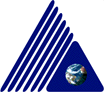
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**T.C. YEDITEPE UNIVERSITY**

**FACULTY OF**

**HEALTH SCIENCES**

**NURSING DEPARTMENT**

**PROGRAM INFORMATION PACKET**

**(ENGLISH)**

**May 9, 2022**

**FACULTY OF HEALTH SCIENCES NURSING DEPARTMENT (UNDERGRADUATE) PROGRAM INFORMATION PACKET**

**PROGRAM DIRECTOR AND ECTS COORDINATOR**

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**GENERAL DESCRIPTION**

The Nursing Undergraduate Program began to give an education in 2008. Beside Undergraduate Program, also Master Program has been available. The Department of Nursing at Yeditepe University Faculty of Health Sciences is the only one Nursing Department which gives an education in English in our country and in addition to the fundamental courses, the undergraduate degree program has some courses such as Community Awareness, Critical Thinking, Methods of Article Critics, Humanities and Research Methodology, which aim to improve of students’ entellectual abilities. The curriculum of undergraduate program is structured to allow students from within the faculty (Physiotherapy and Rehabilitation, Nutrition and Dietetics) and without the faculty (Sociology, Psychology, Theatre and Guidance and Psychological Counseling) to pursue double major programs and also minor programs with the proper departments of the university.

**Program Objectives**

1. He/she grows up as a nurse who has scientific perspective, critical thinking and communication skills, is open to innovations, and is qualified in health care at national and international level.

2. Gains competence in nursing care, education, management and research.

3. With the awareness of professionalism, he/she can take responsibility for the protection, development, treatment and rehabilitation of the health of the individual, family and society, and can work in any environment where people and health institutions of all levels live.

4. Continuing his/her professional and personal development in accordance with the principle of lifelong learning.

**Goals:**

The Nursing Department’s goal is to maintain the nursing education at universal standards, while meeting the needs of the society for ever-changing and evolving nursing services. The department aims for raising nurses who are open to innovation, scientific improvement and competition; leaders of development of nursing in care, education, research, management and leadership with respect to universal human rights and values, who holds scientific research knowledge and skills, who have autonomy, accountable, confident in national and international professional standards, and who are productive and content individuals.

**PROGRAMME LEARNING OUTCOMES**

1. Gains theoretical and practical basic knowledge, skills and attitudes in nursing.

2. Meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process.

3. Takes an active role in the health care delivery team.

4. Performs professional practices in line with nursing values, ethical principles and relevant legislation.

5. Follows scientific developments in the field by using at least one foreign language effectively.

6. Gains the ability to communicate effectively, write reports and make presentations.

7. Gains the awareness of the necessity of lifelong learning.

8. Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research.

9. Uses critical thinking and clinical decision making skills in professional practice.

10. Develops awareness of sensitivity to social and professional problems.

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| **YEDİTEPE UNIVERSITY**  **FACULTY OF HEALTH SCIENCE DEPARTMENT OF NURSING COURSE PROGRAM** | | | | | | | | |
| **Date:** | | | | | | | | **09.05.2022** |
| FIRST SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 103 | Health Psychology and Interpersonal Relationship |  | 3 | 0 | 0 | 3 | 5 |
| FHS | 121 | Anatomy I |  | 2 | 0 | 2 | 3 | 4 |
| FHS | 131 | Physiology I |  | 3 | 0 | 0 | 3 | 4 |
| HUM | 103 | Humanities |  | 2 | 0 | 0 | 2 | 3 |
| NHS | 101 | Introduction to Nursing |  | 3 | 2 | 0 | 4 | 4 |
| NUT | 109 | Principles and Application of Nutrition I |  | 2 | 0 | 2 | 3 | 5 |
| XXX | XXX | Free Elective I |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 18 | 2 | 4 | 21 | 30 |
| SECOND SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 132 | Microbiology |  | 3 | 0 | 0 | 3 | 4 |
| FHS | 104 | Anatomy II |  | 2 | 0 | 2 | 3 | 4 |
| FHS | 122 | Physiology II |  | 2 | 0 | 2 | 3 | 4 |
| NHS | 102 | Fundamentals of Nursing I |  | 4 | 0 | 6 | 7 | 8 |
| XXX | XXX | Area Elective I |  | 2 | 4 | 0 | 4 | 5 |
| XXX | XXX | Free Elective II |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 16 | 4 | 10 | 23 | 30 |
| THIRD SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 206 | Biochemistry |  | 3 | 0 | 0 | 3 | 3 |
| FHS | 202 | Principles of Pharmacology |  | 2 | 0 | 0 | 2 | 3 |
| NHS | 201 | Fundamentals of Nursing II | NHS 102 | 4 | 8 | 0 | 8 | 10 |
| NHS | 208 | Education in Nursing |  | 2 | 2 | 0 | 3 | 7 |
| TKL | 201 | Turkish Language I |  | 2 | 0 | 0 | 2 | 2 |
| XXX | XXX | Free Elective III |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 16 | 10 | 0 | 21 | 30 |
| FOURTH SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 202 | Medical Nursing | NHS 102 | 4 | 8 | 0 | 8 | 10 |
| NHS | 204 | Surgical Nursing | NHS 102 | 4 | 8 | 0 | 8 | 10 |
| FHS | 102 | Pathology |  | 2 | 0 | 0 | 2 | 3 |
| TKL | 202 | Turkish Language II |  | 2 | 0 | 0 | 2 | 2 |
| XXX | XXX | Free Elective IV |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 15 | 16 | 0 | 23 | 30 |
| FİFTH SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 301 | Research Methodology in Health Sciences |  | 2 | 0 | 0 | 2 | 3 |
| HTR | 301 | History of Turkish Revolution I |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 301 | Pediatric Nursing | NHS 102 | 4 | 8 | 0 | 8 | 11 |
| NHS | 303 | Women Health Nursing | NHS 102 | 4 | 8 | 0 | 8 | 11 |
| XXX | XXX | Area Elective II |  | 2 | 0 | 0 | 2 | 3 |
|  | | Toplam |  | 14 | 16 | 0 | 22 | 30 |
| SİXTH SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 312 | Biostatistics |  | 2 | 0 | 0 | 2 | 4 |
| HTR | 302 | History of Turkish Revolution II |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 302 | Psychiatric-Mental Health Nursing | NHS 102 | 4 | 8 | 0 | 8 | 11 |
| NHS | 306 | Ethics in Nursing |  | 2 | 0 | 0 | 2 | 3 |
| XXX | XXX | Area Elective III |  | 2 | 4 | 0 | 4 | 5 |
| XXX | XXX | Area Elective IV |  | 2 | 0 | 2 | 3 | 5 |
|  | | Toplam | | 14 | 12 | 2 | 21 | 30 |
| SEVENTH SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 401 | Public Health Nursing | NHS 102 | 4 | 8 | 0 | 8 | 10 |
| NHS | 403 | Leadership and Management in Nursing | NHS 102 | 3 | 4 | 0 | 5 | 6 |
| NHS | 409 | Planning Dissertation Study |  | 2 | 0 | 2 | 3 | 3 |
| NHS | 405 | Nursing Summer Practice\* |  | 0 | 8 | 0 | 4 | 6 |
| XXX | XXX | Free Elective Course V |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 12 | 20 | 2 | 23 | 30 |
| EIGHTH SEMSTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 402 | Clinical Study |  | 2 | 24 | 0 | 14 | 16 |
| NHS | 410 | Implementing Dissertation Study |  | 2 | 0 | 2 | 3 | 4 |
| XXX | XXX | Area Elective V |  | 3 | 0 | 0 | 3 | 5 |
| XXX | XXX | Free Elective Course VI |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 10 | 24 | 2 | 23 | 30 |

\*This course is conducted in 21 working days.

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| **TOTAL** | **Total Number of Subjects** | **Total Theory Hours** | **Total Application**  **Hours**  **(A)** | **Total Lab Hours**  **(L)** | **Credits**  **(Y)** | **ECTS**  **(E)** |
| 44 | 115 | 104 | 20 | 177 | 240 |

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| **Area Elective Courses** | | | | | | | |
| **Code** | **Name** | **T** | **A** | **L** | **Y** | **E** | **SEMESTER** |
| NHS104 | Community Awareness | 2 | 4 | 0 | **4** | **5** | 2 |
| NHS310 | Emergency Care Nursing | 2 | 0 | 2 | **3** | **5** | 6 |
| NHS305 | Geriatric Nursing | 2 | 4 | 0 | **4** | **5** | 6 |
| NHS357 | Intensive Care Nursing | 2 | 0 | 0 | **2** | **3** | 5 |
| FHS404 | Methods of Article Critics in Health Sciences | 3 | 0 | 0 | **3** | **5** | 8 |

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| **Free Elective Courses** | | | | | | | |
| **Code** | **Name** | **T** | **A** | **L** | **Y** | **E** | **SEMESTER** |
| NHS355 | Health Promotion | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS358 | Health Policies | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS352 | Occupational Health Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS356 | Forensic Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS354 | Home Care Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS351 | Health Tourism and Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS353 | Sexual Health | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS304 | First Aid | 3 | 0 | 0 | 3 | 5 | Both Semesters |
| FHS212 | Critical Thinking Strategies | 3 | 0 | 0 | 3 | 5 | Both Semesters |
| NHS359 | Infection Control Nursing | 3 | 0 | 0 | 3 | **5** | Fall |
| NHS360 | Perioperative Nursing | 3 | 0 | 0 | 3 | **5** | Fall |
| NHS361 | Oncology Nursing | 3 | 0 | 0 | 3 | **5** | Fall |
| NHS362 | Innovation in Nursing | 3 | 0 | 0 | 3 | **5** | Spring |
| NHS363 | Communication in Patient Care | 3 | 0 | 0 | 3 | **5** | Spring |
| NHS364 | Nursing Informatics | 3 | 0 | 0 | 3 | **5** | Fall |

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| **THE MATRIX FOR COURSE AND PROGRAM LEARNING OUTCOMES** | | | | | | | | | | |
| **COURSES** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| Anatomy I-II | 5 | 5 | 3 | 2 | 2 | 4 | 4 | 1 | 3 | 1 |
| Physiology  I-II | 5 | 5 | 3 | 2 | 2 | 4 | 4 | 1 | 3 | 1 |
| Microbiology | 5 | 5 | 5 | 2 | 2 | 4 | 4 | 3 | 3 | 1 |
| Biochemistry | 5 | 5 | 2 | 1 | 2 | 4 | 1 | 3 | 1 | 1 |
| Pathology | 5 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 2 | 1 |
| Principles of Pharmacology | 5 | 5 | 5 | 2 | 2 | 4 | 4 | 3 | 3 | 1 |
| Principles Application of Nutrition-I | 4 | 4 | 4 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| Fundamentals of Nursing I | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 |
| Fundamentals of Nursing II | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Education in Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 3 | 5 | 3 | 5 |
| Medical Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 |
| Surgical Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Pediatric Nursing | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 4 |
| Women Health Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mental Health Nursing | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 3 |
| Public Health Nursing | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 5 |
| Leadership and Management in Nursing | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 |
| Introduction to Nursing | 5 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 4 |
| Health Psychology and Interpersonal Relationship | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 3 | 5 | 4 |
| Ethics in Nursing | 2 | 3 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 5 |
| Research Methodology in Health Sciences | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 1 |
| Biostatistics | 5 | 5 | 3 | 1 | 1 | 1 | 1 | 5 | 1 | 1 |
| Planning Dissertation Study | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 |
| Implementing Dissertation Study | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 |
| Clinical Study | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| Turkish Language I-II |  |  |  |  |  |  |  |  |  |  |
| History of Turkish Republic I-II |  |  |  |  |  |  |  |  |  |  |
| Humanities |  |  |  |  |  |  |  |  |  |  |
| Nursing Summer Practice | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 3 |
| **AREA ELECTIVE COURSES** |  | | | | | | | | | |
| Intensive Care Nursing | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Emergency Care Nursing | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 5 | 3 |
| Community Awareness | 3 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Methods of Article Critics in Heath Sciences | 2 | 2 | 2 | 2 | 2 | 5 | 5 | 5 | 5 | 3 |
| Geriatric Nursing | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 4 |
| **FREE ELECTIVE COURSES** |  | | | | | | | | | |
| Home Care Nursing | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Health Promotion | 3 | 3 | 2 | 4 | 3 | 5 | 3 | 2 | 4 | 5 |
| Health Tourism and Nursing | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 |
| Occupational Health Nursing | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Sexual Health | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 5 |
| Health Policies | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Forensic Nursing | 2 | 3 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 5 |
| First Aid | 5 | 5 | 5 | 4 | 3 | 1 | 3 | 1 | 1 | 1 |
| Critical Thinking Strategies | 5 | 5 | 5 | 2 | 2 | 4 | 4 | 4 | 5 | 2 |
| Infection Control Nursing | 4 | 4 | 5 | 2 | 4 | 2 | 5 | 4 | 5 | 5 |
| Perioperative Nursing | 4 | 4 | 5 | 5 | 5 | 3 | 4 | 3 | 4 | 4 |
| Oncology Nursing | 4 | 5 | 5 | 3 | 4 | 2 | 4 | 4 | 5 | 5 |
| Innovative Nursing | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 |
| Academic English | 5 | 5 | 5 | 3 | 5 | 5 | 3 | 2 | 4 | 3 |
| Nursing Informatics | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 3 |

**Contribution level :**    1) Very low     (2)  Low     (3)  Medium    (4) High   (5) Very high

**Level of Qualification:** This department has 240 ECTS – credit and four- year first stage academic education system.

Graduates earn the **"nurse"**title having a bachelor degree following a successful completion of 4 years of education.

**Admission Requirements:**

Students who wish to enroll in the department must complete the exams determined by The Central Election System for Higher Education within the framework of the academic and legal regulations of the university. Numerical score (maths primarily) type is accepted to this program. A student who has started to study in an equivalent program in Turkey or abroad may apply for transfer of credits. The students enrollment is determined by an examination fo their previous credits before the beginning of the semester applied, taking into consideration the conditions of each student and the degree to which they were admitted. Further information about university enrollment is available in the university’s Corporate Promotion Catalog.

International students who have been approved by the University within the scope of an exchange program can take the courses provided in English. They can register for any Turkish courses in the Course Plan in condition of provision of Turkish language proficiency.

**Employment Opportunities of Graduates**

Graduates have the various opportunity to work at different areas such as public or private health care institutions, rehabilitation centers, outpatient diagnosis and treatment centers, centers providing education and counseling (universities, provincial health directorates, health education companies, health ministry), home care service providers, emergency health services, and non-governmental organizations, elderly-children- disabled care centres.

The program is the only nursing program in English in Turkey which creates international career opportunities.

Students who meet the minimum grade requirements have a chance to get a second diploma.Our department provides “the double major and minor degree agreements” with the Department of Physical Therapy and Rehabilitation, Nutrition and Dietetics, Sociology, Psychology and Psychological Counseling and Guidance.

**Graduation Requirements:**

There is no special end-of-term exam or a final exam after successfully completion of the program. However, there are usually two-weeks of term exams at the end of each semester. The practical trainings are conducted in various health settings and institutions along with hospitals, such as community health centers, schools, elderly care homes, workplaces etc.

