

**USKUDAR UNIVERSITY**

**ENSTITUTE OF HEALTH SCIENCE**

**CHILD DEVELOPMENT MASTER PROGRAM (THESIS / NON-THESIS) COURSE CONTENTS**

**CGE501 Theories of Development T: 3 P: 0 C: 3 ECTS: 6**

Features of developmental theories within the scope of related courses; Sites for developmental theories; Behavioral theories; personality theories; social learning; Cognitive development theories; Moral development theories; Sociological Approaches are planned to be selected and planned.

**CGE537 Differently Developing Children T: 3 P: 0 C: 3 ECTS: 6**

The content of the related course consists of defining the basic concepts in the field of special education, explaining the basic principles of special education, giving introductory information about different groups of children with special needs, giving information about the programs that can be carried out to meet the needs of individuals with special needs and their families in the field of psychology.

# CGE542 Parent Support Program T: 3 P: 0 C: 3 ECTS: 6

# Education of parents methods, tecniques and tools used in education childrens and teachers of parent education, education for family, education for parents in Turkey and the world education programs for parents. Techniques and tools used in education, chilren of parent education and trainings used in family education. Studies, relevance for the review and development educational programs for parents.

**CGE538 Current Approaches in Child Development T: 3 P: 0 C: 3 ECTS:6** Overview of Approaches in Early Childhood Education, Head Start Approach, Reggio Emilia Approach, High Scope Approach, Montessori Approach and its Applications in the World and Applicability in Turkey, Orff Approach's definition, features and application examples, comparison of Early Childhood Approaches are discussed within the scope of the course.

**ENS501** **Scientific Research Methods and Science Ethic T: 3 P: 0 C: 3 ECTS: 6**

In this course, basic research methods necessary for research in the field of child development, formulation of research methods, literature review, hypothesis testing, data selection techniques and analysis of results, evidence-based medicine, literature review strategies, research project preparation, presentation strategies in scientific meetings, Article writing of research projects and presentation of research projects, basic statistical concepts, descriptive measures, theoretical distributions, sample distributions, basic research methods, basic sampling methods, hypothesis tests, relationship measures, linear regression analysis, risk measures and evaluation of diagnostic tests, SPSS applications It is aimed to teach necessary information about research errors, scientific ethics, research ethics and legal framework.

# CGE507/ CGE508 Thesis T: 0 P: 0 C: 0 ECTS: 30

In this course, basic research methods necessary for research in the field of child development, formulation of research methods, literature review, hypothesis testing, data selection techniques and analysis of results, evidence-based medicine, literature review strategies, research project preparation, presentation strategies in scientific meetings, Article writing of research projects and presentation of research projects, basic statistical concepts, descriptive measures, theoretical distributions, sample distributions, basic research methods, basic sampling methods, hypothesis tests, relationship measures, linear regression analysis, risk measures and evaluation of diagnostic tests, SPSS applications It is aimed to teach necessary information about research errors, scientific ethics, research ethics, legal framework.

**CGE509 Seminar T: 0 P: 0 C: 0 ECTS: 1**

Within the framework of the subject of interest in the field of Child Development, collecting information on data collection methods in the literature, systematically collecting data on the subject of interest, systematically reporting the obtained information and presenting the report verbally are the content of the course.

**CGE503 Diognasis And Evaluation T: 3 P: 0 C: 3 ECTS: 6**

 Definition, characteristics and application of assessment within the scope of the course; Assessment inventories, definition, application, sociometrics, definition and application; Informal tests, definition, types, skill and placement tests, Standardised tests, definition, types; Screening tests, Developmental tests, intelligence tests and preparation tests; Examples of standardised tests, California Achievement test (CAT), IQWA Test, Metropolitan Achievement Test (MAT), Stanford Achievement Test (SAT), Gates Macginitie Reading Test; Peabody Individual achievement Test (PIAT), Mc Carty and Frostig; Curriculum based assessment and job skill analysis; Ideas about using assessment tools, selecting and using assessment methods, Alternative assessment methods are discussed.

