



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Autism							
Course Code		CGB351		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	97 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		Students learn about autistic spectrum disorder, criteria for diagnosis and features of disorder At the end of this course students; Will define the distinctive properties unique to autism. Classify the sub groups of Autistic Spectrum Disorder by the communication and linguistic properties. will developcommunication and language oriented recommendations for thechildren with pervasive developmental disorder and their families.							
Course Content		Definition and intervention approaches to autistic spectrum disorder diagnostic groups according to DSM-V diagnostic measures.							
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	40
Final Examination	1	60

Recommended or Required Reading

1	Tekin-İftar, E. (2016) (Editör). Children with Autism Spectrum Disorders and Trainings. 4. Baskı. Ankara: Vize Yayıncılık.
2	Volkmar, F.R. (2007). Autism and pervasive developmental disorders. Cambridge Child and Adolescent Psychiatry
3	Lovaas, I. O. (2005). GTeaching Guide to Children with Developmental Disabilities: I Book. İstanbul: Sistem Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Definitions about autistic spectrum disorder
2	Theoretical	Define the diagnose groups accepted as Autistic Spectrum Disorder according to DSM-V diagnostic measures.
3	Theoretical	Rett Syndrome
4	Theoretical	Asperger Syndrome
5	Theoretical	Autistic disorder
6	Theoretical	Childhood Disintegrative Disorder and pervasive developmental Disorder
7	Intermediate Exam	Midterm Exam
8	Theoretical	Causes of Autism
9	Theoretical	Diagnosis in Autism
10	Theoretical	Family involvement
11	Theoretical	Intervention approaches
12	Theoretical	Intervention approaches
13	Theoretical	Individualized Education Programs
14	Theoretical	Individualized Family Service Plans

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	2	70
Midterm Examination	1	10	1	11
Final Examination	1	15	1	16
Total Workload (Hours)				97
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				



Learning Outcomes

1	
2	
3	
4	
5	

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