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| **Course Categories** | **ECTS** |
| **Fundamentals of Health Sciences Courses** |  |
| Anatomy I | 4 |
| Physiology I | 4 |
| Health Psychology and Interpersonal Relationships | 5 |
| Biochemistry | 3 |
| Physiology II | 4 |
| Microbiology | 4 |
| Anatomy II | 4 |
| Pathology | 3 |
| Principles of Pharmacology | 3 |
| Principles and Applications of Nutrition-I | 5 |
| Biostatistics | 4 |
| Ethics in Nursing | 3 |
| Research Methodology in Health Sciences | 3 |
| **Total** | **49** |
| **Professional Field Courses** |  |
| Introduction to Nursing | 4 |
| Fundamentals of Nursing I | 8 |
| Fundamentals of Nursing II | 10 |
| Medical Nursing | 10 |
| Surgical Nursing | 10 |
| Education in Nursing | 7 |
| Pediatric Nursing | 11 |
| Women Health Nursing | 11 |
| Psychiatric Mental Health Nursing | 11 |
| Emergency Care Nursing | 5 |
| Public Health Nursing | 10 |
| Leadership and Management in Nursing | 6 |
| Planning Dissertation Study | 5 |
| Implementing Dissertation Study | 4 |
| Clinical Study | 16 |
| Nursing Summber Practice | 4 |
| Area Elective Course-I | 5 |
| Area Elective Course-II | 3 |
| Area Elective Course-III | 5 |
| Area Elective Course-IV | 5 |
| Area Elective Course-V | 5 |
| **Free Elective Courses** |  |
| Elective Course -I | 5 |
| Elective Course -II | 5 |
| Elective Course -III | 5 |
| Elective Course -IV | 5 |
| Elective Course -V | 5 |
| Elective Course -VI | 5 |
| Elective Course – VII | 5 |
| Elective Course – VIII | 5 |
| **Total** | **180** |
| **Humanities, Communicative and Administrative Courses** |  |
| History of Turkısh Revolution I | 2 |
| History of Turkısh Revolution II | 2 |
| Turkish Language I | 2 |
| Turkish Language II | 2 |
| Humanities | 3 |
| **Total** | **11** |
| **Total ECTS of all Courses** | **240** |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Health Psychology and Interpersonal Relationships | FHS103 | 1 | 3+0 | 3 | 5 |

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| **Prerequisites** | None |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Işıl Işık |
| **Instructors** | Assist. Prof. Işıl Işık |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide the necessary knowledge and skills on health psychology and interpersonal relationships. |
| **Content** | The course includes lectures on communication concept, types of communication, and communication process, effecting factors on communication, behaviours on communication, self-concept, self esteem, body image, nonverbal asstertiveness, empathy, ı language and feedback on communication, hope- hopelesness and anger management, conflict management and the approach to the principle of patients in special situations. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To demonstrate an understanding of communication concept, types of communication, and communication process, effecting factors on communication | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| Be aware of the impact on the behaviours on communication | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To define the self-concept, self esteem and body image | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To discuss the importancy of nonverbal asstertiveness | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To define the importancy of empathy, ı language and feedback on communication | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To tell the importancy of hope- hopelesness and anger management | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To make conflict management | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |
| To sort the approach to the principle of patients in special situations | 1,2,3,6,7 | 1,2,3,9,10,11,14,24,25,26,31,32,33 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Sharing the course objectives and expectations  Psychology and Intoruction to Health Psychology | Related literature |
| **2** | Health Psychology  Psychological Well-being  Basic Concepts in Health Psychology: Health, Illness, Stress | Related literature |
| **3** | Interpersonal Communication: definitions, types of communication, the communication process | Related literature |
| **4** | Interpersonal Behavior: Passive, Aggressive, Assertive | Related literature |
| **5** | Self-concept, Self-Esteem and Body Image | Related literature |
| **6** | Nonverbal Assertiveness Skills  I language  Emphaty | Related literature |
| **7** | Mid-term exam | Related literature |
| **8** | Feedback, Critical Thinking | Related literature |
| **9** | Active listening, asking | Related literature |
| **10** | Hope- hopelesness | Related literature |
| **11** | Anger Management Conflict management | Related literature |
| **12** | Problem Solving | Related literature |
| **13** | Group Presentations | Related literature |
| **14** | Group Presentations | Related literature |
| **15** | Course Evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | * Arnold E, Boggs KU (1999). Interpersonal Relationships: Professional Communication Skills for Nurses. 3 rd ed, W.B Saunders Company, Philadelphia. * Bebe SA, Bebe SJ, Redmond MV. (1999). Interpersonal Communication: Relating to the Others. 2 nd ed, Allyn and Bacon, Boston. * Cüceloğlu D. (2008). İnsan ve Davranışı: Psikolojinin Temel Kavramları. 17. basım, Remzi Kitapevi, İstanbul. * Cüceloğlu D. (2003). Keşke’siz Bir Yaşam İçin İletişim Donanımları. 15. basım, Remzi Kitapevi, İstanbul. * DeFleur ML, Kearney P, Plax TG. (1998). Fundamentals of Human Communication. Mayfield Publishing Company, London. * Devito JA. (2007). The Interpersonal Communication. 11th ed, Pearson Education Inc, Boston, 2007. * Lumsden G, Lumsden D. (2003). Communicating with Credibility and Confidence. 2 nd ed, Thomson Wadsworth, Belmont. * McKay M, Davis M, Fanning P. (2006). İletişim Becerileri. Çev. Ö Gelbak, HYB Yayıncılık, Ankara. * Norton BA. (1986). Skills for Professional Nursing Practice: Communication, Clinical Appraisal, and Clinical Techniques. Appleton-Century-Crofts, Norwalk. * Wood JT. (2004). Interpersonal Communication: Everyday Encounters. 4th ed, Thomson Wadsworth, Belmont. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe Ünıversity Coadsys Exam |
| **Assignments** |  |
| **Exams** | Midterm, Final, |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term/s | 1 | 30 |
| Group Presentation | 1 | 20 |
| Active Participation | 1 | 10 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 6 | 90 |
| Mid-term | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 47 (h)** |  |  | 4,96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anatomy I | FHS 121 | 1 | 2+2 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Dr. Öğr. Üyesi Aikaterini PANTELI |
| **Instructors** | Dr. Öğr. Üyesi Aikaterini PANTELI, Öğr. Gör. Edibe Bilişli |
| **Assistants** | Dr. Ahmet Saç |
| **Goals** | To describe the anatomy of the structures in the human body and to understand the tissue and organ systems in the human body anatomically. To learn the detailed structure of tissues and organs of all systems. To teach to look holistically and analytically, so that the student can solve the possible problems that he will encounter while applying his post-graduate professional practice scientifically and without errors. |
| **Content** | Human Body Anatomy. Cells, tissues and organs. Anatomy of the musculoskeletal system; bones, muscles and joints. Circulatory system, blood, heart and circulatory system anatomy. Lymphatic System anatomy, Respiratory system anatomy, upper and lower respiratory organs anatomy. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains human body anatomy at system, cell, tissue and organ level. | 1,2,3 | 1,2,3,4 | 1,2 |
| 2) Explain the anatomy of the musculoskeletal systems. | 1,2,3 | 1,2,3,4 | 1,2 |
| 3) Explain the anatomy of the circulatory system and circulatory organs. | 1,2,3 | 1,2,3,4 | 1,2 |
| 4) Explain the anatomy of the lymphatic system. | 1,2,3 | 1,2,3,4 | 1,2 |
| 5) Explain the anatomy of the respiratory system. | 1,2,3 | 1,2,3,4 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Human Body Anatomy and Anatomical Terminology | Related literature |
| 2 | Introduction to Skeletal System and Joints. Axial Skeleton: Skull, Spine, Chest bones | Related literature |
| 3 | Appendicular Skeleton: Upper and Lower Extremities and Joints | Related literature |
| 4 | Introduction to the Muscular System. Head, neck and trunk muscles. | Related literature |
| 5 | Upper and lower extremity muscles | Related literature |
| 6 | Practical lesson: Overview of the bones and muscles of the body | Related literature |
| 7 | Midterm | Related literature |
| 8 | Cardiovascular system: Introduction/ Overview of the lymphatic system | Related literature |
| 9 | Heart | Related literature |
| 10 | Major blood vessels of the heart and body | Related literature |
| 11 | Respiratory system presentation/ Upper respiratory tract | Related literature |
| 12 | Lower respiratory tract | Related literature |
| 13 | Practical lesson: Overview of the Cardiovascular and Respiratory system | Related literature |
| 14 | Final exam | Related literature |
| 15 | Overview | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Anatomy And Physiology in Health and Illness, Ross and Wilson  Fundamentals of Anatomy and Physiology for Nursing and Helathcare Students by Ian Peate and Muralitharan Nair  Atlas of Human Anatomy F. Netter |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Lecture Presentations |
| **Assignments** |  |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3,76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| COURSE INFORMATON | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Physiology I | FHS 131 | 1 | 3 + 0 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Doç. Dr. Burcu Gemici Başol |
| **Instructors** | Doç. Dr. Burcu Gemici Başol |
| **Assistants** |  |
| **Goals** | The aim of this course is to teach students about cells, tissues, systems and organisms, musculoskeletal system physiology, nervous system physiology, endocrine system physiology and the special senses. |
| **Content** | Parts of the organism (cell, tissue, organ, system) and interactions between these parts, relation of organism with environment, physical and chemical factors that provide development from the beginning of life. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explain the definitions of human physiology | 1,2,3,4 | 1,2,3 | 1,2 |
| 2) Explain the musculoskeletal system physiology | 1,2,3,4 | 1,2,3 | 1,2 |
| 3) Explain the nervousl system physiology | 1,2,3,4 | 1,2,3 | 1,2 |
| 4) Explain the endocrine system physiology | 1,2,3,4 | 1,2,3 | 1,2 |
| 5) Explain the special senses | 1,2,3,4 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction To Physiology | Related Literature |
| 2 | Cell Physiology | Related Literature |
| 3 | Cell Physiology | Related Literature |
| 4 | Muscle Physiology | Related Literature |
| 5 | Muscle Physiology | Related Literature |
| 6 | Cardiovascular Physiology | Related Literature |
| 7 | Midterm | Related Literature |
| 8 | Cardiovascular Physiology | Related Literature |
| 9 | Cardiovascular Physiology | Related Literature |
| 10 | Cardiovascular Physiology | Related Literature |
| 11 | Cardiovascular Physiology | Related Literature |
| 12 | Respiratory Physiology | Related Literature |
| 13 | Respiratory Physiology | Related Literature |
| 14 | Urinary System | Related Literature |
| 15 | Overview | Related Literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | ANATOMY AND PHYSIOLOGY IN HEALTH AND ILLNESS, ANNE WAUGH, ALLISON GRANT, 2008 |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Lecture Presentations |
| **Assignments** |  |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Mid-terms | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 109 |
| **Total Work Load / 25 (h)** |  |  | 4,36 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Introduction to Nursing | NHS101 | 1 | 3 + 2 | 4 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The aim of the course is to introduce the nursing profession to nursing students. |
| **Content** | The content of this course includes the definition of the nursing profession, the roles and responsibilities of nurses, nursing education, basic nursing concepts such as human, environment, disease, health, communication problems and ethics, patient rights in the world and in our country, and changing and developing nursing roles. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explains the nursing education process in Turkey | 1,2,5, 6,7,10 | 1,2,3,14,20,21 | 1,7,13 |
| Defines the roles of the nurse as a member of the healthcare team | 1,2,3,4,6 | 1,2,3,6,14,20,21,26 | 1,7,12,13,15 |
| Explain the basic concepts of nursing, such as human, nursing, health / illness, environment, communication, ethics | 1,2,4, | 1,2,3,21,26 | 1,7,12,13 |
| Discusses the professional roles of nurses and differentiated nursing roles | 1,2, 6,7 | 1,2,3,6,20,21,26 | 1,7,13,15,21 |
| Discusses the current situation of nursing in the world and in Turkey | 1,2,4,5,6 | 1,2,3,21,26 | 1,7,13 |
| Understands the necessity of nursing undergraduate education | 1,2,4,5,6 | 1,2,3,20,21 | 1,7,12 |
| Understands the basic competency criteria in nursing | 1,2,5,7 | 1,2,3,6,8,20,21 | 1,7,13,15 |
| Becomes aware of nursing practices in the world | 1,2,5,7 | 1,2,3,6,8,10,20,21 | 1,7,13,15 |
| Preparing interviews using communication skills | 1,5,6 | 3,6,8,20,26 | 13,15,21 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of department academic staff  Explanation of accreditation studies in our department  Explanation of Course Format  Explanation of individual assignments | Related literature |
| **2** | History of nursing care: from past to present  History of nursing education in Turkey  Distribution of individual assignments | Related literature |
| **3** | Basic nursing concepts: Human  Free work of students | Related literature |
| **4** | Basic nursing concepts: Environment  Basic nursing concepts: Health & Disease  Free work of students | Related literature |
| **5** | Basic nursing concept: NURSING CARE | Related literature |
| **6** | Basic nursing concepts: Communication  Basic nursing concepts: ETHICS | Related literature |
| **7** | Contemporary roles of nurses  Nursing theories |  |
| **8** | Midterm | Related literature |
| **9** | Evidence –based approach in Nursing  International Nursing Examples  Planning the Future/Career Building in Nursing | Related literature |
| **10** | Presentations and discussions | Related literature |
| **11** | Presentations and discussions | Related literature |
| **12** | Presentations and discussions | Related literature |
| **13** | Presentations and discussions | Related literature |
| **14** | Presentations and discussions | Related literature |
| **15** | Presentations and discussions  Course Evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Alfaro-LevFevre R. (2010) Applying Nursing Process a tool for crıtıcal thinking. Wolters Kluwer/Lipincott Williams&Wilkins, New York. 2. Arslan Özkan H.(2014) Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri, Akademi Basın ve Yayıncılık, İstanbul. 3. Bastable SB, Gramet P,Jacbs K,Sopczyk DL.(2011) Health Professional as Educator Principles of Teaching and Learning.Johns&Bartlett Learning LLC. 4. Burkhardt MA, Nathaniel AK.(2013) Çağdaş Hemşirelikte Etik.Çev Eds. Ş.Ecevit Alpar,N.Bahçecik, Ü.Karabacak, İstanbul Tıp Kitabevi, İstanbul. 5. Hemşirelik Esasları (2013) Eds.T.Atabek Aştı ve Ayişe Karadağ, Akademi basın Yayıncılık, İstanbul. 6. Hemşirelik Hizmetleri Yönetimi (2014) Eds.Ü.Tatar Baykal ve E.Ercan Türkmen. Akademi Basın Yayıncılık, İstanbul. 7. Kittrel Chitty K, Perry Black B, (2011) Professional Nursing Concepts&Challenges, sixth ed.Saunders Elsevier, Missouri. 8. Malloch K, Porter-O’Grady T. (2006) Introduction to Evidence-Based Practice İn Nursing and Health Care.Jones and Bartlett Publishers, Boston. 9. Pektekin Ç.(2013) Hemşirelik Felsefesi Kuramlar-Bakım Modelleri ve Politik Yaklaşımlar.İstanbul Tıp Kitabevi, İstanbul. 10. Louis.Rager Zuzelo P.(2010) The Clinical Nurse Specialist Handbook.2nd Ed. Jones and Bartlett Publishers, Boston. 11. Şentürk S. (2012) Hemşirelik Tarihi Nobel Tıp Kitabevi, İstanbul. 12. Velioğlu P.(2012) Hemşirelikte Kavram ve Kuramlar.Akademi Basın ve Yayıncılık,İstanbul. |
| **Additional Resources** | World Health Organization, Regional Office for Europe, Nursing and Midwifery Program. (2001). The European Union Standards for Nursing and Midwifery: Information for Accession Countries, Copenhagen, (Document EUR/00/5019308). |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University Yulearn, Google Classroom |
| **Assignments** | Interview, Presentation |
| **Exams** | Midterm, Assisgnment assessment, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 60 |
| Final EXAM | 1 | 40 |
| **Total** | 2 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Laboratory (Practice Hour) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 15 |
| Presentation | 1 | 2 | 2 |
| Midterm/s | 1 | 5 | 5 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 99 |
| **Total Work Load / 25 (h)** |  |  | 3,96 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Principles and Practices of Nutrition I | NUT 109 | 1 | 2+2 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lec. Gözde DUMLU BİLGİN |
| **Instructors** | Lec. Gözde DUMLU BİLGİN |
| **Assistants** |  |
| **Goals** | The aim of this course is to provide the student with the foundational principles of nutrition, including an introduction to nutrition science, food groups, and the food guide pyramid. The macronutrients (Carbohydrates, Fats, and Proteins), and micronutrients (Vitamins, Minerals, and Water) will be studied thoroughly with attention to its chemical nature, classification, nutritional composition, basic physiology, and its relationship with balancing energy in the body. The study of each macronutrient and some micronutrients will include practices in calculating their total amount in foods, total energy requirement calculations, including taking food records, food frequency questionnaires, dietary assessment of nutritional status, body mass index, and basal metabolism energy calculations. In addition, food safety principles will be introduced, including information on labeling and food security laws. |
| **Content** | Principles of Nutrition |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Nutrition and diet related descriptions that are commonly used. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 2) The natural pathway of digestion of foods ingested. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 3) Nutritional significance of water as a nutrient. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 4) Various carbohydrates included in starch, sugars, and plants on the basis of their chemical structures, and nutritional contributions for a functional body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 5) The composition, nutritional contributions, and types of proteins that comprise various foods, including milk products, meats, eggs, and vegetarian protein sources. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 6) The nutritional contributions of various vitamins and minerals found in foods for a functional body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 7) Nutritional significance and contribution of edible lipids and their manufacturing and modification into food fats, including their functions in a healthy body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 8) Quality, safe preparation and preservation of various foods. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 9) Commonly used nutrition and diet related calculations and evaluation methods. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,3,4,5 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Overview of Nutrition Sciences | Related literature |
| **2** | Planning a Healthy Diet/ Digestion, Absorption & Transport | Related literature |
| **3** | Overview of Carbohydrates | Related literature |
| **4** | Carbohydrates | Related literature |
| **5** | Overview of Lipids (Fats) | Related literature |
| **6** | Overview of Proteins: Plant Proteins | Related literature |
| **7** | MIDTERM | Related literature |
| **8** | Animal Proteins: Meats, Milk & Eggs | Related literature |
| **9** | Energy Balance and Body Composition | Related literature |
| **10** | Weight Management | Related literature |
| **11** | Water-Soluble Vitamins | Related literature |
| **12** | Fat-Soluble Vitamins | Related literature |
| **13** | Water and Trace Minerals | Related literature |
| **14** | Food Safety and Labelling | Related literature |
| **15** | Overview |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Eleanor N. Whitney & Sharon R. Rolfes. 2007. *Understanding*  *Nutrition*. Eleventh Edition. Wadsworth Publishing. |
| **Additional Resources** | [http://www.eatright.org/ (](http://www.eatright.org/)American Academy of Nutrition and  Dietetics)  [www.usda.gov (](http://www.usda.gov/)United States Department of Agriculture)  [http://www.mypyramidonline.com/ (](http://www.mypyramidonline.com/)Food Pyramid) [http://www.hsph.harvard.edu/nutritionsource/ (](http://www.hsph.harvard.edu/nutritionsource/)Harvard School of Public Health Nutrition Source)  <http://www.todaysdietitian.com/>  [http://www.tarim.gov.tr/ (](http://www.tarim.gov.tr/)T.C. Gıda, Tarım ve Hayvancılık Bakanlığı) |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Health promotion program planning |
| **Exams** | Final, Assisgnment asessment |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework | 1 | 10 |
| Midterm | 1 | 90 |
|  |  | 100 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  | X |  |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  | X |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. | X |  |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. | X |  |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Laboratory, Pre-study, practice) | 15 | 4 | 60 |
| Homework | 4 | 7 | 28 |
| Midterm/s | 1 | 2 | 5 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 122 |
| **Total Work Load / 25 (h)** |  |  | 4.88 |
| **ECTS Credit of the Course** |  |  | 5 |

