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| **COURSE DESCRIPTION** |
| **Course** | *Code* | *Semester* | *L+P Hour* | *Credit* | *ECTS* |
| LEARNING DIFFICULTIES AND INDIVIDUALIZED PROGRAMS | EPÖ611 | 1/2 | 3 + 0 | 3 | 6 |

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| **Prerequisites and Co-requisities** | - |

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| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** | Compulsory |
| **Coordinator of the Course** | - |
| **Name of Lecturer(s)** |  |
| **Assistants of the Course** | Res. Asist. Eren Özyiğit, Res. Asist. Merve Baykal, Res. Asist.. Burcu Dok |
| **Aim** | This course is to present the basic theories and approaches developed on the objective child and adolescent psychopathology. Students are aimed to have basic knowledge about problems such as attention deficit and hyperactivity impairment, behavioral impairment, learning difficulty, autism, anxiety disorder which are common in childhood and adolescence processes |
| **Objective** | The etiologies and treatments of juvenile adult psychopathology are examined on the basis of different perspectives. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| To be able to explain the historical development process and turning points of child and adolescent definitions. | 1, 2,3,4,7,8 | 1,2,3,4,5,6 | 1,2,3 |
| To be able to recognize the psychopathologies that children and adolescents often experience. | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| To be able to compare different perspectives (biological, family, social, individual) to explain psychopathologies. | 1, 2,3,8,12,13 | 1,2,3,4,5,6 | 1,2,3 |
| To be able to explain the importance of social cultural perspectives and prevention strategies. | 1, 2,3,12,13,15 | 1,2,3,4,5,6 | 1,2,3 |

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| **Teaching Methods:** 1: Lecture, 2: Question-Answer, 3: Discussion 4: Case Study 5: Problem solving |

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|  |  |  | COURSE’S CONTRIBUTION TO PROGRAM | Contribution Level |
|  |  |  |  | 1 | 2 | 3 | 4 | 5 |  |
|  |  | 1 | Having knowledge of past, basic though and principles of the PCG, and implementing PCG | x |  |  |  |  |  |
|  |  | 2 | Comprehending meaning and importance of the coordination, consultation/consulting and supervision in the PCG field, and implementing them |  | x |  |  |  |  |
|  |  | 3 | Having knowledge of ethical rules accepted by national and international PCG associations, and implementing them |  |  |  | X |  |  |
|  |  | 4 | Learning to accept everyone as they are / with all kind of features by the multicultural approach |  |  | X |  |  |  |
|  |  | 5 | Learning theories/information about cultural awareness, cultural social justice, solution of conflicts, and other cultural behaviors; for development and health of human soul, mind and body, and implementing them |  | X |  |  |  |  |
|  |  | 6 | Learning theories related to the development, learning and personality development so as to facilitate positive development and wellness of individual for his/her life time, and implementing them |  |  | X |  |  |  |
|  |  | 7 | Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process, |  | X |  |  |  |  |
|  |  | 8 | Learning and implementing the career consulting, processes, techniques and sources, career development and decision-making model so as to include those applied to certain groups in the global economy |  |  | X |  |  |  |
|  |  | 9 | Learning psychological consulting theories, being aware and use of intervention techniques suitable for counselees in practice | X |  |  |  |  |  |
|  |  | 10 | Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages | X |  |  |  |  |  |
|  |  | 11 | Learning varieties and skills of being group leader and implementing them | X |  |  |  |  |  |
|  |  | 12 | Gaining understanding to assess individual and group approaches within framework of multicultural society |  | X |  |  |  |  |
|  |  | 13 | Comprehending and implementing standardized and non-standardized tests containing the environmental assessment, performance assessment, individual and group assessments and inventory methods, psychological testing, and behavioral observations, as well as basic concepts of other assessment techniques |  |  |  |  | X |  |
|  |  | 14 | Learning qualitative and quantitative scientific research methods, comprehending importance to make research in the field of PCG and to present results in written, and implementing them |  |  | X |  |  |  |
|  |  | 15 | Learning how to use internet and technology for accessing information, sharing information, professional development and data analysis |  | X |  |  |  |  |
|  |  | 16 | Sticking to confidentiality principle in the PCG services, believing that benefiting from the PCG services is open to everyone for their life time on voluntarily basis |  |  | X |  |  |  |
|  |  | 17 |  Understanding the barriers before education of students who need special education and supporting students in these fields |  | X |  |  |  |  |

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| **COURSE WORK CALENDAR** |
| **Week**  | **Topics** | Preparation |
| 1. | Introduction to Abnormal Child and Adolescent Psychology |  |
| 2 | Developmental Psychopathology Perspective |  |
| 3 | Biological and Environmental Context of Psychopathology |  |
| 4 | Anxiety Disorders |  |
| 5 | Mood Disorders |  |
| 6 | Midterm Exam I |  |
| 7 | Attention Deficit And Hyperactivity Disorder |  |
| 8. | Special Learning Strength |  |
| 9. | Stress of Intelligence |  |
| 10 | Pervasive Developmental Disorders and Schizophrenia |  |
| 11 | Disorders of Basic Physical Functions |  |
| 12 | Case Presentations |  |
| 13 | Case Presentations |  |
| 14 | Transition |  |

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| **READING TEXT** |
| **Required Reading** | Rita Wicks-Nelson & Allen C. Israel (2008). Abnormal Child and Adolescent Psychology, 7 / E, Pearson Publication |
| **Recommended Reading** | Wilmshurst, L. (2004). Child and Adolescent Psychopathology. Sage Publications, Power point presentations, Internet databases (EbscoHOST, ScienceDirect, Turkish Psychiatry Index, etc.) |

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| **MATERIAL SHARING** |
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| **Materials** |  |
| **Homeworks** |  |
| **Exams** |  |

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| **ASSESSMENT** |
| **TERM LEARNING ACTIVITIES** | **NUMBER** | **WEIGHT, %** |
| Midterm | 1 | 20 |
| Quiz | 0 | 0 |
| Homework | 1 | 25 |
| Participation in the course |   | 10 |
| Total |   | 55 |
| Final Assignment to Success |   | 45 |
| Achievement Rate for the Year |   | **55** |
| Total |  | **100** |

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| **COURSE CATEGORY** | Lecture on Specialized Field |
| **ECTS / WORK LOAD TABLE** |
| Activities | Number | Duration(Hour) | TotalWork Load(Hour) |
| Course Duration (includes exam week: 14x total course hours) | 16 | 4 | 64 |
| Out-of-class Course Study Time (Pre-study, practice) | 16 | 4 | 64 |
| Midterm | 1 | 3 | 3 |
| Participation in the course | 0 | 0 | 0 |
| Homework | 1 | 9 | 9 |
| Final | 1 | 10 | 10 |
| Total Work Load |  |  | 150 |
| Total Work Load / 25 (s) |  |  | 6 |
| Course ECTS Credit |   |   | 6 |