



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Sexual Health Knowledge							
Course Code		OÖÖ408		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	71 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The purpose of this lesson was to assess students' knowledge of sexual health and to determine how competent, confident, and comfortable they are at delivering up-to-date sexual health education to primary school students.							
Course Content		Overview of sexuality Societies, sexual identity development, Physical Changes in Adolescence Period, Mental Changes in Adolescence Period, reproductive health, Health habits, Incorrect information and beliefs about sexuality							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Case Study, Problem Solving					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

### Recommended or Required Reading

1	İnsan Kaynaklarını Geliştirme Vakfı. Cinsel Sağlık Bilgileri Eğitimi, Öğretmen El Kitabı, İstanbul, 2000.
2	Health Education Authority. Sex Education, Values 'Ind Morality. 2nd ed. London: KPC Ltd., 1995.
3	Panthaki, Dhun. Education in Human Sexuality. Mumbai: Family Planning Association of India, 1997.
4	SIECUS. Guidelines for Comprehensive Sexuality Education. 2nd ed. New York: National Guidelines Task Force, Sex Information and Education Council of DS, 1996.
5	Bulut, A., Çocuklukta Cinsel Eğitim. Ben Hasta Değilim: Çocuk Sağlığı ve Hastalıklarının Psikososyal Yönü, Nobel Tıp Kitabevi, İstanbul, 1999.
6	Adams, J. F. Ergeni Anlamak. Çev Ed. B. Onur. Ankara: imge Yayınları. 1994.
7	Ekşi, Aysel Çocuk, Genç., Anababalar. Ankara: Bilgi Yayınları, 1990.
8	Erickson, E. Identity: Youth and Crisis. New York W. W Naian, 1968
9	Havighurst, R. Development Tasks and Education. 3rd ed New York. David Mc Kay, 1972.
10	Kulaksızoğlu, Adnan. Ergenlik Psikolojisi. İstanbul Remzi Kitabevi, 1998.
11	Onur, B Ergenlik Psikolojisi. Ankara imge Yayınları, 1994.

Week	Weekly Detailed Course Contents	
1	Theoretical	What is the Knowledge of Sexual Healty Education?
	Preparation Work	İnsan Kaynaklarını Geliştirme Vakfı. Cinsel Sağlık Bilgileri Eğitimi, Öğretmen El Kitabı, İstanbul, 2000.
2	Theoretical	What is the purpose Knowledge of Sexual Healty Education?
	Preparation Work	İnsan Kaynaklarını Geliştirme Vakfı. Cinsel Sağlık Bilgileri Eğitimi, Öğretmen El Kitabı, İstanbul, 2000.
3	Theoretical	What is the situation of Knowledge of Sexual Healty in our country?
	Preparation Work	Ekşi, Aysel Çocuk, Genç., Anababalar. Ankara: Bilgi Yayınları, 1990.
4	Theoretical	Development of Sexual Identity
	Preparation Work	Health Education Authority. Sex Education, Values 'Ind Morality. 2nd ed. London: KPC Ltd., 1995.
5	Theoretical	Physical Changes in Adolescence Period
	Preparation Work	Kulaksızoğlu, Adnan. Ergenlik Psikolojisi. İstanbul Remzi Kitabevi, 1998.
6	Theoretical	Male Reproductive Organs and Functions
	Preparation Work	Onur, B Ergenlik Psikolojisi. Ankara imge Yayınları, 1994.
7	Theoretical	Female Reproductive Organs and Functions
	Preparation Work	Onur, B Ergenlik Psikolojisi. Ankara imge Yayınları, 1994.
8	Intermediate Exam	Intermediate Exam
9	Theoretical	Mental Changes in Adolescence Period



9	Preparation Work	Adams, J. F. Ergeni Anlamak. Çev Ed. B. Onur. Ankara: imge Yayınları. 1994.
10	Theoretical	Reproductive Health
	Preparation Work	Panthaki, Dhun. Education in Human Sexuality. Mumbai: Family Planning Association of India, 1997.
11	Theoretical	Formation of pregnancy
	Preparation Work	Panthaki, Dhun. Education in Human Sexuality. Mumbai: Family Planning Association of India, 1997.
12	Theoretical	Regulation of Fertility and Population
	Preparation Work	SIECUS. Guidelines for Comprehensive Sexuality Education. 2nd ed. New York: National Guidelines Task Force, Sex Information and Education Council of DS, 1996.
13	Theoretical	Prevention Methods
	Preparation Work	SIECUS. Guidelines for Comprehensive Sexuality Education. 2nd ed. New York: National Guidelines Task Force, Sex Information and Education Council of DS, 1996.
14	Theoretical	Sexually Transmitted Infections
	Preparation Work	Havighurst, R. Development Tasks and Education. 3rd ed New York. David Mc Kay, 1972.
15	Theoretical	Against Sexually Transmitted Diseases Awareness Society
	Preparation Work	Havighurst, R. Development Tasks and Education. 3rd ed New York. David Mc Kay, 1972.
16	Final Exam	FINAL EXAM

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	3	0	4	12
Reading	3	0	3	9
Midterm Examination	1	0	10	10
Final Examination	1	0	12	12
Total Workload (Hours)				71
[Total Workload (Hours) / 25*] = ECTS				3

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	The person recognize to the body.
2	The people to recognize the positive aspects of sexuality
3	Acquire knowledge to protect sexual health
4	Gives the ability to choose sexual matters
5	Sexual health, sexuality physical, emotional, social and intellectual aspects of the personality, communication and love to promote the integration of direction.
6	Not only improves the understanding of sexuality to include fertility.
7	Early age pregnancies, abortions, sexually transmitted diseases introduced.
8	Young people with the right wrong, to make a choice between healthy and diseased tells in-steels.
9	Responsible sexual behavior, teaches the beauty of relationships

### Programme Outcomes (Early Childhood Teacher Education)

1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process, by making instructional plans related to the subject-matter.
3	To be able to gain skills of the teaching profession in the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process.
5	To be able to comprehend contemporary approaches of education and the philosophies they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter
7	To be able to become individuals faithful to the Principles and Revolutions of Ataturk, be modern, democratic,, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture
9	To be able to become individuals believing in lifelong learning.



- 10 To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5	L6	L7	L8	L9
P1	4	2	2	2	2	2	2	2	2
P2	2	2	2	2	2	2	2	2	2
P3	2	2	2	2	2	2	2	2	2
P4	2	2	2	2	2	2	2	3	2
P5	2	2	2	2	2	2	2	2	2
P6	2	2	2	2	3	2	2	4	2
P7	2	2	2	2	2	2	2	2	2
P8	2	2	2	2	2	2	2	2	2
P9	4	4	4	4	4	3	4	4	4
P10	3	3	3	3	4	2	3	3	3