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| COURSE INFORMATON | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Physiology II | FHS 132 | 2 | 3 + 0 | **3** | **4** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Doç. Dr. Burcu Gemici Başol |
| **Instructors** | Doç. Dr. Burcu Gemici Başol |
| **Assistants** |  |
| **Goals** | The aim of this course is to inform students about composition of blood, cardiovascular system physiology, respiratory system physiology, urinary system physiology and reproductive system physiology. |
| **Content** | Basic terms of blood stream, cardiovascular system, respiratory system, digestive system, absorbtion, urinary system, reproductive system and its hormones. |

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| **Learning Outcomes** | **Program Leraning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explain the composition of blood. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| 2) Explain the cardiovascular system physiology | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| 3) Explain the respiratory system physiology | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| 4) Explain the digestive system physiology | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| 5) Explain the urinary system physiology | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| 6) Explain the reproductive system physiology | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Urinary Physiology | Related literature |
| 2 | Neurophysiology | Related literature |
| 3 | Neurophysiology | Related literature |
| 4 | Neurophysiology | Related literature |
| 5 | Neurophysiology | Related literature |
| 6 | Midterm | Related literature |
| 7 | Gastrointestinal System Physiology | Related literature |
| 8 | Gastrointestinal System Physiology | Related literature |
| 9 | Endocrine Physiology | Related literature |
| 10 | Endocrine Physiology | Related literature |
| 11 | Endocrine Physiology | Related literature |
| 12 | Reproductive Physiology | Related literature |
| 13 | Physiology of Metabolism | Related literature |
| 14 | Physiology of Metabolism | Related literature |
| 15 | Overview | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | ANATOMY AND PHYSIOLOGY IN HEALTH AND ILLNESS, ANNE WAUGH, ALLISON GRANT, 2008 |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| Quiz | - | - | - |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3,76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Microbiology | FHS104 | 3 | 2 + 2 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | ENGLISH |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Pınar Çıragil |
| **Instructors** | Prof. Dr. Pınar Çıragil |
| **Assistants** |  |
| **Goals** | This course aims to teach the general characteristics of microorganisms that cause infections in humans, the ways of transport of these microorganisms, methods of protection and general characteristics of infections. |
| **Content** | Introduction to microbiology, structure of microorganisms, antimicrobial drugs and resistance mechanisms, vaccination, medically important microorganisms and their diseases, sterilization and disinfection methods.  Laboratory diagnosis of microorganisms and methods used |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Classifies mycoorgasnimas. Defines the differences between eukaryotic and prokaryotic cell. | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |
| 2)Defines the identification techniques of microorganisms in the laboratory | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |
| 3) Defines primary pathogens causing disease in humans. | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |
| 4)Defines antimicrobial susceptibility and resistance mechanisms | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |
| 5) Explain the relationship between microorganisms and infectious diseases. | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |
| 6) Explain the epidemiology, prevention and control of infectious diseases. | 2,6,8,9,10 | 1,2,3,4 | 1,2,3 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction To Medical Microbiology | Related literature |
| 2 | General Characteristics of Bacteria and Pathogenesis  Laboratory: Laboratory Safety Principles and Procedures | Related literature |
| 3 | Gram positive bacteria | Related literature |
| 4 | Gram negative bacteria  Laboratory: Laboratory Safety, Sample Collection, Preparation and Transport | Related literature |
| 5 | Mycobacterial and Anaerobic Bacterial Infections | Related literature |
| 6 | Antimikrobiyal İlaçlar Etki ve Direnç Mekanizması  Laboratuvar: Tanı Mikrobiyolojisinde Mikroskopi Yöntemleri | Related literature |
| 7 | Midterm | Related literature |
| 8 | General Characteristics of Viruses  Laboratory: Culture Methods | Related literature |
| 9 | DNA and RNA Viruses  Laboratory: Microorganism Identification Methods | Related literature |
| 10 | Vaccination | Related literature |
| 11 | Sterilization, Disinfection and Antisepsis  Laboratory: Serology and Molecular Methods in Diagnostic Microbiology | Related literature |
| 12 | General Characteristics of Parasites / Parasitic Infections | Related literature |
| 13 | General Characteristics of Fungal/Fungal Infections  Laboratory: Diagnostic Methods of Fungi and Parasites | Related literature |
| 14 | Overview | Related literature |
| 15 | Final exam  Course evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | 1. Willke Topçu A, Söyletir G, Doğanay M. Enfeksiyon Hastalıkları ve Mikrobiyolojisi. 3. Baskı. 2008  2. Harvey RA, Cornelissen CN, Fisher BD. Lippincott Illustrated Reviews Microbiology. 2019  3. Patrick R. Murray, Ken S. Rosenthal, Michael A. Pfaller. Medical Microbiology. 2013  4. Ed. Özgül Kısa. Sağlık Bilimlerinde Mikrobiyoloji. 2014  5. W. John Spicer. Clinical Microbiology and Infectious Diseases. 2008 |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe Üniversitesi YULearn |
| **Assignments** |  |
| **Exams** | Midterm, Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 1 | 1 |
| Final examination | 1 | 1 | 1 |
| **Total Work Load** |  |  | 107 |
| **Total Work Load / 25 (h)** |  |  | 4,28 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anatomy II | FHS 122 | 2 | 2+2 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Dr. Öğr. Üyesi Aikaterini PANTELI |
| **Instructors** | Dr. Öğr. Üyesi Aikaterini PANTELI, Öğr. Gör. Edibe Bilişli |
| **Assistants** | Dr. Ahmet Saç |
| **Goals** | To describe the anatomy of the structures in the human body and to understand the tissue and organ systems in the human body anatomically. To learn the detailed structure of tissues and organs of all systems. To teach to look holistically and analytically, so that the student can solve the possible problems that he will encounter while applying his post-graduate professional practice scientifically and without errors. |
| **Content** | Human Body Anatomy. Anatomy of the digestive system; esophagus, stomach, intestines, liver, gallbladder and biliary tract, pancreas and spleen. Urinary system anatomy; kidneys, ureters, bladder. Anatomy of the genital system; female/male internal and external reproductive organs and reproductive system. Endocrine system anatomy; pituitary, hypothalamus, thyroid, parathyroid, adrenal and pineal glands. Nervous System anatomy; sensory organs, peripheral and central nervous system structures, brain, cerebellum, nervous system circulation. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explain the anatomy of the digestive system. | 1,2,3 | 1,2,3, 4 | 1,2 |
| 2) Explain the anatomy of the urinary system. | 1,2,3 | 1,2,3, 4 | 1,2 |
| 3) Explain genital system anatomy. | 1,2,3 | 1,2,3, 4 | 1,2 |
| 4) Explains the anatomy of the endocrine system. | 1,2,3 | 1,2,3, 4 | 1,2 |
| 5) Explain the anatomy of the nervous system. | 1,2,3 | 1,2,3, 4 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction of Digestive System, Oral cavity, Pharynx, Esophagus and Abdominal Cavity | Related literature |
| 2 | Digestive System: Peritoneum, Stomach and Intestines (thin and thick) | Related literature |
| 3 | Digestive System: Liver, Gallbladder, Pancreas and Spleen | Related literature |
| 4 | Urinary System: Kidneys, Ureters, Bladder and Urethra | Related literature |
| 5 | Genital System: Male and Female Genital Organs | Related literature |
| 6 | Practical lesson: Overview of the Digestive and Urogenital System | Related literature |
| 7 | Endocrine System: Thyroid and parathyroid glands, Adrenal glands | Related literature |
| 8 | Nervous system: Introduction, Autonomic nervous system and sensory organs (Eye, Ear, Skin) | Related literature |
| 9 | Midterm | Related literature |
| 10 | Nervous System: Spinal Cord, Plexi and Peripheral Nerves | Related literature |
| 11 | Nervous system: Brain stem, Cranial nerves and Cerebellum | Related literature |
| 12 | Nervous system: Diencephalon, Basal Ganglia | Related literature |
| 13 | Nervous system: Cerebrum (Telencephalon), Limbic System | Related literature |
| 14 | Nervous system: CNS circulatory system, meninges and ventricular system | Related literature |
| 15 | Practical lesson: Overview of the nervous and endocrine system  Overview | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Ross and Wilson, Anatomy &amp; Physiology in Health and Illness,  Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students by Ian Peate  and Muralitharan Nair  Atlas of Human Anatomy F. Netter |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Lecture Presentations |
| **Assignments** |  |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | - | - | - |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3,76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Fundamentals of Nursing  I | NHS 102 | 2 | 4 + 6 | 7 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Şenay Uzun |
| **Instructors** | Prof. Şenay Uzun |
| **Assistants** |  |
| **Goals** | This course aims to develop knowledge and attitudes about the nursing profession and the role, authority and responsibilities of the nurse in according with the nursing philosophy; it also aims to gain knowledge, attitudes and skills related to the concepts, principles, techniques and methods necessary to meet the care needs of individuals in according with basic human needs. |
| **Content** | This course will include main lectures about nursing as a profession, healthcare system and nursing, theoretical foundations of nursing practice, nursing ethics and values, basic human needs through the life span, clients admission and discharge, client safety, infection control, activity and mobility needs, hygiene need, vital signs and medication administrations. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain the development of the nursing profession and its current position. | 1,3,8,9,10 | 1,2,3 | 1,2,3 |
| Defines the basic concepts, current methods, principles and rules of nursing and nursing care. | 1,2,3,4,7,9,10 | 1,2,3,10,11,12 | 1,2,3 |
| Explains the nurse's duties, authorities and responsibilities according to legal and ethical regulations. | 1,2,3,4,7,8,9,10 | 1,2,3,10,11,12,28 | 1,2,3 |
| Defines basic human needs and nursing care needs for them. | 1,2,4,7,9,10 | 1,2,3,10,11,12 | 1,2,3 |
| Explains the use of the nursing process in meeting the care needs of the individual in line with the basic human needs. | 1,2,4,9,10 | 1,2,3,10,11,12 | 1,2,3 |
| Performs nursing skills to meet basic human needs in a laboratory environment. | 1,2,4,9,10 | 1,2,3,10,12,24,28 | 1,2,3 |
| While performing nursing skills, gives importance to ethical principles, the rights and values ​​of individuals. | 1,2,4,9,10 | 1,2,3,10,11,12,28 | 1,2,3 |
| Expresses cooperation with the individual, family and other disciplines while performing nursing skills. | 1,2,3,9,10 | 1,2,3,10,11,12 | 1,2,3 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to course  Nursing as a profession  Healthcare system and nursing | Related literature |
| **2** | Ethics in Nursing and values  Theoretical foundations of nursing practice | Related literature |
| **3** | Nursing process | Related literature |
| **4** | Client admission to the Hospital and discharge  Patient’s safety | Related literature |
| **5** | Infection control | Related literature |
| **6** | Infection control  Basic human needs through the life span  Mobility needs | Related literature |
| **7** | Midterm Exam  Mobility needs | Related literature |
| **8** | Hygiene need  Mobility needs | Related literature |
| **9** | Hygiene needs | Related literature |
| **10** | Hygiene needs  Vital signs | Related literature |
| **11** | Vital signs | Related literature |
| **12** | Holiday | Related literature |
| **13** | Medication administrations  MIDTERM 2  Medication administrations | Related literature |
| **14** | Medication administrations | Related literature |
| **15** | Practice exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Amar AF, Sekula LK (2016). A Practical Guide to Forensic NursingSigma Teta Tau International. Indianapolis USA. 2. Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul. 3. Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company. 4. Hadaway L (2018). Infusion Therapy. Wolters Kluwer. Health. New York. 5. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 6. Kozier B, Erb G, Berman A, Snyder R, Lake R, Harvey S. Administration of medication (2009). In Fundamentals of Nursing Concepts, Process, and Practice. Pearson Educaion Limited, England. 7. Potter AP, Perry AG, Stockert PA, Hall AM, Ostendorf WR (2017). Fundamentals of Nursing. 9th ed. St Louis, Missouri: Elseiver. 8. Potter PA., Perry AG. (2011).Klinik Uygulama Becerileri ve Yöntemleri.(Ed:AŞTİ TA.,KARADAĞ A.). Nobel Kitabevi. 9. Thomson IE., Melia KM., Boyd KM., Horsburgh D. (2007). Nursing Ethics. Elsevier Limited. 10. Ulusoy MF, Görgülü RS. Hemşirelik esaslari-temel kuram, kavram, ilke ve yöntemler. 1995.Cilt 1, Çağın Ofset, Ankara. 11. Weber JN, Kelley JH (2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health.New York. 12. White L. (2001).Foundations of Nursing.Delmar Thomson Learning. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | YULearn-Yeditepe University, Google, Google Scholar, Medline |
| **Assignments** | 1 |
| **Exams** | Mid term, final, practice exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms 1 and 2 | 2 | 40 |
| Practice exam | 1 | 20 |
| Final | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  | X |  |  |  |
| 3 | Takes an active role in the health care delivery team. | X |  |  |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Laboratory | 15 | 6 | 90 |
| Mid-terms | 2 | 6 | 12 |
| Practice exam | 4 | 1 | 4 |
| Final | 1 | 3 | 3 |
| **Total Work Load** |  |  | 199 |
| **Total Work Load / 25 (h)** |  |  | 7,96 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Community Awareness | NHS104 | 2 | 2+4 | 4 | 5 |

