**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring  |

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| **COURSE CODE** | 171915002 | **COURSE NAME** | Child Mental Health |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 6 | 3  | 0 | 0 | 3 | 5  | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Culture Knowledge** | **Elective Course** |
| %50 | %50 | %0 | General Knowledge( ) Content Knowledge ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| 1st Mid-Term | 1 | 40 |
| 2nd Mid-Term |  |  |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | None |
| **COURSE DESCRIPTION** |  |
| **COURSE OBJECTIVES** | The purpose of this course understand the importance of mental health and knowing definition and causes of mental disorder. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | During the course, the definition of mental health, importance, theories about mental health, the mental health of displaced and non characteristics of individuals, mental health and protective factors threatening, the diagnosis and treatment of behavior and adjustment problems seen in children [stuttering, non-speech (mutism), bedwetting (enuresis), stool incontinence (fecal incontinence) (enkoprezis), finger sucking, nail biting, aggression, jealousy, tics, stubbornness, sleep disorders, eating disorders, fear, attention deficit and hyperactivity, school fear (school phobia), theft (stealing), lying ] and the effects of special circumstances within the family (divorce, step parents, parental death, etc.) on the child's mental health will be discussed. |
| **COURSE OUTCOMES** | 1.Having knowledge about the concept of mental health.2.Having knowledge about the psychological approaches related to mental health.3.Having knowledge about the principles of mental health in the framework of developmental periods.4.Having knowledge about the causes of mental disorders and knowing the right approach in mental disorders |
| **TEXTBOOK** | Nazik ,B. (2013) *Çocuk ruh sağlığı I-II.* İstanbul: Ya-Pa Yayın Dağıtım. |
| **OTHER REFERENCES** | Gençtan, E. (2018). *İnsan olmak* (16. Baskı). İstanbul: Metis Yayınları.Yörükoğlu, A. (2016). *Çocuk ruh sağlığı. (29. Baskı)* İstanbul: Özgür Yayınları.Cüceloğlu,D. (2016). *İnsan ve davranışı, psikolojinin temel kavramları* (28. Baskı). İstanbul: Remzi Kitapevi.Ackerman, ,K. (2012). *Çocuğunuzun sorunları ve davranış nedenleri*. Ankara: Cep Kitapları.Bilgin- Aydın, H. (2010). *Çocuk ruh sağlığı*. İstanbul: Morpa YayınlarıCüceloğlu, D. (2013). *İçimizdeki çocuk* (48. Baskı). İstanbul: Remzi Kitapevi.Cüceloğlu, D. (2016). *Yeniden insan insana* (49. Baskı). İstanbul: Remzi Kitapevi, 1998. Yavuzer, H. (2012). *Çocuk psikolojisi* (34. baskı). İstanbul: Remzi Kitapevi. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Definition And İmportance of Mental Health |
| 2 | Historical Development of Mental Health |
| 3 | Theories About Mental Health |
| 4 | Theories About Mental Health |
| 5 | Characteristics of İndividuals Who Are İn Good Mental Health And Non-Mental Health  |
| 6 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [Stuttering, Non-Speech (Mutism)]  |
| 7-8 | MID-TERM EXAM  |
| 9 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [bedwetting (enuresis), stool incontinence (fecal incontinence) (enkoprezis)]  |
| 10 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [finger sucking, nail biting, aggression]  |
| 11 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [jealousy, tics, stubbornness]  |
| 12 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [sleep disorders, eating disorders, fear]  |
| 13 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [attention deficit and hyperactivity, school fear, theft (stealing), lying]  |
| 14 | The Effects of Special Circumstances Within The Family (Divorce, Step Parents, Parental Death, Etc.) On The Child's Mental Health  |
| 15-16 |  FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students.  |   | x |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |   | x |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  |  x |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |   |   |  x |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers.  |  |  |  x |
|  |  Be able to follow current national and international development about preschool education field. | x |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |   | x |   |
|  | Be able to have knowledge and information about the management in preschool education institutions |   |   | x |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics.  |  |   | x |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning.  | x |   |   |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |   |  x |   |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features.  |  |  | x |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | x |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period.  | x |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | x |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | x |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment.  |  |  | x |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | x |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | x |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | x |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):**

**Signature**:

 **Date:**