AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	School and Adolescence Development and Support Programs						
Course Code	CGB403		Couse Level	First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	81 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	Objective of this course is to learn and assess development of middle childhood and adolescence.						
Course Content	Evaluation of motor, cognitive, language, social-emotional development characteristics and development of children with normal development during school and adolescence, supportive approaches that can be applied in home and school environment, family-environment-friend relations, social identity and sexual development, social media use and technology, developmental counseling for parents and professionals, adolescence theories, physical and brain development in adolescence, sexual development, friendship and identity seeking in adolescence						
Work Placement	N/A						
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Case Study, Project Based Study, Individual Study, Problem Solving			
Name of Lecturer(s)							

Prerequisites & Co-requisites

Prerequisite	CGB303&CGB310

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	25
Final Examination	1	40
Assignment	3	20
Project	1	15

Recommended or Required Reading

1	Metin, N. (ed.) (2017). Child Development from Prenatal to Adolescence. Ankara: Pegem Yayınları
2	Aral, N. ve Temel, Z.F. (ed). (2018). Child Development. Ankara: Hedef Yayıncılık
3	Öğretir Özçelik, D. (ed) (2019). Child Development. Ankara: Pegem Yayınları
4	Santrock, J.W. (2020). Adolescence. Fourteenth Edition. Diğdem Müge Siyez (çev. ed.). Ankara: Nobel
5	Steinberg, L. (2008). Adolesence. Mc Graw-Hill,New York, USA.

Week	Weekly Detailed Course Contents	
1	Theoretical	Middle childhood development and theories
2	Theoretical	Definition and theories of adolescence
3	Theoretical	Development in adolescence-Biological transition
4	Theoretical	Cognitive transition
5	Theoretical	Psychosocial transition
6	Theoretical	Family relationships in middle childhood and adolescence
7	Intermediate Exam	Midterm
8	Theoretical	Peer relationships in middle childhood and adolescence
9	Theoretical	Moral Development in middle childhood and adolescence
10	Theoretical	Presentation of homework
11	Theoretical	Presentation of homework
12	Theoretical	Priorities for effective parenting
13	Theoretical	Problem situations and solutions in middle childhood and adolescence
14	Theoretical	Presentation of Projects
15	Theoretical	Presentation of Projects
16	Final Exam	final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	3	2	1	9
Project	1	5	1	6
Midterm Examination	1	3	1	4
Final Examination	1	5	1	6
			Total Workload (Hours)	81
		[Total Workload (Hours) / 25*] = **ECTS**		3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knows the developmental characteristics of middle childhood and adolescence
2	Evaluates the developmental characteristics of middle childhood and adolescence by discussing them with developmental theories.
3	Provides developmental counseling on family and peer relationships for the development of middle childhood and adolescents.
4	Explain the concepts, theories and influencing factors of moral development.
5	Explain the concepts related to adolescents' body perception, personality development, influencing factors, problem situations and solutions.

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
P2	5	5	4	3	4
P3	4	4	4	4	4
P4	4	4	4	4	4
P5	5	5	4	3	4
P6	5	4	4	4	4
P7	4	4	4	4	4
P8	5	4	4	4	4
P9	4	4	4	4	4

P10	5	5	4	3	3
P11	5	5	5	5	5