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| **Prerequisites** | None |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | This course aims to get students to know the society they live in, to develop sensitivity to social problems, to recognize non-governmental organizations dealing with social problems and to contribute to the solution of social problems. |
| **Content** | Within the scope of this course, the idea of contributing to the solution of social problems of students is tried to be developed by doing internships in non-governmental organizations. Thus, it is emphasized that the importance of sustainability in solving social problems and that each individual has a responsibility in this regard. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Examines the causes of social problems and studies in this field. | 5,6,7,9,10 | 2,3,5,14,21,24,26,31 | 5,7,8,13 |
| Develops sensitivity towards the problems of the society in which students live. | 5,6,9,7,10 | 2,3,5,6,14,21,26 | 5,7,8,13,21 |
| Serves voluntarily in a non-governmental organization of their choice. | 5,6,9,7,10 | 5,6,14,21,24,26 | 5,7,8,13,21 |
| Develops solutions for social and social problems. | 5,6,9,7,10 | 2,3,5,14,21,26 | 5,7,8,13,21 |
| Presents their work orally and in writing in front of the class. | 5,6,9,10 | 1,2,3,5,14,21,26 | 5,7,8,13,21 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of the course, explanation of the curriculum, literature, presentation, distribution of the work  Non-Governmental Organizations and Working Methods | Related references |
| **2** | Continuing group work | Related references |
| **3** | Presentation of in-class work | Related references |
| **4** | Presentation of in-class work | Related references |
| **5** | Presentation of in-class work | Related references |
| **6** | Presentation of in-class work | Related references |
| **7** | Presentation of in-class work | Related references |
| **8** | Presentations of civil society work | Related references |
| **9** | Presentations of civil society work | Related references |
| **10** | Presentations of civil society work | Related references |
| **11** | Presentations of civil society work | Related references |
| **12** | Presentations of civil society work | Related references |
| **13** | Presentations of civil society work | Related references |
| **14** | Presentations of civil society work  Final written report and evaluation | Related references |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.Akatay A, Harman S: Sivil Toplum Kuruluşları Yönetim, Yönetişim ve Gönüllülük. Ekin Yayınevi, İstanbul 2014.  2.Akbal İ: Sivil Toplum. Sivil toplum Kuruluşları ve Kamu Yönetiminde Karar Alma Üzerine Etkisi. I. Basım İstanbul 2017  3.Dünyada ve Türkiye’de Sivil Ağlar Rehberi (2011)  4.Sivil Toplum Düşünce & Araştırma Dergisi.  5.Sivil Toplum Örgütleri İçin Bilişim Rehberi, Mutlu Binark-Koray Löker 2011.  6.TALAS M. Sivil toplum kuruluşları ve Türkiye Perspektifi. TÜBAR-XXIX-/2011  7.Civil Society Development Center, www.stgm.org.tr  8.TACSO, Türkiye’de Sivil Toplumun Gelişimine Dair İhtiyaç Analizi Raporu, 2011.  9.STGM, STÖ'lerde Organizasyon Yapısı Belirleme, 2020.  10.Forrester S. ve Sunar İ., STK'lar ve Sivil Katılım Kitapçığı, 2011. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University Yulearn, Google Classroom |
| **Assignments** | Learning diaries |
| **Exams** | Term paper evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Non-Governmental Organizations acceptance and participation in activities | 1 | 20 |
| Gathering sufficient data | 1 | 20 |
| Presentation of NGO work report in class | 1 | 60 |
| **Total** | 3 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  | X |  |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  | X |  |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Labortuary | 15 | 4 | 60 |
| Mid-terms | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4,96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P+L Hour* | *Credits* | *ECTS* |
| General Pathology | FHS102 | 4 | 2+0+0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Volkan Ayaz, Lecturer |
| **Instructors** | Volkan Ayaz, Lecturer |
| **Assistants** |  |
| **Goals** | The aim of this course is to teach students the necessary pathology for health-related undergraduate branches other than medical education. |
| **Content** | In this course, pathological terminology, cell damage and the body's adaptation mechanisms to damage, differences between inflammation, healing and regeneration, tumor formation, characteristics of benign and malignant tumors, pathology of the circulatory system, genetic diseases, pathologies related to blood cells, musculoskeletal and nervous system pathology, joint diseases, environmental disease-causing factors and nutritional pathology are explained. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. Knows pathology related to professional area | 1,2,7,9 | 1,2,3 | 1,2 |
| 2. Use pathology knowledge in their own professional practice | 1,2,3,7,9 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | | | |
| **Week** | **Topics** | | **Study Materials** | |
| 1 | Giving information about course content and syllabus | | Related literature | |
| 2 | Introduction to General Pathology | | Related literature | |
| 3 | Pathology Laboratory Studies 1. | | Related literature | |
| 4 | Pathology Laboratory Studies 2. | | Related literature | |
| 5 | Cell Pathology | | Related literature | |
| 6 | Inflammation, Healing and Regeneration | | Related literature | |
| 7 | Midterm | | Related literature | |
| 8 | Circulatory Disorders | | Related literature | |
| 9 | Tumor Development, Stages and Types | | Related literature | |
| 10 | Immune System Disorders | | Related literature | |
| 11 | Genetic Disorders and General Hematological Pathology | | Related literature | |
| 12 | Holiday | | Related literature | |
| 13 | Nervous System Pathology  Skeletal-Muscular System Pathology | | Related literature | |
| 14 | Joint Diseases Pathology | | Related literature | |
| 15 | Environmental Pathology  Nutritional Pathology  General review | | Related literature | |
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| **RECOMMENDED SOURCES** | |
| Textbook | Introduction to General Pathology (PDF) |
| Additional Resources | * PPT+ barcovision and Synopsis of Pathology (Anderson) textbook * Kumar V., Abbas A., Fausto N., Aster C.J. ed. *Robbins and Cotran, Pathological Basis of Disease*, Philadelphia, PA. 8th ed. Saunders Elsevier Company, 2010. |

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| **MATERIAL SHARING** | |
| **Documents** | Lecture presentations |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** |  | **40** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  | X |  |  |  |  |
| **3** | Takes an active role in the health care delivery team. |  | X |  |  |  |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. | X |  |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. | X |  |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. | X |  |  |  |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  | X |  |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  | X |  |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 1 | 1 |
| Final examination | 1 | 1 | 1 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Principles of Pharmacology | FHS 202 | 3 | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist.Prof. Beril Kadıoğlu Yaman |
| **Instructors** | Assist. Prof. Beril Kadıoğlu Yaman |
| **Assistants** |  |
| **Goals** | The goal of this course is to teach the necessary pharmacology to the students of healthcare other than medical education. |
| **Content** | Principles of pharmacology and overview of drug classes |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. Knows the basic pharmacology principles and knowledge related to professional area | 1,2,3 | 1,2,3,10 | 1,2 |
| 2. Use the pharmacology knowledge in their own professional practice | 1,2,3 | 1,2,3,10 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to pharmacology | Related literature |
| 2 | Application of pharmacology in health practice | Related literature |
| 3 | Drug regulation, legislation, development, names and information | Related literature |
| 4 | Pharmacokinetics | Related literature |
| 5 | Pharmacodynamics | Related literature |
| 6 | Adverse drug reactions and side effects | Related literature |
| 7 | Drug therapy during pregnancy and breast feeding | Related literature |
| 8 | Drug therapy in pediatric patients | Related literature |
| 9 | Drug therapy in geriatric patients | Related literature |
| 10 | Introduction to pharmacology overview by drug class | Related literature |
| 11 | Cardiovascular drugs | Related literature |
| 12 | Respiratory drugs | Related literature |
| 13 | CNS drugs | Related literature |
| 14 | Analgesics, NSAID, opioids, | Related literature |
| 15 | Hormone related drugs | Related literature |

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| **RECOMMENDED SOURCES** | |
| Textbook | 1. Pharmacology for nursing care ( author: Richard A.Lehne 3. or 4. ed.)  2. Pharmacology overview by drug class (author: Jeff Fortner, Pharm.D.) |
| Additional Resources |  |

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| **MATERIAL SHARING** | |
| **Documents** | Various pharmacologic ppt, pdf and barcovision |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes |  | 0 |
| Assingment |  | 0 |
| **Total** |  | **40** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 1 | 10 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 65 |
| **Total Work Load / 25 (h)** |  |  | 2,6 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFIRMATİON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P+Lab Hour* | *Credits* | *ECTS* |
| **Biochemistry** | **NHS206** | **3** | **3+0+0** | **3** | **3** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Serdar ÖZTEZCAN |
| **Instructors** | Prof. Dr. Serdar ÖZTEZCAN |
| **Assistants** | - |
| **Goals** | The aim of this course is to explain the biomolecules in the organisms. To understand the pathways of the biochemical reactions in the body and its reasons and results. And it explains the biochemical reactions during the diseases. |
|  | Explains biochemical reactions in living organisms. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Understands biochemical reactions in living organism | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |
| Explain the metabolism of living. | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |
| Establishes cause and effect relationship between biochemical reactions in the body. | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |
| Explain the biochemistry of diseases in the body. | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |
| Describe the relationship between the biochemical pathways in the organism and the disease. | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |
| Evaluate the relationships in different ways for each event in the organism | 1,2,8,10 | 1,2,3 | 1,2,3,4,5 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Orientation | Related literature |
| **2** | Introduction To Biochemistry | Related literature |
| **3** | Proteins | Related literature |
| **4** | Enzymes | Related literature |
| **5** | Hemoglobın | Related literature |
| **6** | NATIONAL HOLIDAY (REPUBLIC DAY) | Related literature |
| **7** | MEMBRANES | Related literature |
| **8** | MIDTERM | Related literature |
| **9** | Carbohyrates And Carbohydrates Metabolism | Related literature |
| **10** | Carbohyrates And Carbohydrates Metabolism | Related literature |
| **11** | Carbohyrates And Carbohydrates Metabolism | Related literature |
| **12** | Lipids | Related literature |
| **13** | TCA-ETC | Related literature |
| **14** | Nitrojen Metabolism | Related literature |
| 15 | Overvıew | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Instructurer’s Lecture Slides |
| **Additional Resources** | Harper’s Illustrated Biochemistry, Principles of Biochemistry (Lehningen), Lippincott’s Biochemistry |

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| **MATERIAL SHARING** | |
| **Documents** | Related Literature, data bases |
| **Assignments** |  |
| **Exams** | Midterm, Final, Quizes, Presentation evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 1 | 10 |
| Midterm | 1 | 40 |
| Final |  | 50 |
| **Total** |  | 100 |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  | X |  |  |  |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. | X |  |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. | X |  |  |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. | X |  |  |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 1 | 10 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 63 |
| **Total Work Load / 25 (h)** |  |  | 2,52 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Fundamentals of Nursing  II | NHS 201 | 3 | 4 + 8 | 8 | 10 |

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| **Prerequisites** | NHS 102 Fundamentals of Nursing  I |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof.  Şenay Uzun |
| **Instructors** | Prof.  Şenay Uzun |
| **Assistants** |  |
| **Goals** | The course teaches the place and importance of nursing and the role, authority and responsibilities of nurses in the health care system; It aims to gain knowledge, attitudes and skills related to the concepts, principles, techniques and methods necessary to meet the care needs of individuals in according with basic human needs. |
| **Content** | Fluid need and intravenous therapy, respiratory need, nutrition need, elimination(bowel and urinary) need, heat and cold therapies, peri-operioperative nursing care, skin integrity and wound care, sleep and resting need, end of life care. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explains the concepts, principles, current techniques and methods on which nursing care is based. | 1,2,3,4,5,6,7,9,10 | 1,2,3,5,6,10,11,12,23 | 1,2,3,6 |
| Explain the importance of the duties, authorities and responsibilities of the nurse in the health system and the health team. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,5,6,10,11,12,23,28 | 1,2,3,6 |
| Defines basic human needs and nursing care needs for them. | 1,2,3,4,5,6,7,9,10 | 1,2,3,5,6,10,11,12,23 | 1,2,3,6 |
| Uses the nursing process to meet the care needs of the individual in line with the basic human needs. | 1,2,4,7,9,10 | 1,2,3,6,10,11,12,23 | 1,2,3,6 |
| Performs nursing skills to meet basic human needs in a laboratory environment. | 1,2,4,7,9,10 | 1,2,3,10,12,24,28 | 1,2,3,6 |
| Performs nursing skills to meet basic human needs in a clinical setting. | 1,2,4,9,10 | 1,2,3,5,6,10,12,23 | 1,2,3,6 |
| While performing nursing skills, gives importance to ethical principles, the rights and values of individuals. | 1,2,3,4,7,9,10 | 1,2,3,5,6,10,11,12,23,28 | 1,2,3,6 |
| While performing nursing skills, gives importance to cooperation with the individual, family and other disciplines. | 1,2,3,7,9,10 | 1,2,3,5,6,10,11,12,23 | 1,2,3,6 |

