



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Sudden Life Events							
Course Code		CGB456		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	98 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To have students gain a point of view for the effects of such specific life events such as death, acute or chronic diseases, divorce, migration, birth of a sibling, earthquakes etc., and strategies to overcome effects of such specific events.							
Course Content		Give information about such specific life events as divorce, acute and chronic diseases, natural disasters, birth of a sibling, etc., Give informations to families about possible effects of such events, method to overcome such effect.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Lec. Mehtap KIZILKAYA							

### Assessment Methods and Criteria

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

### Recommended or Required Reading

1	Çağdaş, A., Seçer, Şahin, Z. (2011). Parent Education, Eğiten Kitap, Ankara.
2	Sayar, K. ve Bağlan, F. (2014). Preventive Psychology. 6. Basım. İstanbul: Timaş Yayınları
3	Levine, P.A. & Kline, M. (2021). Trauma through a Child's Eyes. Birol Gündoğdu (Ed). İstanbul: Butik Yayıncılık
4	Tanhan, F., Arı İnci, F. (2009). Death Education. Ankara: Pegem
5	Sarıtaş Atalar, D. (2014). Emotion Regulation, Adolescence and Parenthood. Ankara: ODTÜ Yayıncılık.
6	Ertürk Kara, G., Yıldız, T.G. ve Fındık, E. (2018). Self-Regulation in Early Childhood. Ankara: Anı Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	What is the concept of sudden life events?
2	Theoretical	Types of sudden life events
3	Theoretical	Family and child in sudden life events
4	Theoretical	Society and children in sudden life events
5	Theoretical	Evaluation of divorce in terms of child-family and environment
6	Theoretical	Evaluation of an acute, chronic or fatal disease condition that may be seen by any one of the family members or the child itself
7	Intermediate Exam	Midterm Exam
8	Theoretical	Evaluation of acute, chronic or terminal illness in terms of child, family and society
9	Theoretical	The concept of death and the evaluation of death in the family in terms of child-family and environment
10	Theoretical	Evaluation of a new brother to join the family in terms of the other child
11	Theoretical	The need for a new brother to be a family member, or the need for special needs for the family members
12	Theoretical	Assessment of natural disasters such as earthquakes in terms of child-family and environment
13	Theoretical	Evaluation of the immigration phenomenon in terms of child-family and environment
14	Theoretical	presentations

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	2	70
Assignment	1	10	1	11
Midterm Examination	1	5	1	6



Final Examination	1	10	1	11
Total Workload (Hours)				98
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Define sudden life events
2	List sudden life events
3	Explain the effects of sudden life events on child's developmental processes
4	Evaluate sudden life events in family-child and environment interaction
5	Provides guidance to children and family about sudden life events

### 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	4	4	4	4	4
P3	3	3	3	3	3
P4	3	3	3	3	3
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P11	4	4	4	4	4

