

## CHILD ABUSE AND SPORTS

<b>1</b>	Course Title:	CHILD ABUSE AND SPORTS
<b>2</b>	Course Code:	GK030
<b>3</b>	Type of Course:	Optional
<b>4</b>	Level of Course:	First Cycle
<b>5</b>	Year of Study:	2
<b>6</b>	Semester:	3
<b>7</b>	ECTS Credits Allocated:	3.00
<b>8</b>	Theoretical (hour/week):	2.00
<b>9</b>	Practice (hour/week):	0.00
<b>10</b>	Laboratory (hour/week):	0
<b>11</b>	Prerequisites:	None
<b>12</b>	Language:	Turkish
<b>13</b>	Mode of Delivery:	Face to face
<b>14</b>	Course Coordinator:	Dr. Öğr. Üyesi OKAN GÜLTEKİN
<b>15</b>	Course Lecturers:	
<b>16</b>	Contact information of the Course Coordinator:	otekin@uludag.edu.tr
<b>17</b>	Website:	
<b>18</b>	Objective of the Course:	<p>The increase in the welfare level of a country is directly proportional to the education it gives to its children and its sensitivity to their rights. If children's rights are violated and they are mistreated in a society, it can be said that that country has a backward culture. Civilized societies, which attach great importance to human rights, attach particular importance to the rights of the child as a creature in need of protection. Because the child is a part of the society and it is the duty of every civilized society to regulate his place in the family and society with the rules of law. Children's rights are a part of human rights and the reason why they are also referred to as "children's rights" is not that children have special rights and privileges, but that they may have unique needs due to their developmental characteristics. Children's rights are the rights that arise both from their being human and from their need for care, upbringing and protection. Child rights education is an education that should be given to children from an early age. Children's rights need to be taught to both adults and children. Children's rights education should be started early due to reasons such as the increase in child neglect and abuse cases, the need to adapt to changing life conditions and advancing technology, and the increase in society's expectations from children with the increase in education level.</p>
<b>19</b>	Contribution of the Course to Professional Development:	Ensuring that teacher candidates approach their students with the awareness of child abuse and raising awareness on this issue
<b>20</b>	Learning Outcomes:	
	<b>1</b>	Students know and define the basic concepts of child abuse and neglect.
	<b>2</b>	Knows the concept of child and childhood
	<b>3</b>	Learns the content of the Universal Children's Rights Convention.
	<b>4</b>	Knows the laws that protect children's rights in our country.
	<b>5</b>	knows the way to follow when faced with abuse and her legal obligations

	6	Explain the methodological approaches related to child abuse and neglect.
	7	Knows child exploitation, pornography and deception of children
	8	Knows the Dimensions of Child Abuse in Sports
	9	Defines and knows child abuse protection programs in sports.
	10	teacher awareness, coaches awareness and Knows and defines the issues of telling children about abuse
<b>21</b>	Course Content:	
	<b>Course Content:</b>	
Week	Theoretical	Practice
1	History of Child Abuse	
2	Parenting Styles and Child Abuse in terms of Psychohistory	
3	6 Phases of Childrearing Styles Throughout History	
4	Intergenerational Transfer of Childrearing Styles	
5	Child and childhood concept	
6	Children's Rights in Ancient Legal Systems, Development of Children's Rights in Modern Law	
7	Geneva Declaration of the Rights of the Child, United Nations Declaration of the Rights of the Child, Turkish Declaration of the Rights of the Child	
8	Child in Turkish Legal System, Child in European Legal System	
9	abuse and its Types	
10	Classification of Child Abuse and Neglect	
11	Child abuse in sports	
12	Classification of child abuse in sports	
13	Behaviors of coaches and teachers falling into abuse class	
14	Exploitation programs of different Countries	
<b>22</b>	Textbooks, References and/or Other Materials:	<ol style="list-style-type: none"> <li>1. Aldrich K (1965) Evlatlık usul ve sakıncaları. Abotempo 3: 14-16</li> <li>2. DeMause L. Childhood and cultural evolution. J Psychohistory 1999;26(3):642-723.</li> <li>3. DeMause L. On writing childhood history. J Psychohistory 1988;16:135-71.</li> <li>4. DeMause L. The evolution of the psche and society. The Emotional Life of Nations. New York: Institute of Psychohistory; 2002. p.381- 432</li> <li>5. DeMause L. The history of child abuse. J Psychohistory 1996;25(3):216-36.</li> <li>6. DeMause L. The history of child abuse. J Psychohistory 1998;25:216-36.</li> <li>7. DeMause L. The history of child assault. J Psychohistory 1990;18:1-29.</li> <li>8. DeMause L. The psychogenic theory of history. J Psychohistory 1997;25:112-83.</li> <li>9. Akbaş, E. ve Atasü Topçuoğlu, R. (2009). "Modern Çocukluk Paradigmasının Oluşumu-Eleştirel Bir Değerlendirme", Toplum ve Sosyal Hizmet, 20(1): 95 103.</li> <li>10. Akyüz, E. (2013). Çocuk hukuku. Ankara: Pegem</li> </ol>

Akademi

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19. Forder, C. (2007), 'Child protection in accordance with human rights and children's rights', in: Meuwese, S. et al. (eds.), 100 years of child protection, Nijmegen, Wolf Legal Publishers.
20. FRA and CoE (2014), Handbook on European data protection law, Luxembourg, Publications Office.
21. GanderM. J. Ve H. W. Gardiner(2010). "Çocuk ve Ergen Gelişimi", Yayına Haz.: Bekir Onur, : İmge Kitapevi Ankara.
22. Hughes, K. (2012), 'The child's right to privacy and Article 8 European Convention on Human Rights', in: Freeman, M. (ed.), Current Legal Issues: Law and Childhood Studies, Vol. 14, pp. 456–486.
23. Koçyiğit, S., Tuğluk, M.N. ve Kök, M. (2007). "Çocuğun gelişim sürecinde eğitsel bir etkinlik olarak oyun", Kazım Karabekir Eğitim Fakültesi Dergisi, 16:324-342.
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<b>ÖK9</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>ÖK10</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>LO: Learning Objectives    PQ: Program Qualifications</b>																
<b>Contribution Level:</b>	<b>1 very low</b>			<b>2 low</b>			<b>3 Medium</b>			<b>4 High</b>			<b>5 Very High</b>			