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|  | **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
|  | **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | | | |  |
| **Week** | | **Topics** | | **Study Materials** |  |
| **1** | | Fluid needs and intravenous therapy  Intravenous infusion  Blood transfusion | | Related literature |  |
| **2** | | Fluid needs and intravenous therapy  Intravenous infusion  Blood transfusion | | Related literature |  |
| **3** | | Respiratory need | | Related literature |  |
| **4** | | Nutrition need | | Related literature |  |
| **5** | | Elimination need  Bowel elimination | | Related literature |  |
| **6** | | Midterm I  Elimination need  Bowel elimination | | Related literature |  |
| **7** | | Elimination need  Urinary elimination | | Related literature |  |
| **8** | | Elimination need  Urinary elimination | | Related literature |  |
| **9** | | Heat and cold therapies | | Related literature |  |
| **10** | | Perioperative nursing care | | Related literature |  |
| **11** | | Skin integrity and wound care | | Related literature |  |
| **12** | | Skin integrity and wound care  Sleep and rest need | | Related literature |  |
| **13** | | Midterm II | |  |  |
| **14** | | Enf of life care | | Related literature |  |
| **15** | | Course evaluation | |  |  |
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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Amar AF, Sekula LK (2016). A Practical Guide to Forensic NursingSigma Teta Tau International. Indianapolis USA. 2. Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul. 3. Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company. 4. Hadaway L (2018). Infusion Therapy. Wolters Kluwer. Health. New York. 5. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 6. Kozier B, Erb G, Berman A, Snyder R, Lake R, Harvey S. Administration of medication (2009). In Fundamentals of Nursing Concepts, Process, and Practice. Pearson Educaion Limited, England. 7. Potter AP, Perry AG, Stockert PA, Hall AM, Ostendorf WR (2017). Fundamentals of Nursing. 9th ed. St Louis, Missouri: Elseiver. 8. Potter PA., Perry AG. (2011).Klinik Uygulama Becerileri ve Yöntemleri.(Ed:AŞTİ TA.,KARADAĞ A.). Nobel Kitabevi. 9. Thomson IE., Melia KM., Boyd KM., Horsburgh D. (2007). Nursing Ethics. Elsevier Limited. 10. Ulusoy MF, Görgülü RS. Hemşirelik esaslari-temel kuram, kavram, ilke ve yöntemler. 1995.Cilt 1, Çağın Ofset, Ankara. 11. Weber JN, Kelley JH (2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health.New York. 12. White L. (2001).Foundations of Nursing.Delmar Thomson Learning. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | 1 |
| **Exams** | Midterm, Final, Practice exam, Clinical evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Practice exam | 1 | 10 |
| Clinical evaluation | 1 | 20 |
| Final EXAM | 1 | 30 |
| **Total** | 5 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Clinical practice | 15 | 8 | 120 |
| Mid-terms | 2 | 4 | 8 |
| Practice exam | 1 | 8 | 8 |
| Clinical Practice evaluation | 1 | 8 | 8 |
| Final | 1 | 4 | 4 |
| **Total Work Load** |  |  | 238 |
| **Total Work Load / 25 (h)** |  |  | 9,52 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Medical Nursing | NHS202 | 4 | 4 + 8 | 8 | 10 |

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| **Prerequisites** | NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | The aim of this lesson is to gain the necessary knowledge and skills related to internal medicine nursing, to synthesize information, and to use problem-solving skills effectively in situations that require nursing care. |
| **Content** | This lesson covers issues related to the development of adult health, prevention, elimination, treatment, care and rehabilitation of acute and chronic health problems within the scope of adult health. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment Methods** |
| Knows the basic concepts of internal diseases and makes connections between decisions, defines risk factors and groups | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Knows the etiology, signs and symptoms of internal sciences diseases, defines patient needs fully and accurately in acute and chronic conditions. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Collects data and applies nursing care in a holistic way according to the ethical and professional rules required for the care of the patient. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Can perform rehabilitation practices with a holistic approach | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Fulfills the role of educator by ensuring the participation of the patient and family | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| They can transfer and evaluate what they have learned into practice. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,13 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32 Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Internal Medicine Nursing Lesson  Chronic Diseases | Related articles |
| **2** | Cardiovascular System Diseases and Nursing Care I | Related articles |
| **3** | Cardiovascular System Diseases and Nursing Care II | Related articles |
| **4** | Respiratory System Diseases and Nursing Care | Related articles |
| **5** | Respiratory System Diseases and Nursing Care II | Related articles |
| **6** | Endocrine System – Metabolic Diseases and Nursing Care | Related articles |
| **7** | Midterm | Related articles |
| **8** | Endocrine System – Metabolic Diseases and Nursing Care | Related articles |
| **9** | Neurological System Diseases and Nursing Care | Related articles |
| **10** | Oncological Diseases and Nursing Care | Related articles |
| **11** | Blood Diseases and Nursing Care  Immune System Diseases and Nursing Care | Related articles |
| **12** | Holiday | Related articles |
| **13** | Urinary System Diseases and Nursing Care | Related articles |
| **14** | Gastrointestinal System Diseases and Nursing Care | Related articles |
| **15** | Rheumatic Diseases and Nursing Care  Course evaluation | Related articles |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Enç N (2017). İç Hastalıkları Hemşireliği. Nobel Tıp Kitabevi  Akbayrak N, Erkal-Ilhan S, Ançel G, Albayrak A. (2007). Hemşirelik Bakım Planları. Alter Yayıncılık  Tüm Yönleriyle İç Hastalıkları Hemşireliği, Ed. Nermin Olgun, Selda Çelik, 2021  Olgu Senaryolarıyla İç Hastalıkları Hemşireliği, Ed. Serap Özer, 2019  Akdemir N, Birol L (2010). İç Hastalıkları ve Hemşirelik Bakımı. Sistem Ofset.  Bernadette-Mazurek M, Fineout-Overhold E. (2005). Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice. Lippincott Williams & Wilkins.  Bilotta K, Cohn S, Comerford KC, Wingrad P. (2007). Health Assessment Made Incredibly Visual. Lippincott Williams & Wilkins.  Brooker C, Nicol M. (2007). Nursing Adults. The Mosby.  Canobbio MM. (2000). Mosby’s Handbook of Patient Teaching, The Mosby.  Castledine G, Close A (2009). Oxford Handbook of Adult Nursing. Oxford University Press.  Dicenso A, Guyatt, G, Ciliska D. (2005). Evidence-based nursing: A guide to clinical practice, Elsevier Mosby  DiGiulio M, Jackson D. (2007). Medical-Surgical Nursing, McGraw Hill.  Endacott R, Jevon P, Cooper S (2009). Clinical Nursing Skills: Core & Advanced, Oxford University Press.  Holland K, Jenkins J, Solomon J, Whittam S (2008). Applying the Roper, Logan-Thirney Model in Practice. 5 th ed. Churchill & Livingstone, Elsevier.  Smeltzer SC, Bare BG, Hinkle JL, Cheever KH. (2008). Brunner & Suddarth’s Textbook of Medical-Surgical Nursing. Wolters Kluwer/Lippincott Williams & Wilkins. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University Yulearn |
| **Assignments** | Case reports |
| **Exams** | Mid term and Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Interm evaluation (Midterm+Quiz) | 5 | 30 |
| Practice (Internship evaluation+training plan+careing plan) | 3 | 30 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Case study | 1 | 4 | 4 |
| Midterm | 5 | 2 | 10 |
| Final examination | 1 | 2 | 2 |
| **Toplam İş Yükü / 25 (s)** |  |  | 10,24 |
| **Total Work Load** |  |  | 256 |
| **Total Work Load / 25 (h)** |  |  | 10,24 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Surgical Nursing | NHS204 | 4 | 4 + 8 | 8 | 10 |

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| **Prerequisites** | NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Sibel Afacan Karaman, Lecturer |
| **Instructors** | Sibel Afacan Karaman, Lecturer |
| **Assistants** |  |
| **Goals** | By gaining knowledge and skills about the basic concepts, principles, evidence-based practices for preoperative, intraoperative and postoperative care of patients who need to be treated with surgical applications, students can use decision making, critical thinking, problem solving and nursing care management and provide a holistic approach to the patient. It aims to be able to apply nursing care, education and rehabilitation of the patient and his family with an approach. |
| **Content** | Relates theoretical knowledge to practice by providing the patients who will undergo surgical intervention with knowledge, skills and attitudes towards the nursing care to be provided before, during and after surgery. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | | | **Assessment Methods** |
| Access to up-to-date, evidence-based, conceptual and applied information specific to the field of surgical nursing, establishes connections between concepts, expresses frequently performed surgical interventions and treatment results. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| It accurately defines the etiology, symptoms, signs, treatment and possible complications of surgical diseases affecting different body systems. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| Collects nursing data in a holistic way, plans and applies the care and evaluates the results in accordance with the ethical and professional rules required for the care of the patient before, during and after the surgical intervention. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| Using the role of educator, he/she gives training to the patient and her family before, after and after the procedure, and supports the rehabilitation process of the patient. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| They can transfer and evaluate the knowledge they have learned by using critical thinking, problem solving and nursing care management. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| Access to scientific and up-to-date information specific to the field of surgical nursing, evaluate the accuracy, validity and reliability of the information. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |
| Surgical diseases nursing uses critical thinking skills and scientific problem solving approach in its fields of activity. | | | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,4,9,10,11,13,14,18,23,24,25,26,27,33 | 1,2,6,7,12,20,21,23 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Surgical Nursing  Perioperative Care | Related references |
| **2** | Liquid Electrolyte Balance and Nursing Care Acid-Base Balance/ Blood gas analysis | Related references |
| **3** | Asepsis-Disinfection -Sterilization  Surgical Infections  Cardiovascular System Surgeries and Care | Related references |
| **4** | Respiratory System Surgeries and Care | Related references |
| **5** | Endocrine System Surgery and Nursing Care | Related references |
| **6** | Wound Care and Burn Management | Related references |
| **7** | **Midterm Exam** | Related references |
| **8** | Neurosurgery and Nursing Care |  |
| **9** | Surgical Diseases of the Reproductive System and Nursing Care | Related references |
| **10** | Organ Transplantation and Nursing Care | Related references |
| **11** | Urinary System Surgery and Nursing Care | Related references |
| **12** | Holiday | Related references |
| **13** | Shock and Multiple Organ Failure | Related references |
| **14** | Gastrointestinal System Surgery and Nursing Care | Related references |
| **15** | Musculoskeletal Surgery and Nursing Care  Course evaluation | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Türkiye Klinikleri Hemşirelik Bilimleri Dergisi; https://www.turkiyeklinikleri.com/journal/hemsirelik-bilimleri-dergisi/81/tr-index.html 2. Çelik S. (2021) “Cerrahi Hemşireliğinde Güncel Uygulamalar” Çukurova Nobel Tıp Kitapevi 3. Mert H., Bilik Ö.,(2020) “Dahili ve Cerrahi Hastalıkları Hemşireliği Klinik El Kitabı” Palme Yayınevi. 4. Aksoy G., Kanan N., Akyolcu N. (2019) “Cerrahi Hemşireliği I-II.” Nobel Tıp Kitapevleri. 5. Özhan Elbaş N. (2019) “Cerrahi Hastalıkları Hemşireliği Akıl Notları” Güneş Tıp Kitapevleri. 6. ACORN Standards of Perioperative Nursing 2018 7. Medical-Surgical Nursing. Sharon L. Lewis RN PhD FAAN and Linda Bucher RN PhD CEN CNE, Elsevier,2016 8. Lewis SL, Heitkemper MM, Dirksen SR, O’Brien PG, Bucher L (2016). “Medical-Surgical Nursing Assessment and Management of Clinical”, Elsevier 9. Philips N (2016). Berry & Kohn’s “Operating Room Technıgue” 13th ed., Edition, Mosby Elseıver, St Louise. 10. Dentlinger N. Ramdin V. (2015) “Dahili ve Cerrahi Hastalıklar Hemşireliği”, “Nobel Akademik Yayıncılık. 11. Aksoy G, Kanan N, Akyolcu N. (Ed) (2011) “Cerrahi Hastalıkları Hemşireliği Uygulama Rehberi”. İstanbul Tıp Kitabevi Yayıncılık Ltd. Şti. 12. Özbaş A. (Ed) (2011) “Hemşirelik Lisans Tamamlama Programı Hemşirelik Bakımı II (Cerrahi Hastalıkları Hemşireliği)” Online kitap. |
| **Additional Resources** | Class Notes  Related Recent Literature |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe Üniversitesi YUlearn, Google Classroom |
| **Assignments** | Case reports |
| **Exams** | Midterm and Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms (Mid-terms+Quiz) | 5 | 30 |
| Clinical practice | 3 | 30 |
| Final EXAM | 1 | 40 |
| **Total** | 9 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Mid-terms | 1 | 4 | 4 |
| Quiz | 4 | 1 | 4 |
| Assignment | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| **Total Work Load** |  |  | 252 |
| **Total Work Load / 25 (h)** |  |  | 10,08 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Education in Nursing | NHS208 | **3** | **2 + 2** | **3** | **7** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** | - |
| **Goals** | It is to gain the necessary knowledge to understand the educational role of the nurse in order to meet the needs of the individual, family and society in line with the basic health services and to plan the teaching process for these needs. |
| **Content** | In this course; education, teaching and learning approaches, learning theories, determining educational needs, establishing educational goals and objectives, determining the educational content, preparing the education plan and preparing teaching materials, teaching methods, providing learning experiences and developing critical thinking, evaluating learning and evaluating teaching activity, It is aimed to gain knowledge, awareness and skills on patient education, health education and effective presentation techniques. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Defines education, teaching and learning approaches. | 1,2,4,5,6,8,9,10 | 1,2,3,10,14,21 | 1,2,7,13 |
| Determines the educational needs of the individual, family and society. | 1,2,4,5,6,8,9,10 | 1,2,3,10,14,21 | 1,2,7,13 |
| Performs the planning phase in the education process. | 1,2,4,5,6,8,9,10 | 1,2,3,10,14,21 | 1,2,7,13 |
| Performs the implementation phase in the education process. | 1,2,4,5,6,8,9,10 | 1,2,3,10,14,21 | 1,2,7,13 |
| Performs the evaluation phase in the education process. | 1,2,4,5,6,8,9,10 | 1,2,3,10,14,21 | 1,2,7,13 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of the course  Education, Teaching and Learning Approaches | Related literature |
| **2** | Learning Theories | Related literature |
| **3** | Training Process: Needs Analysis | Related literature |
| **4** | Training Process: Planning  Establishment of goals and objectives  Determination of the content  Preparation of training plan  Preparing teaching material | Related literature |
| **5** | Training Process: Application  Teaching methods  Providing learning experiences  Developing critical thinking | Related literature |
| **6** | Effective Presentation Techniques  Educational Nursing | Related literature |
| **7** | Midterm | Related literature |
| **8** | Patient Education | Related literature |
| **9** | Health Education | Related literature |
| **10** | Training Process: Evaluation  Evaluation of teaching activity  Evaluation of learning | Related literature |
| **11** | Implementation and presentation of training materials | Related literature |
| **12** | Implementation and presentation of training materials | Related literature |
| **13** | Implementation and presentation of training materials | Related literature |
| **14** | Implementation and presentation of training materials | Related literature |
| **15** | Course evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bastable, B.S, (2019). Nurse as Educator. Jones&Barlet Learning (Fifth Edition).  Demirel, Ö, Kaya, Z. (2018). Eğitime Giriş. Pegem Akademi (18. Baskı).  Demirel, Ö. (2020). Eğitimde Program Geliştirme. Pegem Akademi (29. Baskı).  Hacıalioğlu, N. (2013). Hemşirelikte Öğretim Öğrenme ve Eğitim (2. Baskı). Nobel Tıp Kitapevleri Ltd.Şti.  Kocabatmaz, H. (2019). Yetişkin Eğitiminin Tanımı ve Kapsamı. In F. Ereş (Ed.), Yetişkin Eğitimi ve Hayat Boyu Öğrenme (1. Baskı, pp. 1–15). Pegem Akademi.  Pektekin, Ç. (2019). Sağlık Bilimlerinde Eğitim. İstanbul Tıp Kitabevi  Ormrod, E. J. (2019). Öğrenme Psikolojisi. Nobel Akademik Yayıncılık  Ulusoy, A. (2013). Gelişim ve Öğrenme Psikolojisi. Anı Yayıncılık (8. Baskı). |
| **Additional Resources** | According to  education subject , every group investigate literature. |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | Presentation, term paper |
| **Exams** | Term paper evaluation, presentation evaluation, performance evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Final exam | 1 | 40 |
| Practice | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION (**Presentation and sharing )**TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | |
|  |  | **Contribution** | | | | |
| **No** | **Program Learning Outcomes** | 1 | 2 | 3 | 4 | 5 |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 6 | 90 |
| Laboratuary | 15 | 2 | 30 |
| Mid-terms | 1 | 2 | 2 |
| Term paper evaluation | 1 | 1 | 1 |
| **Total Work Load** |  |  | 183 |
| **Total Work Load / 25 (h)** |  |  | 7,32 |
| **ECTS Credit of the Course** |  |  | 7 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Research Methodology In Health Sciences** | **FHS 301** | **5** | **2 + 0** | **2** | **3** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Aylin Akça Sümengen, M.D. PhD. |
| **Instructors** | Assist. Prof. Aylin Akça Sümengen, MD. PhD. |
| **Assistants** |  |
| **Goals** | It introduces the fundamental principles of research methodology and explain how these principles are applied for conducting research in the health sciences. And to demonstrate how evidence produced through research is applied to solving problems in everday health care. These informations can be used during the acedemic career. |
| **Content** | The aim of the course is to integrate the basic knowledge and principles that students have received during their education with their roles and functions related to research in nursing. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Learns fundamental principles of research methodology. | 1,2,6,8 | 1,2,3 | 1,2,12 |
| 2) Explains the evaluation of the individual based labile factors such as age, sex, physical activity status. | 1,2,8 | 1,2,3 | 1,2,12 |
| 3) Gets needed information to compose control groups and proper study at making a research plan. | 1,2,8 | 1,2,3 | 1,2,12 |
| 4) Knows the access routes of data and information source and uses them while conducting a research. | 1,2,8 | 1,2,3 | 1,2,12 |
| 5) Knows the steps such as study design, using copmuter analysis, measurement of variables. | 1,2,8 | 1,2,3 | 1,2,12 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview    7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Research Methodology  Science  Importance of Research  Structure of Research  Determine the Research Topic | Related references |
| **2** | Data, Information, Knowledge  Examine the Literature  Using the databases | Related references |
| **3** | Structure of Research’s Introduction  Purpose of the Research  Types of Variables  Research Questions  Hypothesis  Limitations | Related references |
| **4** | Types of Research  Observational Studies  Qualitative Research  Cross-Sectional Studies | Related references |
| **5** | Types of Research  Observational Studies  Qualitative Research  Case-Control Studies  Experimental Studies  Cross-Sectional Studies | Related references |
| **6** | Types of Research  Quantitative Research  Cohort Studies | Related references |
| **7** | Midterm Exam | Related references |
| **8** | Sampling | Related references |
| **9** | Data Collecting Methods  Questionnaire Design  Validity and Reliability | Related references |
| **10** | Data analyses  SPSS  Results Reporting | Related references |
| **11** | Preparation of The Research Protocols  Limitations  Acknowledge | Related references |
| **12** | Errors And Bias in Health Studies  Ethical Issues | Related references |
| **13** | Reporting the research  Systematic Reviews and Metanalysis | Related references |
| **14** | Project Samples  Selecting the Journals  **Course Overview** | Related references |
| **15** | GENERAL OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | INSTRUCTURER’S LECTURE NOTES |
| **Additional Resources** | 1. E Books 2. Semra Erdoğan, Nursen Nahcivan, Nihal Esin; Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. 4th Edition. Nobel Tıp Kitabevleri 2020. 3. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher et al. 4. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof.Dr.Osman Hayran, 2013 5. Sağlık Araştırmaları İçin Temel İstatistik, Dr. Murat HAYRAN, Dr. Mutlu HAYRAN, Med-Litera Tıbbi Yazım, 2011 6. Medikal İstatistik, Doç. Dr. Oktay Özdemir, İstanbul Medikal Yayıncılık, 2006Journals |

