characteristics, general health characteristics, educational characteristics; least restrictive educational environments, educational programs, academic success, severe characteristics of individuals with intellectual disability and their education (behavioral and emotional characteristics, communicative features, educational characteristics), skill teaching, vocational training, preparing an individualized education plan for children with mental disabilities.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)									

Prerequisites & Co-requisites

Prerequisite	CGB210
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Assessment Methods and Criteria

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

Recommended or Required Reading

1	Metin, N. (2012) Zihinsel Engelli Çocuklar(Edit.N.Metin)Special Need Children. Maya Akademi Yayınevi,Ankara.
2	Güven, N., Metin, N., Bayhan, P., Artan, İ., (1999) Program Objectives for Mentally Retarded Children and Young People

Week	Weekly Detailed Course Contents	
1	Theoretical	Definitions of intelligence and mental retardation
2	Theoretical	Classifications and prevalence
3	Theoretical	Causes of mental retardation
4	Theoretical	Types of mental retardation
5	Theoretical	Types of mental retardation
6	Theoretical	Development of children who are mentally retarded
7	Intermediate Exam	Midterm Exam
8	Theoretical	Development of children who are mentally retarded
9	Theoretical	Developmentally identification of mentally retarded child
10	Theoretical	Education of children who are mentally retarded



11	Theoretical	Education of children who are mentally retarded
12	Theoretical	Developmental counseling for families and teachers of mentally handicapped children
13	Theoretical	Developmental counseling for families and teachers of mentally handicapped children
14	Theoretical	general evaluation

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	5	1	6
Final Examination	1	15	1	16
Total Workload (Hours)				78
[Total Workload (Hours) / 25*] = ECTS				3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Upon successful completion of the course; Distinguishes the characteristics of children with mental disabilities
2	Knows the factors that cause mental disability
3	Recognizes the types of mental disabilities due to various factors,
4	Knows how mental disability affects the development of these children
5	Understands educational aims, principles, methods and techniques,
6	They evaluate the counseling needs of the child's family and teacher.

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

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

	L1	L2	L3	L4	L5	L6
P1	5	5	5	5	5	5
P3	5	5	5	5	5	5
P4	5	5	5	5	5	5
P6	3	3	3	3	3	3
P7	3	3	3	3	3	3
P8	3	3	3	3	3	3



P9	3	3	3	3	3	3
P10	3	3	3	3	3	3
P11	5	5	5	5	5	5