**CGE510** **Children's Literature T: 3 P: 0 C: 3 ECTS: 6**

Course Content Definition of children's book, types (picture book, fairy tale, story, novel, comic book, science book, biography, reference works, theater work), subjects that children are interested in according to their age and developmental levels, storytelling and reading techniques and children's books. The content includes information about illustrations and physical features, interactive book reading, early learning activities.

# CGE511 Adjustment and Behavioral Disorders in Children T: 3 P: 0 C: 3 ECTS: 6

The aim of the course is to define adaptation and behavioral disorders, to know their features, to classify them, to know their causes, to manage behavior, to offer solutions for the prevention and elimination of emotional and behavioral problems, to have knowledge about the role of the family in emotional and behavioral problems, to teach children with emotional and behavioral problems. To gain the ability to prepare and implement a training program. Defining adjustment and behavioral disorders, knowing their features, classifying them, knowing their causes, behavior management, proposing solutions for the prevention and elimination of emotional and behavioral problems, having knowledge about the role of the family in emotional and behavioral problems, education program for children with emotional and behavioral problems preparation and application skills are within the scope of the study.

# CGE536 Developmental Epidemiology T: 3 P: 0 C: 3 ECTS: 6

# The research method called developmental epidemiology forms the basis for the application of a public health approach to child development. Developmental epidemiology is defined as "the study of the distribution of behavioral outcomes in infancy and childhood and the indicators of their occurrence". The main objective of this field of study is to estimate the magnitude of the risk of poor developmental outcomes due to prior exposure to one or more risk factors to accompany prevention and intervention efforts. The main aim of this course is to increase students' knowledge and experience in this field and to provide students with practical skills.

**CGE512 Hospital and Children T: 3 P: 0 C: 3 ECTS: 6**

Developmental and mental status of children who are hospitalized and applied to other health institutions; Preparatory training for the hospital; Child-family-staff interaction; Diagnosis and preparation of children and families for surgery, Play in the hospital; hospital schools; terminally ill children, their families and staff; The rights of hospitalized children constitute the content of the course.

#  CGE513 Sensory Traning T: 3 P: 0 C: 3 ECTS: 6

At the end of the course, students are expected to learn the differences in sensation and perception, the development of the senses of hearing, sight, touch, smell and taste, the internalization of the concepts of propsioption and balance, basic approaches to perception, and factors affecting perception.

#  CGE514 Social and Emotional Development: T: 3 P: 0 C: 3 ECTS: 6

The aim of the course is to gain competencies related to basic concepts, theories, factors affecting social-emotional development, social-emotional development characteristics according to age, and approaches and studies that support social-emotional development. Within the scope of this course, basic concepts, theories, factors affecting social-emotional development, characteristics of social-emotional development according to age, and approaches and studies that support social-emotional development will be covered.

**CGE515 Family Counseling T: 3 P: 0 C: 3 ECTS: 6**

An overview of the family system and family counseling approaches. Parent-child interaction is the main subject of this course. In addition, the attitudes and behaviors of parents towards their children and the effects of these behaviors on the development of children are among the priority topics within the scope of the course.

# CGE516 Sexual Development and Education: T: 3 P: 0 C: 3 ECTS: 6

Based on the definitions of gender, sexuality, gender identity and sexual role, the course covers the topics of why sexual education should be given and when to start sexual education. The aim is to prepare programs for preschool, primary school and adolescence children, to give advice to parents and educators, and to develop suggestions that are suitable for the needs of the country.