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| **MATERIAL SHARING** | |
| **Documents** | Lecture Notes |
| **Assignments** |  |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-term/s | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| **Total Work Load** |  |  | 79 |
| **Total Work Load / 25 (h)** |  |  | 3,16 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Pediatric Nursing | NHS301 | 5 | 4 + 8 | 8 | 11 |

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| **Prerequisites** | Fundementals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Aylin Akça Sümengen |
| **Instructors** | Asst. Prof. Aylin Akça Sümengen |
| **Assistants** | - |
| **Goals** | The main goal of this course is understanding the basic concepts and indicators of child health, physical, psychosocial, and cognitive development in children, protection and development of child and family health, holistic and family centered nursing care, effects of diseases on child and family, common health problems in childhood and care. |
| **Content** | The aim of the course is to integrate the basic knowledge and principles that students have received during their education with their roles and functions related to pediatric nursing; to develop and improve the health of the child in all childhood periods, and to gain the knowledge and skills to meet the needs of the family-centered care based on a holistic approach. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| 1. Understanding of the historical and contemporary issues and trends in child health and evaluate the child health situation in the world and Turkey | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |
| 2. To learn the basic concepts in child health and diseases nursing | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |
| 3. To know the pathophysiology, treatment, and nursing care of childhood diseases | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |
| 4. Perform child health nursing practices in accordance with professional principles and ethical standards with a holistic approach | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |
| 5. Using effective communication skills with children and family | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |
| 6. Performing care of healthy and sick children with evidence-based approach | 1-5,8,10 | 1,2,3,10,11,14,24,27,33 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Laboratory study 5. Field work 6. Interview 7. Projects 8. Assessment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation 15. Practice exam |

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| **Course Content** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction  Course presentation  Explanation of the course content and objectives  The art of Pediatric Nursing  Growth and Development | Related literature |
| 2 | Assessment of the Child and Family  Pain Assessment and Management in Children | Related literature |
| 3 | The Child Who is Hospitalized | Related literature |
| 4 | Health Promotion of the Newborn and Family | Related literature |
| 5 | The Child with Respiratory Dysfunction | Related literature |
| 6 | The Child with Cardiovascular Dysfunction | Related literature |
| 7 | Midterm Exam | Related literature |
| 8 | The Child with Gastrointestinal Dysfunction | Related literature |
| 9 | The Child with Endocrine Dysfunctions | Related literature |
| 10 | The Child with Cerebral Dysfunction | Related literature |
| 11 | The Child with Genitourinary Dysfunction | Related literature |
| 12 | The Child with Hematologic or Immunologic Dysfunction | Related literature |
| 13 | The Child with Musculoskeletal or Articular Dysfunction | Related literature |
| 14 | Family Centered Care of Pediatric Patients | Related literature |
| 15 | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Çavuşoğlu H. (2008). Çocuk Sağlığı Hemşireliği. Hürbilek Matbaası.  2. Dağoğlu T, Görak G.. (2008). Temel Neonatoloji ve Hemşirelik İlkeleri.  Nobel Tıp Kitapevi. |
| **Additional Resources** | 3. Davidson MR, London ML, Ladewing PA. (2008). Olds’ Maternal & Newborn Nursing & Women’s Health Across the Lifespan. Prentice Hall.  4. Green CJ. (2011). Maternal Newborn Nursing Care Plans. Jones & Barlett Learning.  5. Hazinski MF. (2012). Nursing Care of the Critically III Child. Mosby.  6. Hockenberry JM. (2005). Wong’s Essential of Pediatric Nursing. Elsevier.  7. Huband S, Trigg E. (2004). Practices in Children’Nursing. Elsevier com.  8. Kavaklı A, Pek H, Bahçecik H. (2002). Çocuk Hastalıkları Hemşireliği. Alemdar ofset.  9. McKinney ES, James SR, Murray SS, Ashwill JW. (2009). Maternal & Child Nursing. Saunders Company.  10.           Murray SS, McKinney ES. (2010). Foundations of Maternal & Newborn Nursing. Saunders.  11.    Neyzi O, Ertuğrul T. (2007). Pediatri, Nobel Tıp Kitabevi.  12.           Potts NL, Mandleco BL. (2011). Pediatric Nursing: Caring for Children and Their Families. Clifton Park.  13.    Price DL, Gwin JF. (2012). Pediatric Nursing. Saunders/Elsevier.  14.           Ricci SS. (2009). Essentials of Maternity, Newborn and Women’s Health Nursing. Walters Cluwer.  15.    Savaşer S, Yıldız S. (2010). Çocuk Sağlığı Hastalıkları Öğrenim Rehberi. İstanbul Tıp kitapevleri.  16.    Simpson KL, Creehan PA. (2008). AWHONN's Perinatal Nursing. Saunders. |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Case reports |
| **Exams** | Midterm, Final, Clinical evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Nursing care plan assessment Patient education in the clinics | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | SAYISI | Süresi (Saat) | Toplam İş Yükü (Saat) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Mid-terms | 2 | 2 | 4 |
| Assignment | 2 | 15 | 30 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 276 |
| **Total Work Load / 25 (h)** |  |  | 11,04 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Woman Health Nursing | NHS303 | 5 | 4 + 8 | 8 | 11 |

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| **Prerequisites** | NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The course provide knowledge and skills for students to evaluate reproductive health problems in the world and in Turkey and influencing factors within gender equality framework and ethical consideration, health evaluation according to the woman's life stage; gynecological problems, prenatal-birth-in the postnatal period of mother-fetus health promotion. The students develop the necessary knowledge and skills to plan appropriate nursing care within the framework of evidence-based approaches to early diagnosis, treatment and rehabilitation in cases where health is deviated from normal. |
| **Content** | Reproductive health, rights and problems, Gender, Reproductive health policies Effects on public health. Female and male reproductive system structure and functions, Pregnancy Formation and Intrauterine Development, Genetic counseling and Preconceptional care, Health problems related to pregnancy and pregnancy, Normal birth and, Reproductive health and infections, gynecological cancers, Gynecological oncology and other gynecological problems and nursing care practices . |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Understands the importance of reproductive health in our country and in the world, associates it with women's and family health. | 1-10 | 1,2,3,13,22,24 | 1,2,6,7,12 |
| Understands and evaluates the importance of considering and evaluating reproductive health and women's health throughout life. | 1-10 | 1,2,3,4,13,22,24,26 | 1,2,6,7,12 |
| Relates female and male reproductive system anatomy and physiology | 1-10 | 1,2,3,4,13,22,24 | 1,2,6,7,12 |
| Gains theoretical knowledge about pregnancy, birth and postpartum period. | 1-10 | 1,2,3,4,5,10,13,22,24,26 | 1,2,6,7,12 |
| Gains theoretical knowledge about gynecological diseases (climacteric, infections, bleeding, oncological problems, etc.) | 1-10 | 1,2,3,5,10,13,22,24 | 1,2,6,7,12,22,23 |
| Gain knowledge about family planning and assisted reproductive techniques | 1-10 | 1,2,3,4,5,10,13,22,24 | 1,2,6,7,12,22,23 |
| Gains skills on family planning and assisted reproductive techniques and gives training/consultancy | 1-10 | 1,2,3,5,10,13,22,24 | 1,2,6,712,22,23 |
| Becomes aware of the care and practices related to the formation of pregnancy and intrauterine development. | 1-10 | 1,2,3,5,10,13,22,24 | 1,2,6,7,12,22,23, |
| Implements preventive and curative care initiatives for the health of mother and baby during and after birth. | 1-10 | 1,2,3,5,10,13,14,22,24 | 1,2,6,7,12,22,23 |
| Provides nursing care, education and counseling specific to the climacteric period | 1-10 | 1,2,3,5,10,13,14,22,24 | 1,2,6,7,12,22,23 |
| Plans and applies the necessary care in gynecological problems such as pelvic pain, bleeding and infection. | 1-10 | 1,2,3,5,10,13,14,22,24 | 1,2,6,7,12,22,23 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview 7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Approach to Lifelong Women's Health and Reproductive Health Issues | Related literature |
| **2** | Approach to Lifelong Women's Health and Reproductive Health Issues | Related literature |
| **3** | The Structure and Function of The Reproductive System  Physiology and endocrinology in the reproductive system | Related literature |
| **4** | Pregnancy and Intrauterine Growth Formation | Related literature |
| **5** | Genetic Counseling and Preconceptional Care  Prenatal (Antepartum) Period and Care Practices | Related literature |
| **6** | Pregnancy Problems (Risk Situations) and Nursing Care  Fetal Health Assessment-non Invasive and Invasive Methods | Related literature |
| **7** | Pregnancy Problems (Risk Situations) and Nursing Care  Fetal Health Assessment-non Invasive and Invasive Methods | Related literature |
| **8** | Care for Labor and Labor Related Problems | Related literature |
| **9** | Postpartum Period of Maternal and Neonatal Care | Related literature |
| **10** | Postpartum Period of Maternal and Neonatal Care | Related literature |
| **11** | Infertility and Family Planning Nursing | Related literature |
| **12** | Climacteric Period’s Problems and Care | Related literature |
| **13** | Gynecological Diagnosis - Tests and Methods, Treatment Methods and Nursing Care  Infections, Pain and Bleeding in Gynecology, Urogynecology Problems | Related literature |
| **14** | Gynecological Benign Formations, Gyneco-Oncology and Care Approaches | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Arslan Özkan H, Bilgin Z: Kanıta Dayalı gebelik ve Doğum Yönetimi, Ankara Nobel Kitabevi, 2019, Ankara. 2. Arslan Özkan H: Hemşirelik ve Ebelik İçin Kadın Sağlığı ve Hastalıkları, Akademisyen Kitabevi, 2019, Ankara 3. Coşkun A. M. (Ed.)Kadın Sağlığı ve Hastalıkları Hemşireliği El Kitabı. Koç Üniversitesi Yayınları. 2012, İstanbul. 4. Coşkun A. M. Ebe ve Hemşirelere Yönelik Kadın Sağlığı ve Hastalıkları Öğrenim Rehberi. İstanbul Medikal Yayıncılık. 2008, İstanbul. 5. Hawkins J.W, Roberco-Nichols D. M, Stanley-Haney JL. GuidelinesforNursePractitioners in GynecologicSettings. 2012, Springer, USA. 6. Kadın Sağlığı Hemşireliği Dergisi-KASHED 7. Türkiye Klinikleri -Kadın Sağlığı Hemşireliği Dergisi 8. Lefier G: IntroductiontoMaternty&PediatricNursing.SaundersElselvier, 2007,Canada 9. Lowdermilk DL, Lerry SE: (eds) Maternity&Women’sHealthCare, 9th Ed, Elsevier. Philadephia, 2007,PA, USA. 10. McKinney ES, James SR, Murray SS, Nelson KA, Ashwill JW: Maternal-Child Nursing, Fifth Edition, Elsevier, 2018, St.Louis. 11. Orshan S.A. Maternity, Newborn, andWomen’sHealthNursing. LippincottWilliams&Wilkins. 2008, China. 12. Perinatoloji, İnfertilite ve Ürojinekoloji Hemşireliği Kitapları 13. Ricci SS, Kyle T, Carman S: MaternityandPediatricNursing, 2nd Edd, Lippincott Williams &Wilkins, 2009, NYC.   Taşkın L: Doğum ve Kadın Sağlığı Hemşireliği XI. Baskı. Sistem Ofset Matbacılık, 2012, Ankara. |
| **Additional Resources** | • AWHONN yayınları  • CETAD Yayınları  • Kadın Sağlığı Hemşireliği Dergisi  • Türkiye Klinikleri Kadın Sağlığı Dergisi |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Case reports |
| **Exams** | Midterm, Final, clinical evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Clinical practice | 1 | 30 |
| Final | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Mid-terms | 2 | 2 | 4 |
| Assignment | 2 | 15 | 30 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 276 |
| **Total Work Load / 25 (h)** |  |  | 11,04 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Intensive Care Nursing | NHS357 | 5 | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Lecturer Sibel Afacan Karaman |
| **Instructors** | Lecturer Sibel Afacan Karaman |
| **Assistants** |  |
| **Goals** | Course gives knowledge and skills to the nursing care given to individuals who have serious dysfunctions in organs or organ systems due to serious diseases or emergencies and are treated in intensive care units. |
| **Content** | In order to provide nursing care in the critical care unit, appropriate nursing within the framework of evidence-based approaches by learning the disease processes for the systems, holistic approach to the patient, the powers and responsibilities of the critical care nurse, legal and ethical approaches, patient and employee safety, communication with the patient and his family, and the technological possibilities used. To gain the necessary knowledge and skills for the planning, implementation and evaluation of care. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Explains the basic concepts of critical care and the duties, authorities and responsibilities of the critical care nurse. | 1,2,3,4,5,7,9 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Summarizes situations that require intensive care for systems. | 1,2,4,5,7,9 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Implements nursing care by diagnosing and evaluating critical care patients. | 1,2,3,4,8, 9, 10 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Defines the basic concepts and principles of the critical care unit. | 1,2,3,4,5,7,9,10 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Expresses patient and employee safety issues in critical care. | 1,2,3,5,7,8,9,10 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Applies therapeutic communication methods with patients and their families in critical care. | 1,2,3,4,9,10,- | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Communicates with other disciplines by providing a multidisciplinary approach. | 1,2,3,4,5,6,7,9 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Lists technological tools and equipment used in critical maintenance. | 1,2,3,7,8,9,10 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |
| Explains the risks and complications in critical care units. | 1,2,3,4,5,7,8,9 | 1,2,3, 11,18,24,25,31 | 1,2,7,10 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview 7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | ORIENTATION WEEK | Related references |
| 2 | Introduction to the course and syllabus  Definition of Critical Care, Physical Environment,  Roles and Duties of the Intensive Care Nurse | Related references |
| 3 | Ethical and Legal Situations in Critical Care  Patient Safety in Critical Care-I (Medical Error) | Related references |
| 4 | Patient Safety in Critical Care –II | Related references |
| 5 | Patient Safety in Critical Care –III | Related references |
| 6 | Infection Control and Prevention in Critical Care | Related references |
| 7 | Physical Examination in Critical Care | Related references |
| 8 | MIDTERM |  |
| 9 | Comprehensive Patient Monitoring in Critical Care | Related references |
| 10 | Multiple system issues and maintenance: Shock and Shock management | Related references |
| 11 | Multiple system problems and care: Sepsis and its management, multiple organ failures | Related references |
| 12 | Transplant patient and nursing care in Critical Care  PROJECT DELIVERY | Related references |
| 13 | Special patient groups in Critical Care: Child and Elderly patients | Related references |
| 14 | Psychosocial approach and communication with the patient and family in Critical Care | Related references |
| 15 | Employee safety in Critical Care  Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | • Yoğun Bakım hemşireliği dergisi https://dergipark.org.tr/tr/pub/ybhd  • Enç N. “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri, 2021.  • Çelik M.G., Altan H.A. “Yoğun Bakım Hemşireliği El Kitabı” Güneş Tıp Kitapevi, 2019.  • Berger MM, “Critical Care Nutrition Therapy for Non-nutritionists” “Yoğun Bakım Hastalarında Nütrisyonel Tedavi” Çev.Ed: Aygencel G, Akademisyen Kitabevi, 2019.  • Arbo J.E. “Acil Kritik Bakımda Karar Verme- Kanıta Dayalı El Kitabı” Çev. Ed: Işıl Özkoçak Turan I., Ayhan Özhasenekler A., Akademisyen Kitapevi, 2018.  • Akyol. A.D “Yoğun Bakım Hemşireliği” İstanbul Tıp Kitapevi, 2017.  • Morton P. G., Fontaine D.K., Critical Care Nursing: A Holistic Approach 11th Edition. Wolters Kluwer, 2017.  • Simon E., “Critical Care Nursing Practice Guide-2nd edition” Jaypee Medical Publishers, 2017.  • Karadakovan A., Eti Aslan F. “Dahili ve Cerrahi Hastalıklarda Bakım” Akademisyen Kitabevi, 2017  • Eti Aslan F., Olgun N. “Yoğun Bakım – Seçilmiş Semptom ve Bulguların Yönetimi”, Akademisyen Kitabevi, 2016  • Öztürk, H., Kahrıman, İ. “Tıbbi Hatalar ve Hasta Güvenliği Eğitim Rehberi” İstanbul Tıp Kitabevleri, 2016  • Enç N. “Sağlık Tanılaması ve Fizik Muayene” Nobel Tıp Kitapevleri, 2015  • Çelik S.” Erişkin Yoğun Bakım Hastalarında Temel Sorunlar ve Hemşirelik Bakımı” Nobel Tıp Kitabevleri, 2014.  • Sezen A., Temiz G., Güngör M.D. “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri, 2014 |
| **Additional Resources** | Papers given my the course instructor. |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Term Paper |
| **Exams** | Midterm Exam and Final Exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms (Midterm %60 + Term paper evaluation %40) | 1 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | - | - | - |
| Term paper | 1 | 8 | 8 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 87 |
| **Total Work Load / 25 (h)** |  |  | 3,48 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Biostatistics** | **FHS 312** | **6** | **2 + 0** | **2** | **4** |

