



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Developmental Support Programs in Preschool							
Course Code		CGB310		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	52 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The aim of the course is that students will practice to their knowledge of 3-6 years children's motor, cognitive, social emotional and language development and will be have analysis and synthesis skills of developmental features. Other objectives of this course is the students be aware of developmental delay and gain to intervention skills; give appropriate counseling skills to families, professionals, institutions.							
Course Content		3-6 years of age developmental characteristics, 3-6 years of age the importance of preparing a developmental support plan, points to be considered in preparing a developmental support activity plan for 3-6 years, 3-6 years of age, the acquisitions and indicators that should be in the 3-6 support activity plan, preparing a support activity plan that supports cognitive development To prepare a support activity plan that supports motor development, to prepare a support activity plan that supports language development, to prepare a support activity plan that supports social-emotional development, to prepare a support activity plan that supports self-care skills, to plan family participation work for family participation.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion					
Name of Lecturer(s)		Assoc. Prof. Ayhan BULUT							

Prerequisites & Co-requisites

Prerequisite	CGB207&CGB210
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Owens, Karen B. (2002), Child and Adolescent Development, Wadsworth, USA.
2	Santrock, John W.(1998), Child Development, Eighth Ed., Mc-Graw Hill, USA.

Week	Weekly Detailed Course Contents	
1	Theoretical	Developmental characteristics of 3-6 years old children
2	Theoretical	Developmental characteristics of 3-6 years old children
3	Theoretical	Developmental support activity plan and importance for 3-6 years old child
4	Theoretical	Issues to be considered in preparing a developmental support activity plan for 3-6 years old child
5	Theoretical	Gains and indicators in the developmental support activity plan for 3-6 years old child
6	Theoretical	Gains and indicators in the developmental support activity plan for 3-6 years old child
7	Theoretical	Preparing a developmental support activity plan that supports cognitive development for a 3-6 year old child.
8	Theoretical	Preparing a developmental support activity plan that supports cognitive development for a 3-6 year old child (Midterm)
9	Theoretical	Preparing a developmental support activity plan that supports motor development for 3-6 years old child
10	Theoretical	Preparing a developmental support activity plan that supports language development for a 3-6 year old child
11	Theoretical	Preparing a developmental support activity plan that supports social-emotional development for a 3-6 year old child.
12	Theoretical	Preparing a developmental support activity plan that supports self-care skills for a 3-6 year old child.
13	Theoretical	Planning a family participation study for families of children aged 3-6
14	Theoretical	Sharing the developmental assessment and evaluation results with the family
15	Final Exam	Final exam



Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Midterm Examination	1	3	1	4
Final Examination	1	5	1	6
Total Workload (Hours)				52
[Total Workload (Hours) / 25*] = ECTS				2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Apply knowledge of physical and motor development, social emotional and personality development, cognitive and language development of 3-6 years old children
2	To be able to make appropriate environmental arrangements in the home, in the open area and in the institution, considering the needs of children for their development.
3	Have knowledge about family relations, sibling relations, single parenting, parental attitudes, adoptive children, having disabled siblings, bilingualism, disability, environmental deprivation, having disabled parents
4	Compare preschool development and support programs
5	Provide guidance to families with preschool children

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
P1	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P9	3	3	3	3	3
P10	3	3	3	3	3
P11	4	4	4	4	4