# CGE517 Developmental Psychology T: 3 P: 0 C: 3 ECTS: 6

Biological, cognitive, social and personality development at every stage from infancy to adulthood will be examined, as well as historical perspective, developmental theories and research methods. At the end of the course, the expected course outcomes from the students are as follows; Discusses the physical, cognitive, social and emotional changes that occur during the developmental stages of childhood. Recognizes the changes specific to each developmental area. Discusses the nature and content of developmental research. Distinguish between normal and abnormal development and discuss the precautions to be taken in developmental deviations.

# CGE518 Language development T: 3 P: 0 C: 3 ECTS:

The aim of the course is to provide students with language and concept development, the factors affecting language development, language development theories, the relationship of language development with other development areas, concept development, cognitive, language and conceptual development of children in different developmental stages.

#  CGE519 Early Intervention: T: 3 P: 0 C: 3 ECTS: 6

# The aim of the related course is the basic concepts of early intervention, early intervention policies and practices, early intervention practices/programs in the world and in Turkey, methods and techniques used in early intervention, practices and programs for infancy and early childhood, family-centered early intervention. Models, developmental assessment and monitoring/follow-up in early intervention, providing competence for early intervention practices and programs for the disabled and different groups of children.

# CGE520 Children's Rights and Protection T: 3 P: 0 C: 3 ECTS

# The aim of the related course is to provide information about the concepts of children's rights and law, the place of the child in law, the survival, development, participation and cultural rights of children, the rights of children with different characteristics, the duties of families, institutions and organizations in terms of protecting children's rights, and laws that protect children

# CGE521 Multiple Intelligence Theory T: 3 P: 0 C: 3 ECTS:

# Basic concepts and principles of multiple intelligence theory; Factors affecting the development of multiple intelligence areas; Definition of intelligence fields; The use of multiple intelligence theory in education and training; Verbal intelligence thinking method and features; Logical-mathematical intelligence thinking method and features; Visual and spatial intelligence, its features, seminar presentation; Bodily-kinesthetic intelligence, thinking method and features; Musical-rhythmic intelligence thinking method and features; Interpersonal-social intelligence, thinking method and features; Naturalist-existential intelligence, its features; Things to do to improve intelligence; Checklist for assessing multiple intelligences; Placing a specific target and target behavior in the program according to the multiple intelligence sections in early childhood is among the subjects of the course.

# CGE540 Child in the Digital Age T: 3 P: 0 C: 3 ECTS: 6

Systematic and in-depth examination of educational technology, computer-assisted education in terms of software, educators, and integration into the curriculum in preschool and primary schools, where children with normal development and disabilities attend, and digital education are among the subjects of the course.

**CGE523** **Art Education in Early Childhood:** **T: 3 P: 0 C: 3 ECTS: 6**

Methods of supporting the developmental characteristics of children in early childhood with art education, artistic approaches, creative art activities that support small muscle motor development are within the scope of the course. The definition of art and its importance for children, classification of art, art education, art education, principles of art education, artistic design elements and art education, visual arts in early childhood, the role of the teacher in art education, the benefits of art education and applications related to art education are among the aims of the course.

# CGE541 Play and Child T: 3 P: 0 C: 3 ECTS: 6

# The definition of the game, history, game theories, game stages, types, developmental areas and play, toys and play materials, toy safety are the basis of this course. Concepts related to play and play materials, classification of the game, game theories, stages of the game, the effect of the game on child development, the effects of materials on child development, classification of play materials are among the objectives of the course. At the same time, it can be considered within the scope of the aim of the course to gain competencies related to the features that should be in the materials, material creation stages, children's play and toy preferences, the role and importance of the family in the selection of games and play materials.

#  CGE525 Children and Communication T: 3 P: 0 C: 3 ECTS: 6

# The aim of the course is to gain competencies related to interpersonal communication, communication types and techniques, communication barriers, healthy communication. For this purpose, communication, communication types, communication barriers, health communication topics also constitute the content of the course.