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| **Prerequisites** | N.A. |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** |  |
| **Goals** | Teaches the principles of statistics. It also teaches how to collecting, classifying and summarizing the data. It expains the principles of biostatistic. |
| **Content** | Teaches how to use the biostatistics in health sciences. |

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| **Learning Outcomes** | **Program Learning**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Knows the fundamental statistical concepts, counts descriptive statistics according to data | 1,2,8 | 1,2,3 | 1,2 |
| Makes proper tables and graphics | 1,2,8 | 1,2,3 | 1,2 |
| Knows the fundamental concepts of theoritical distributions and sampling distributions, standart error and confidential intervals | 1,2,8 | 1,2,3 | 1,2 |
| Selects proper hypothesis test, applies and interpretes it | 1,2,8 | 1,2,3 | 1,2 |
| Knows correlation and simple linear regression methods | 1,2,8 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview 7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Principles Of Statistics And Biostatistics | Related literature |
| **2** | Classifying The Data | Related literature |
| **3** | Summarizing The Data | Related literature |
| **4** | Tables And Graphics | Related literature |
| **5** | Theoritical Distribution | Related literature |
| **6** | Probability And Sampling | Related literature |
| **7** | Midterm |  |
| **8** | Sampling Methods | Related literature |
| **9** | Sampling Methods | Related literature |
| **10** | Sample Size Determination | Related literature |
| **11** | Hypothesis Tests | Related literature |
| **12** | Hypothesis Tests | Related literature |
| **13** | Hypothesis Tests | Related literature |
| **14** | Correlation And Regression | Related literature |
| **15** | General Overview |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | INSTRUCTURER’S LECTURE NOTES |
| **Additional Resources** | 1. Sosyal Bilimlerde SPSS ile Veri Analizi, Beril Durmuş, Murat Çinko, E. Serra Yurtkoru, Beta Yayınları, 2018. 2. Sağlık Araştırmaları İçin Temel İstatistik, Dr. Murat Hayran, Dr. Mutlu Hayran, Med-Litera Tıbbi Yazım, Yeni Baskı, 2018. 3. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof.Dr.Osman Hayran, Prof. Dr. Hanefi Özbek, SPSS Uygulama Örnekleri İle Genişletilmiş İkinci Baskı), 2018. 4. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher et al. 5. Medikal İstatistik, Doç. Dr. Oktay Özdemir, İstanbul Medikal Yayıncılık, 2006. |

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| **MATERIAL SHARING** | |
| **Documents** | RELATED LITERATURE, LECTURE PRESENTATIONS |
| **Assignments** |  |
| **Exams** | Quizzes, Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  | X |  |  |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. | X |  |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. | X |  |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. | X |  |  |  |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. | X |  |  |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. | X |  |  |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Mid-terms | 1 | 2 | 2 |
| Quizzes | 2 | 1 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 96 |
| **Total Work Load / 25 (h)** |  |  | 3,84 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Psychiatric-Mental Health Nursing | NHS302 | 6 | 4 + 8 | 8 | 11 |

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| **Prerequisites** | NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof.  Işıl Işık |
| **Instructors** | Assist. Prof.  Işıl Işık |
| **Assistants** |  |
| **Goals** | In this course, it is aimed to provide the student with information about the etiological factors, symptoms/symptoms, treatments and prognoses of common mental illnesses (schizophrenia and other psychotic disorders, mood disorders, anxiety disorders and substance use disorders) that may occur throughout the student's life cycle, and to improve mental health. prevention and development aims to plan and implement nursing interventions for patients with acute or chronic psychiatric problems. |
| **Content** | The following subject are discussed: psychiatric symptoms and signs, assesment of psychiatric patient, observation, ınterview, schizophrenia and other psychotic disorders, nursing approaches in schizophrenia and other psychotic disorders, anxiety disorders (ocd , ptsd , gad , specific phobia , social phobia , panic disorder), nursing approach anxiety disorder patients patients with mood disorders, related to substance use disorders and nursing approach, personality disorders, therapeutic millue, ect, consultation-liaison psychiatry services, community mental health services, rehabilitation services, psychosocial problems and approaches on chronic renal failure, cancer, diabetes and heath disease. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To understand the basic principles necessary for communicating with individuals with mental illness, | 1,2,3,4,7,9,10 | 1,2,3,4,9,10,11,24,31,33 | 1,2,6,7,8,12,13 |
| 2. To discuss different methods in psychiatric treatment approaches, | 1,2,3,9 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 3. To know the concepts and principles of mental health, | 1,2,3,4,9 | 1,2,3,5,11,14,21,24,25,31,33 | 1,2,6,7,8,12,13 |
| 4. To define mental health and psychiatric nursing care standards, | 1,2,3,10 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 5. To describe to students the professional role of the mental health nurse in communicating with patients, friends, faculty, and healthcare professionals. | 1,2,3,9 | 1,2,3,5,11,14,21,24,25,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 6. To define the role of the nurse in the treatment and prevention of mental illnesses | 1,2,3,9 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13 |
| 7. To describe the effects of biopsychosocial and cultural factors and the health system on individuals with psychiatric illness, | 1,2,3,6,8,9 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 8. To know the communication skills related to mental health and psychiatric nursing practices and to use these skills in clinical practice, | 1,2,3,6,9 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 9. To express that they understand the importance of cooperation with other healthcare professionals in providing nursing care to individuals with mental illness, | 1,2,3,9,10 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |
| 10. To have information about health policy and social organizations for individuals with mental disorders. | 1,2,3,4,6,10 | 1,2,3,5,11,14,21,24,25,31,33 | 1,2,6,7,8,12,13 |
| 11. To provide effective nursing care by identifying the problems of patients with mental health disorders. | 1,2,3,4,6,10 | 1,2,3,5,9,11,13,20,24,25,27,31,33 | 1,2,6,7,8,12,13,18,19,20,23 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of the Course, talking about goals and expectations, explanations for clinical practice.  Definition of mental health and disorder, History of Psychiatry, Stigma, Defense Mechanisms of the Ego | Related literature |
| **2** | Diagnosis and classification in mental disorders, Psychiatric Signs and Findings | Related literature |
| **3** | Evaluation of the Psychiatric Patient, Observation, Interview | Related literature |
| **4** | Schizophrenia and Other Psychotic Disorders | Related literature |
| **5** | Art Psychotherapies | Related literature |
| **6** | Nursing Approach in Schizophrenia and Other Psychotic Disorders | Related literature |
| **7** | Nursing Approach in Schizophrenia and Other Psychotic Disorders | Related literature |
| **8** | Substance Use Disorders and Nursing Approach, Personality Disorders | Related literature |
| **9** | Midterm | Related literature |
| **10** | Mid term exam evaluation  Mood Disorders | Related literature |
| **11** | Mood Disorders | Related literature |
| **12** | Anxiety Disorders (OCD, PTSD, GAD, Specific Phobia, Social Phobia, Panic Disorder) | Related literature |
| **13** | Nursing Approach to the Patient with Anxiety Disorder | Related literature |
| **14** | Treatment Models in Psychiatry: Therapeutic Environment, Consultation Liaison Psychiatry Services, Community Mental Health Services | Related literature |
| **15** | Group Presentations: Psychosocial Problems and Approach in Patients with Chronic Kidney Failure, Psychosocial Problems and Approach in Heart Diseases  Group Presentations: Psychosocial Problems and Approach in Cancer Patients, Psychosocial Problems and Approach in Diabetes Patients  Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | • Babaoğlu, A. (2002). Psikiyatri tarihi. Okuyan Us Yayınları.  • Beck, A. T., Freeman, A., Davis, D. D., Yalçın, Ö., & Akçay, E. N. (2013). Kişilik bozukluklarının bilişsel terapisi. Litera.  • Bennett, P. (2003). Abnormal and clinical psychology: An introductory textbook. McGraw-Hill Education (UK).  • Blackburn, I. M. D., Depresyon ve Başaçıkma Yolları, B. (2008). çev. Nesrin H. Şahin, R. Neslihan Ruhancı. İstanbul: Remzi Kitabevi.  • Bynum, W. F., Porter, R., & Shepherd, M. (Eds.). (2004). The anatomy of madness: Essays in the history of psychiatry. Taylor & Francis.  • Can, G. (2010). Onkoloji Hemşireliğinde Kanıta Dayalı Bakım. İstanbul Konsensusu, Nobel Tıp Kitabevleri.  • Corsini, R. J., & Wedding, D. (2012). Modern psikoterapiler. İstanbul: Kaknüs Yayınları.  • Çam, O., & Engin, E. (2014). Ruh Sağlığı ve hastalıkları hemşireliği bakım sanatı. İstanbul Tıp Kitabevi.  • Duffy, K. G., & Wong, F. Y. (2000). Community psychology. Allyn & Bacon.  • Eshun, S., & Gurung, R. A. (Eds.). (2009). Culture and mental health: Sociocultural influences, theory, and practice. John Wiley & Sons.  • Fortinash, K. M., & Worret, P. A. H. (2012). Psychiatric Mental Health Nursing. Elsevier Health Sciences.  • Foucault, M. (2006). History of madness. Routledge.  • Gelder, M. G., Cowen, P., & Harrison, P. J. (2006). Shorter Oxford textbook of psychiatry. Oxford University Press, USA.  • Gurung, R. A. (2013). Health psychology: A cultural approach. Cengage Learning. Belmont, CA : Thomson Wadsworth  • Gürhan, N.(ed.) (2016) Ruh Sağlığı ve psikiyatri Hemşireliği, Nobel Tıp Kitabevleri, Ankara  • Halgin, R. P., & Whitbourne, S. K. (2003). Abnormal psychology: Clinical perspectives on psychological disorders. New York: McGraw-Hill.  • Keltner, N. L. (2011). Psychiatric nursing. Elsevier Health Sciences.  • Köroğlu, E. (2005). DSM-IV-TR tanı ölçütleri başvuru el kitabı. Ankara, Hekimler Yayın Birliği.  • Maj, M., López-Ibor, J. J., Sartorius, N., Sato, M., & Okasha, A. (Eds.). (2005). Early detection and management of mental disorders. John Wiley & Sons.  • Marks, D. F., Murray, M., Evans, B., Willig, C., Sykes, C. M., & Woodall, C. (2005). Health psychology: Theory, research and practice. Sage.  • Priest, H. (2012). An introduction to psychological care in nursing and the health professions. Routledge.  • Pryjmachuk, S. (Ed.). (2011). Mental Health Nursing: An Evidence Based Introduction. Sage.  • Schultz, J. M., & Videbeck, S. L. (2009). Lippincott's manual of psychiatric nursing care plans. Lippincott Williams & Wilkins.  • Steinberg, D. (2003). Models for mental disorder: conceptual models in psychiatry. John Wiley & Sons.  • Straussner, S. L. A. (Ed.). (2004). Clinical work with substance-abusing clients. Guilford Publications.  • Woodward, S., & Mestecky, A. M. (2011). Neuroscience Nursing: evidence-based practice. Blackwell Pub.  • Yalom, I. (2015). Grup psikoterapisinin teori ve pratiği, İstanbul: Kabalcı Yayınevi.  • Yufit, R. I., & Lester, D. (Eds.). (2004). Assessment, treatment, and prevention of suicidal behavior. John Wiley & Sons. |
| **Additional Resources** | 1. www.psikiyatridizini.org  2. www.dusunenadam.com |

