



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Physical Disability							
Course Code		CGB411		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	75 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The aim is to teach how to education to physical disability child, points of playing attention in this education and basic knowledge for physical disability, how to teach pleiades in basic meaning, what is the problem in education of these children and points of playing attention to development and education of physical children to do in these education.							
Course Content		Definitions, Factors causing physical disability, ICF, fiziksel yetersizliğin yetersizlik derecesi, meydana geldiği yere göre sınıflandırılması(cerebral palsy, spina bifida, convulsion disorders, child sclerosis, deficiencies resulting from damage to the musculoskeletal system), developmental characteristics of children with physical disabilities (motor development characteristics, cognitive development features, language and communication development features, social and emotional development characteristics, game skills), diagnosis and evaluation of children with physical disabilities, education of children with physical disabilities (organization of the educational environment, auxiliary tools, training programs (supporting movement training skills, supporting independent life skills, Supporting communication skills, supporting social communication skills), duties of parents, support services and use of technology, activities supporting development, rights of physically disabled children and families, schools without disabilities and family counseling							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	55
Assignment	2	15

Recommended or Required Reading

1	Diken, İ. (edt.) (2008).Students with Special Needs Education and Special Education Pegem Akademi Yayıncılık, Ankara.
2	Özcan, H. (edt.) (2005) Cerebral Palsy.Boyut Yayın Grubu.
3	Akçamete, G. (Ed). (2009). Students with Special Needs and Special Education in General Education Schools. Ankara: Kök publishing.
4	Panteliadis, C.P. (2015). Cerebral Palsy. Mintaze Kerem Günel, Banu Anlar (Çev. ed.). Ankara: Pelikan Tıp Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Physical disability definition and reasons
2	Theoretical	Classification of physical disability
3	Theoretical	Inadequacy of the nervous system
4	Theoretical	Cerebral palsy and its causes
5	Theoretical	Types of cerebral palsy
6	Theoretical	Spina bifida
7	Intermediate Exam	Midterm Exam
8	Theoretical	Child Paralysis-Multiple Sclerosis
9	Theoretical	Spinal cord injuries-Traumatic brain injuries
10	Theoretical	Orthopedic disabilities related to musculoskeletal system
11	Theoretical	Inefficiencies related to health
12	Theoretical	General developmental characteristics of children with physical disabilities
13	Theoretical	Development support programs for children with physical disabilities and their families
14	Theoretical	Homework presentation

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42



Assignment	2	8	1	18
Midterm Examination	1	5	1	6
Final Examination	1	8	1	9
Total Workload (Hours)				75
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Defines the basic concepts related to physical disability
2	Explains the physical deficiencies related to the nervous, musculoskeletal system.
3	Gains knowledge about the types of physical disabilities and developmental characteristics of children with physical disabilities.
4	Explain the importance of early diagnosis and intervention in preventing physical disabilities.
5	Learns to prepare appropriate developmental support programs for children with cerebral palsy and other physically disabled children.
6	To learn physical environment, education environment and regulation of environmental stimuli.
7	Makes arrangements for the inclusion of physically disabled children and understands counseling services for their families.

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	L3	L4	L5	L6	L7
P1	5	5	5	5	5	5
P3	4	4	4	4	4	
P4	3	3	3	3	3	
P5						5
P6	4	4	4	4	4	5
P7	3	3	3	3	3	
P8	3	3	3	3	3	
P9	3	3	3	3	3	
P10						5
P11	4	4	4	4	4	5