# CGE544 Development in School and Adolescence: T: 3 P: 0 C: 3 ECTS: 6

Bronfennbrener's theory of Ecology, basic principles of development in school period and monitoring of development, portfolio preparation, pre-school child with holistic approach, physical development in school period, psychomotor development in school period, cognitive development in school period, language development in school period, moral development in school period, Social development, emotional development, evaluation of their development during school period, development-supportive applications that can be applied by contacting the child in the institution and home environment. Physical Development in Adolescence, Physical Development in Adolescence, Sexual Development in Adolescence, Sexual Development / Abnormal Sexual Development in Adolescence, Cognitive Development in Adolescence, Social Development in Adolescence, Emotional Development in Adolescence, Adolescence and Violence, Evaluation of Adolescent and Academic Achievement Developments, institution and Development-supportive applications that can be applied by contacting the child in the home environment are within the scope of the course**.**

# CGE527 Motor Development T: 3 P: 0 C: 3 ECTS: 6

# Warm-up, group activities and whole class activities, Skill analysis for motor development, Individual or group-based sportive activities, Factors that may pose a risk to children in gymnastics activities and injuries, Competitions, What to do in the face of children's sense of winning and losing in sportive activities are among the topics planned to be covered within the scope of the course. The aim of the course is to gain competence in basic concepts, areas, principles, affecting factors, motor development characteristics according to age groups, evaluation of motor development, planning supportive activities, and organizing the environment.

**CGE539 Brain, Neuroscience and Cognitive Development T: 3 P: 0 C: 3 ECTS: 6**

Definition of Cognitive Development, Processes in cognitive development (perception, attention, concept formation, memory and recall, reasoning and problem solving, intelligence), Developmental changes in cognitive processes, Information processing theories, Cognitive development theories, Intelligence theories and cognitive development, 0-18 Cognitive development process and features in the age period, Defining and evaluating cognitive skills, Applications related to cognitive development constitute the scope of the course.

**CGE531 Child Development Fundamentals T: 3 P: 0 C: 3 ECTS: 6**

Child development theories, basic concepts (development, growth, maturation, readiness, etc.) and development areas (gross motor development, fine motor development, cognitive development, sexual development, language development, social emotional development and moral development are among the main topics of the course.

# CGE543 Development in Preschool Period T: 3 P: 0 C: 3 ECTS: 6

The general characteristics of 0-6 year old children according to their developmental areas, approaches to the development and education of the child and theorists, evaluation of their development, development-supportive applications that can be applied by contacting the child in the institution and home environment are within the scope of the course.

# CGE542 Nurturing Care : T: 3 P: 2 C: 4 ECTS: 6

The publications made in recent years are mostly based on a multidisciplinary perspective. Related publications have helped to create a holistic approach model that includes the health, nutrition, early learning and stimulation, and protection of the child, which is described as "enhancing care" in early childhood. The aim of this course is to introduce the Developing Care Model and its components and to discuss what the strategies will be on how to apply it in Turkish conditions. For this purpose, the scientific data and research results on which nurturing care is based, How is it defined and what is and how it is met in the health-promoting care model, How is nutrition defined and what is it and how is it met in the nurturing care model, How is it defined and what is it in the Early Warning nurturing care model. and How to Meet, How to define and what is Early Learning in the nurturing care model, and how to Meet it, How is it defined and what is the child protection nurturing care model and how is it met, Introduction and implementation of the Care for Development Package, Application of the Care for Development Package and in-class practice Development It is aimed to cover topics such as the implementation of the Care Package for the Developing Care Package and its in-class practice, the areas and service models that it can be applied in the context of Developing Care and Turkey, and the monitoring and evaluation tools and use of the Developing Care model. In the application part of the course, it is planned to practice in Developing Care Program Health Institutions and with mothers with 0-2 years old children, women in pregnancy period and children 0-2 years old.

**CGE550 Project Course**  **T:0 P: 0 C: 0 ECTS: 30**

Upon completion of their coursework, students winning the non-thesis program must complete and submit a project that examines Current areas of study in Child Development.