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| ***PART 1: GRADUATE SURVEY*** | |
| 1. **Your name and your surname:** |  |
| 1. **Ph1 number:** |  |
| 1. **E-mail address:** |  |
| 1. **Your graduation year:** |  |
| 1. **Your post-graduation work experience:** | Organisation:  Position:  Date range: |
| 1. **If the place you work in a healthcare institution in the first two years following your graduation:** | ( ) Provides 1st Level (public health, family health centers, etc.) health services  ( ) Secondary level (education and research hospitals, university hospitals, etc.) provides health services  ( ) 3rd Level (rehabilitation hospitals) provide health services |
| 1. **Were you able to find a job within the first year after graduation?** | ( ) Yes  ( ) No |
| 1. **Have you worked in a field other than public or private healthcare institutions in the first two years following your graduation?** | ( ) If yes, please specify.................  ( ) No |
| 1. **Have you worked in an institution serving international patients in the first two years following your graduation?** | ( ) Yes  ( ) No |
| 1. **Did you conduct scientific research in the first two years following your graduation?** | ( ) Yes  ( ) No |
| 1. **Certified training/s you received after your graduation** | Certificate Name:  Institution providing training:  Year: |
| 1. **Have you taken or are you continuing your post-graduation master's degree?** | ( ) If yes  University: Institute: Registration Year: Graduation Year:  ( ) No |
| 1. **Have you received or are you continuing your doctoral studies after graduation?** | ( ) If yes  University: Institute: Registration Year: Graduation Year:  ( ) No |
| 1. **Please indicate if you have made innovative applications in the field you work in after your graduation (patent, research award, etc.):** |  |
| 1. **Did you participate in any scientific activity (congress, symposium, event, etc.) after your graduation?** | ( ) If yes, fill in the table;  ( ) No   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Scientific Activity Name** | **Year** | **Participation Method** | | | |  | | **By declaration** | **Listener** | **Panelist/Speaker** | |  |  |  |  |  | |  |  |  |  |  | |
| 1. **Have you become a member of domestic or international professional organizations after your graduation?** | ( ) Yes  ( ) No |
| 1. **Please indicate the points that you are satisfied with about your undergraduate education (you think that it is a good thing that emphasis was given to these subjects in my education).** |  |
| 1. **What are the subjects and activities that you felt were missing during your undergraduate education and that you recommend should be included?** |  |

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| ***CHAPTER 2: NURSING EDUCATION OBJECTIVES--*** ***The goals of the nursing education program are to ensure that nursing students acquire the knowledge, skills and behaviors they need to acquire by the time they graduate from the program. Considering our graduates, please tick the appropriate box to indicate whether the program objectives have been achieved.***  ***5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree*** | | | | | |
|  | 5 | 4 | 3 | 2 | 1 |
| Do you think our graduates follow scientific developments? |  |  |  |  |  |
| Do you think our graduates have critical thinking skills? |  |  |  |  |  |
| Do you think our graduates communicate effectively? |  |  |  |  |  |
| Do you think our graduates are open to innovations? |  |  |  |  |  |
| Do you think our graduates are effective in care, education, management and research from their nursing roles? |  |  |  |  |  |
| Do you think that our graduates can take responsibility in protecting, improving and treating the health of individuals, families and society? |  |  |  |  |  |
| Do you think our graduates continue their personal development in their professional lives? |  |  |  |  |  |

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|  | **CALIFORNIA CRITICAL THINKING DISPOSITION (CCTDI) SCALE** | **I totally disagree** | **I do not agree** | **I partially disagree** | **I partially agree** | **I agree** | **I totally agree** |
|  | 1. It would be great to study new things my whole life | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 2. It bothers me when people rely on weak ideas to defend a good idea. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 3. I always focus on the question before attempting to answer. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 4. I take pride in being able to think with great clarity. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 5. If there are four opinions in favor and 1 against, I agree with the four opinions in favor. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 6. Many college courses are uninteresting and not worth taking. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 7. Exams that require thinking and not just memorization are better for me. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 8. Other people appreciate my intellectual curiosity and investigative personality. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 9. I act like I'm logical, but I'm not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 10. It is easy for me to organize my thoughts. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 11. Every1, including me, argues for their own benefit. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 12. It is important for me to keep careful records of my personal expenses. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 13. When faced with a big decision, I first gather all the information I can. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 14. Because I make decisions according to the rules, my friends consult me to make decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 15. Being open-minded means not knowing what is right or not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 16. It is important for me to understand what other people think about various issues. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 17. I must have grounds for everything I believe. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 18. Reading is something I avoid whenever possible. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 19. People say I make decisions too hastily. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 20. Compulsory courses at university are a waste of time. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 21. It's panic time for me when I have to deal with something really complicated. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 22. Foreigners should study our culture instead of constantly trying to understand their own culture. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 22. Foreigners should study our culture instead of constantly trying to understand their own culture. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 23. People think I stall making decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 24. People need reasons if they are going to disagree with some1 else's opinion. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 25. It is impossible for me to be impartial when discussing my own ideas. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 26. I take pride in coming up with creative options. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 27. I believe what I want to believe. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 28. It's not that important to keep trying to solve difficult problems. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 29. Others appeal to me for the determination of reasonable standards in the application of decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 30. I am willing to learn challenging things. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 31. It makes a lot of sense to try to understand what strangers are thinking. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 32. My curiosity is 1 of my greatest strengths. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 33. I look for facts that support my views, not those that do not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 34. Trying to solve complex problems is fun. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 35. I am admired for my ability to understand the thoughts of others. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 36. Similes and analogies are only as useful as boats on the highway. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 37. You might describe me as logical. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 38. I really enjoy trying to understand how everything works. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. When things get difficult, others want me to keep working on the problem. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Getting a clear idea of the problem at hand is the first priority. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. My opinion on controversial issues often depends on the last person I talked to. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. I am eager to learn more, no matter what the subject is about. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. The best way to solve problems is to ask some1 else for the answer. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. I am known for my organized approach to complex problems. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Being open-minded to different worldviews is less important than people think. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Learn everything you can, you never know when it might come in handy. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. Everything is as it seems. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. Other people leave it up to me to decide when to resolve the problem. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. I know what I'm thinking, so why would I pretend to be weighing options? | | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. Others put forward their own ideas, but I don't need to hear them. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 51. I am good at developing organized plans for solving complex problems. | | 1 | 2 | 3 | 4 | 5 | 6 |

