



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Sexual Development and Education							
Course Code		ÇGEL521		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	4	Workload	104 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		To understand the concept of sexual development and education and to use it effectively in working age groups and to provide guidance to the families and professional about the subject.							
Course Content		Theories of sexual development; sexual development and education in preschool, elementary school, adolescent and adulthood; problems experienced in sexual development process; the factors that play a role in the sexual development process, and suggestions for the family in the process of sexual education.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Assignment	1	25
Term Assignment	1	75

Recommended or Required Reading

1	- Acer, Dilek; Artan, Ismihan. (2000). Investigation of Responses of the Three Questions and the Fourth Aged Group Questions Related to the Questions Related to the Children and Their Answers. Uludağ University, Journal of Faculty of Education, Volume: XIII, No: 1, pp. 191-204.
2	- Artan, Ismihan. (2002). Examples of Sexual Education Activities for Elementary Second Grade Students. HIV-AIDS, Vol: 5, No: 2, S: 63-67.
3	Artan, Ismihan. (2002). Application of Sexual Education Activities by Course Programs. Education, Number 73, pp. 16-19.
4	Artan, Ismihan. (2001). A Look at Sexual Education Programs for Children 7-12 Age Group. Contemporary Education, Year: 26, Issue: 275, pp: 5-10.
5	Artan, Ismihan (2001) The Role of TV in Sexual Education, Education and Science, vol: 26, No: 120, p: 50- 54.

Week	Weekly Detailed Course Contents	
1	Theoretical	Sex and sexuality & sexual education & sexual beliefs and assumptions
2	Theoretical	Life-long sexual development & sexual development theories
3	Theoretical	Pre-school sexual development and education
4	Theoretical	Preparation of sexual education program for pre-school children
5	Theoretical	Sexual development and education in elementary school
6	Theoretical	Preparing a sexual education program for the elementary school children
7	Theoretical	Sexual development and education in adolescence & Preparing a sexual education program for adolescence
8	Theoretical	Role of parents in sexual education and parental recommendations & Role of educators in sexual education and recommendations to educators
9	Theoretical	Problem behavior and masturbation in childhood
10	Theoretical	Literature review
11	Practice	Student presentations
12	Practice	Field work
13	Theoretical	Media and sexuality
14	Theoretical	Peer relations & gender differences
15	Final Exam	Project presentation (Final exam)

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Assignment	2	5	2	14



Term Project	1	15	2	17
Final Examination	1	15	2	17
Total Workload (Hours)				104
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	To be able to correctly define gender, sexuality and related terms,
2	To understand the necessity and importance of sexual education,
3	To analyze the characteristics of sexual development during the life time,
4	To be able to create and implement counseling proposals and training programs for preschool, elementary and adolescence periods,
5	Discuss the role of parents and educators in sexual development and education and develop recommendations.

Programme Outcomes (Child Development Master)

1	1. Has a deep and systematic level of knowledge about self-care, physical-motor, cognitive-language, social-emotional development areas of 0-18 year old children.
2	Knows all concepts about the development and the education of 0-18 year old children and youth by developing the habit of research and learning, keeping consciousness and knowledge constantly throughout life, and follows the studies on this subject.
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	Identifies the problems in his/her country on health, developmental, educational and social services issues of 0-18 year old children and their families, produces appropriate solutions and original ideas using his/her basic knowledge about these problems.
5	Using his/her basic information on the topics of Child Development and Education, makes suggestions, transfers the learned topics into practice, interprets information and results from practice. Analyzes the scientific research published in the field with a critical point of view.
6	Can use his/her accumulated information on his/her profession in favor of health, educational and social services organizations, particularly for children and their families, takes active roles in developmental and educational programs and related projects; participates in researches.
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	Can integrate his/her accumulated information about his/her profession with information from different disciplines, and can create multidisciplinary workspaces by participating team work.

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	5	5	5
P3	5	5	5	5	5
P4	5	5	5	5	5
P5	5	5	5	5	5
P6	5	5	5	5	5