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| **LIFELONG LEARNING TENDENCIES SCALE** | **I strongly disagree** | **I do not agree** | **I'm undecided** | **I agree** | **Absolutely I agree** |
| 1. I determine learning goals appropriate to my own competencies |  |  |  |  |  |
| 2. I prepare the necessary resources for learning in advance |  |  |  |  |  |
| 3. I believe in using learning strategies appropriate to the learning subject. |  |  |  |  |  |
| 4. I make a study plan to make good use of my time during the learning process. |  |  |  |  |  |
| 5. I am confident that I can learn when I encounter new information. |  |  |  |  |  |
| 6. I prefer to motivate myself in the learning process. |  |  |  |  |  |
| 7. Even if learning topics are difficult, I do not give up trying to learn. |  |  |  |  |  |
| 8. I enjoy learning new things |  |  |  |  |  |
| 9. I do not hesitate to ask for help when I need it during the learning process. |  |  |  |  |  |
| 10. I believe that it is my responsibility to learn a subject. |  |  |  |  |  |
| 11. I think that learning new things helps me improve myself. |  |  |  |  |  |
| 12. I think the internet allows me to get to know different cultures. |  |  |  |  |  |
| 13. I would like to receive training in knowledge and skills in different fields necessary for my personal or professional development. |  |  |  |  |  |
| 14. I need continuous learning to renew my knowledge due to rapid changes in information and technologies. |  |  |  |  |  |
| 15. I make an effort to solve the problems I may encounter in my job. |  |  |  |  |  |
| 16. I look for ways to get education to overcome my professional deficiencies. |  |  |  |  |  |
| 17. I attach importance to advancement in my professional career. |  |  |  |  |  |

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| **COMMUNICATION SKILLS SCALE FOR HEALTHCARE WORKERS (HP-CSS-TR)** | **almost never** | **Sometimes** | **Sometimes** | **Mostly** | **Very stylish** | **almost always** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| 1. I respect patients' right to express themselves freely. |  |  |  |  |  |  |
| 2. I try to learn about my patients' feelings. |  |  |  |  |  |  |
| 3. I respect patients' decision-making rights and freedoms. |  |  |  |  |  |  |
| 4. While the patient is talking, I show that I am interested in him/her with body movements (nodding, eye contact, smiling...). |  |  |  |  |  |  |
| 5. I inform patients about issues they are concerned about (as long as they fall within my professional competence). |  |  |  |  |  |  |
| 6. I listen to patients without prejudice, regardless of their physical appearance, personal characteristics, or expression styles. |  |  |  |  |  |  |
| 7. I clearly express my opinions and wishes to patients. |  |  |  |  |  |  |
| 8. While giving information to patients, I remain silent at times to allow patients to fully understand what I am saying. |  |  |  |  |  |  |
| 9. I use understandable language when giving information to patients. |  |  |  |  |  |  |
| 10. When the patient does something that does not seem right, I express to the patient that I disagree with him or her and that I am uncomfortable with it. |  |  |  |  |  |  |
| 11. I take time to listen to patients and understand their needs. |  |  |  |  |  |  |
| 12. I try to understand my patients' feelings. |  |  |  |  |  |  |
| 13. I express my opinions clearly and precisely when interacting with patients. |  |  |  |  |  |  |
| 14. I believe that patients have the right to receive health-related information. |  |  |  |  |  |  |
| 15. I think I respect the needs of patients. |  |  |  |  |  |  |
| 16. I find it difficult to make requests from patients. |  |  |  |  |  |  |
| 17. I make sure that patients fully understand the information given. |  |  |  |  |  |  |
| 18. I find it difficult to ask questions to get information from patients. |  |  |  |  |  |  |