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| **MATERIAL SHARING** | |
| **Documents** | Related Literature, data bases |
| **Assignments** | Case reports, Progress reports |
| **Exams** | Midterm, Final, Clinical Evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 20 |
| Clinical practice (therapeutic communication with patients; Case studies- care plan discussion; clinical practice performance) | 1 | 40 |
| In-Class Group presentation | 1 | 10 |
| Final Exam | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Mid-terms | 2 | 2 | 4 |
| Group presentation | 2 | 15 | 30 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 276 |
| **Total Work Load / 25 (h)** |  |  | 11,04 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ethics in Nursing | NHS 306 | 6 | 2+0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Şenay Uzun |
| **Instructors** | Prof. Şenay Uzun |
| **Assistants** |  |
| **Goals** | This course aims to teach the place and importance of patient rights and ethical principles in the health system in according with the philosophy of nursing; it aims to gain knowledge, attitudes and skills about developing sensitivity to ethical events encountered in the field of health and nursing and using nursing ethical principles and current ethical approaches in solving ethical problems. |
| **Content** | Health and nursing philosophy, concept of ethics and ethical theories, development of values, ethical principles and patient rights in health and nursing, ethical problem types and approaches, ethical decision-making methods, ethical committees, ethical events in life span, malpractice, ethical problems and approaches in care environments, current ethical events in health care, case study |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explains the concepts and theories related to ethics. | 1,4,8,10 | 1,2,3,11,14,21 | 1,2,13 |
| Explains nursing philosophy, values ​​and ethical principles. | 1,2,3,4,7,8,9,10 | 1,2,3,11,14,21 | 1,2,13 |
| Explains the moral development process. | 1,4,10 | 1,2,3,11,14,21 | 1,2,13 |
| Recognizes the ethical problems that may be encountered in the life process and health care process. | 1,2,3,4,5,7,8,9,10 | 1,2,3,11,14,21 | 1,2,13 |
| Explains the types of ethical problems and the resources to be used in their solution (ethical principles, patient rights, ethical problem solving method, ethical committee). | 1,3,4,5,7,8,9,10 | 1,2,3,11,14,21 | 1,2,13 |
| Analyzes ethical issues in the field of health and nursing. | 1,3,4,5,7,8,9,10 | 1,2,3,11,14,21 | 1,2,13 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to nursing ethics The concept of health, philosophy of health and nursing and ethics | Related literature |
| **2** | The concept of ethics and ethical theories  Importance ethical awareness/sensitivity in nursing | Related literature |
| **3** | Development of values, ethics and patient rights in the field of health -Development of values and ethical principles in nursing | Related literature |
| **4** | Development of values, ethics and patient rights in the field of health  -Development of patient rights | Related literature |
| **5** | Types of ethical problems, Approaches to ethical problems in health and nursing: Ethical decision making methods | Related literature |
| **6** | Midterm | Related literature |
| **7** | Approaches to ethical problems in the field of health and nursing: Ethics committees | Related literature |
| **8** | Ethics in scientific research and publication | Related literature |
| **9** | Ethic in life span: Ethics in the care of newborn, child, adolescent, adult and elderly | Related literature |
| **10** | Case study | Related literature |
| **11** | The concept of malpractice and ethics | Related literature |
| **12** | Ethical issues in care settings (ethics in palliative care, intensive care, emergency care) | Related literature |
| **13** | Case study | Related literature |
| **14** | Current ethical issues and approaches in health and nursing | Related literature |
| **15** | Course appraisal | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Alpar Ş.E., Bahçecik N.,Karabacak Ü. (2013). Çağdaş Hemşirelikte Etik. (Margaret A. Burkhardt and Alvita K. Nathaniel) İstanbul Tıp Kitapevi .Üçüncü Baskı. 2. Arslan Özkan H. (2014). Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri. Akademi Basın. 3. Bandman A., Bandman B. (2002)Nursing Ethics Through the Life Span. Prentice Hall. Fourth Edition. 4. Babadağ K. (2010). Hemşirelik ve Değerler. Alter Yayıncılık. Rek.Org.Ltd.Şti. 5. Benjamin M., Curtis J. (2010).Ethics ın Nursing, Cases, Principles and Reasoning. Oxford University Pres. 6. Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company. 7. Erdemir Demirhan A., Elçioğlu Ö., Doğan H. (2001). Klinik Etik. Nobel Tıp Kitapevi. 8. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 9. Potter AP, Perry AG, Stockert PA, Hall AM, Ostendorf WR (2017). Fundamentals of Nursing. 9th ed. St Louis, Missouri: Elseiver. 10. Şendir M.(2014). Hemşirelik Felsefesi. Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı (Editörler: Türkinaz Atabek Aşti, Ayişe Karadağ). Akademi Basın ve Yayıncılık: 103-112. 11. Terakye G., Ocakçı A.F. (2013). Etik Konulardan Seçmeler. İstanbul Tıp Kitapevi. 12. Thomson IE., Melia KM., Boyd KM., Horsburgh D. (2007). Nursing Ethics. Elsevier Limited. |
| **Additional Resources** | Related articles |

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| **MATERIAL SHARING** | |
| **Documents** | Related Literature, data bases |
| **Assignments** | 1 |
| **Exams** | Midterm, in term performance, final exam, |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm/s | 1 | 30 |
| Group study and presentation (In term performance) | 1 | 30 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  | X |  |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Midterm | 1 | 2 | 2 |
| Group study and presentation (In term performance) | 1 | 4 | 4 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 68 |
| **Total Work Load / 47 (h)** |  |  | 2,72 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+L+P Hour* | *Credits* | *ECTS* |
| Emergency Care Nursing | NHS310 | 6 | 2 + 2+0 (Lab) | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Lecturer Sibel Afacan Karaman |
| **Instructors** | Lecturer Sibel Afacan Karaman |
| **Assistants** |  |
| **Goals** | This course provides the necessary knowledge and skills to provide first/emergency aid practices at the scene and/or emergency service units in order to protect and sustain the lives of individuals or groups in unexpected and sudden situations and to provide evidence-based nursing care afterwards. |
| **Content** | Able to take professional roles and responsibilities within the emergency care team in the diagnosis, treatment and monitoring of patients requiring urgent care; critical thinker; advanced decision-making skills; To train competent nurses who can use the technical equipment in the unit and have advanced interpersonal communication skills. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain the professional role, ethical approaches and importance of the emergency nurse. | 1,2,3,4,5,7,8,9,10 | 1,2,3,4,10,11,24,25,28 | 1,2 |
| Learns the basic information about triage and applies triage. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,10,11,24,25,28 | 1,2 |
| They can quickly and / or comprehensively evaluate patients requiring emergency care and analyze their clinical signs and symptoms. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,10,11,24,25,28 | 1,2 |
| Be able to plan the patient's evidence-based nursing care by gaining the up-to-date knowledge and skills necessary for emergency nursing practice. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,10,11,24,25,28 | 1,2 |
| Can learn basic and advanced life support practices and nurse's responsibilities and apply them quickly and accurately. | 1,2,3,4,5,6,7,10 | 1,2,3,4,10,11,24,25,28 | 1,2,3,12 |
| Knowing the patient groups that are frequently encountered in the emergency units, they can list the necessary nursing practices. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,10,11,24,25,28 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study 5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brainstorming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course Introduction  Emergency Care Nursing  Organization of Emergency Care Units | Related references |
| **2** | Triage / Evaluation / Violence / Ethical Issues in Emergency Nursing  Pain Managment | Related references |
| **3** | Cardiological Emergencies  Basic ECG | Related references |
| **4** | Respiratory Emergencies/ Airway Applications | Related references |
| **5** | First Aid and Basic Life Support | Related references |
| **6** | First Aid and Basic Life Support | Related references |
| **7** | MIDTERM | Related references |
| **8** | Advanced Life Support/ Arterial Blood Gas Analysis Vascular Access/ Fluid Replacement | Related references |
| **9** | Neurological and Psychiatric Emergencies | Related references |
| **10** | Traumas 1-2 | Related references |
| **11** | Digestive System Emergencies | Related references |
| **12** | Hypothermia and Hyperthermia / Burns & Cold-related emergencies / Outbreak Management | Related references |
| **13** | Poisoning and Intoxication | Related references |
| **14** | Neglect /Abuse Legal Problems | Related references |
| **15** | Natural Disasters and environmental emergencies - Mass slaughter / Radioactivity and Bioterrorism  General Evaluation of the Course | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Emergency Nursing https://www-sciencedirect-com.lproxy.yeditepe.edu.tr/ 2. Ekşi A. (2021) Hastane Öncesi Acil Sağlık Hizmetleri. EMA Tıp Kitapevi. 3. Şener A. (2021) Acil Travma. Akademisyen Kitabevi 4. ENA Duran L. (Çev. Ed) (2019) Sheehy’s Emergency Nursing, Principle and Practice, 6th Edition, Mosby, Elsevier. 5. Holbery N., Newcombe P. (Çev ed: Tokem Y., Sucu Dağ G., Dölek M.) (2017) Bir Bakışta Acil Hemşireliği, Çukurova Nobel Tıp Kitabevi 6. Perrecone M.R., Shannon C.E. (Çev ed: Mert H., Bilik Ö.) (2020) Dahili ve Cerrahi Hastalıklar Hemşireliği Klinik El Kitabı. Palme Yayınevi 7. Arbo J.E. (Çev ed: Özkoçak Turan I., Özhasenekler A.) (2017) Acil Kritik Bakımda Karar Verme. Akademisyen Kitabevi 8. Emergency Nursing: The Profession, The Pathway, The Practice. Ebook: Copyright © 2016 by Sigma Theta Tau International 9. Eti Aslan F. (2017). Cerrahi Bakım. Akademisyen Tıp Kitabevi. 10. Solheim J. (2016) “Emergency Nursing: The Profession, The Pathway, The Practice, 11. Eti Aslan F, Olgun N. (2014) Erişkinlerde Acil Bakım. Ankara: Akademisyen Kitabevi 12. Badır A. (2008). Klinik Cep Kitabı. İstanbul:Hiperlink Yayınları. 13. Kekeç Z, Topaçoğlu H. (2013). Acil Tıp Cep Kitabı. İstanbul: Akademisyen Kitabevi 14. NANDA nursing Diagnoses: Definitions & Classification, 2003-2004 (2003). Philadelphia, PA. North American Nursing Diagnosis Association. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | - |
| **Exams** | Midterm, practical exam  and Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 40 |
| Practical exam | 1 | 20 |
| Final EXAM | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Labratory work | 15 | 2 | 30 |
| Mid-terms | 1 | 2 | 2 |
| Practical exam | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 126 |
| **Total Work Load / 25 (h)** |  |  | 5,04 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Geriatrics Nursing | NHS305 | 6 | 2 + 4 | 4 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The aim of the course is to provide the necessary knowledge and skills about the aging process and the biological, psychological and social changes occurring in this process and their reflections on nursing care. |
| **Content** | Aging and aging process, old age and health problems, physiological and psychosocial health care in elderly care, principles of drug management in elderly, the importance and effects of drug administration, health and social services offered to elderly people in our country, clinical and home care in the elderly. |

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| **Learning Outcomes** | **Program Outcome** | **Teaching Methods** | **Assessment Methods** |
| Knows and interprets the basic concepts of the elderly and aging and the health indicators of the elderly in our country. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,6,13,17 | 1,2,5,6,7,9,14 |
| Explains the duties and responsibilities of nurses in institutions and organizations that care for the elderly. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,6,13,17 | 1,2,,5,6,7,9,14 |
| Applies the health problems/needs of the elderly person and the methods used in health diagnosis. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,6,13,17,21,29 | 1,2,5,6,7,9,16 |
| Uses the principles of comprehensive geriatric assessment and clinical decision making in determining the physiological and psychological state of the elderly individual. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,6,13,17,21,29 | 1,2,5,6,7,9,16,17 |
| Knows the principles of drug management, the importance, and effects of drug administration in the elderly and monitors the changes. | 1,2,3,4,5,6,7 | 1,2,3,13,21,29 | 1,2,5,6,7,9,16,17 |
| Knows the institutions/organizations that care for the elderly and the health and social services offered and cooperates for the benefit of the elderly individual. | 1,2,3,4,5,6,7 | 1,2,3,13,25 | 1,2,5,6,7,9,16,17 |
| Develops sensitivity to the individual, spiritual, social, and cultural differences of older individuals. | 1,2,3,4,5,6,7 | 1,2,3,13,17,29 | 1,2,5,6,7,9,16,17 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to geriatric nursing, health and social services offered to elderly people in Turkey | Related articles |
| **2** | Introduction to the Theories of aging | Related articles |
| **3** | Geriatric Nursing within the Theories of aging | Related articles |
| **4** | Comprehensive geriatric assessment | Related articles |
| **5** | Fundamental skills in Geriatric Nursing | Related articles |
| **6** | Nutrition and Hydration of elderly people | Related articles |
| **7** | Rest and sleep in elderly people | Related articles |
| **8** | Mental health in elderly people | Related articles |
| **9** | **Midterm  Exam** | Related articles |
| **10** | Safe environment and prevention of falls | Related articles |
| **11** | Prevention and Management of the common geriatric syndromes  -  Urinary and fecal incontinence | Related articles |
| **12** | Prevention and Management of the common geriatric syndromes  - Polypharmacy | Related articles |
| **13** | Neglect and abuse in elderly care   Ethical aspects of elderly care | Related articles |
| **14** | Health and social services for elderly individuals  Management of aged care institutions | Related articles |
| **15** | Course appraisal | Related articles |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Kapucu S. Geriatri Hemşireliği. Hipokrat Kitabevi, İstanbul, 2019.  Kaptan G. Geriatriye Çok Yönlü Bakış. Nobel Tıp Kitabevi, İstanbul, 2016.  Aslan D., Kutsal Yeşim. Güncel Geriatri El Kitabı. Nobel Tıp Kitabevi, İstanbul, 2017.  Karadakovan A. Yaşlı Bakım Hemşireliği. Nobel Yayın Dağıtım, İstanbul, 2015.  Karadakovan A. Yaşlı Sağlığı ve Bakımı. Akademisyen Kitabevi, İstanbul, 2014.  Fındık Ü., Erol Ö. Geriatrik hasta ve Hemşirelik Bakımı, Nobel Kitabevi, İstanbul, 2010.  Hoffmann Wold G : Basic Geriatric Nursing. 5Th Ed.Elselvier Mosby, St. Louis, 2012.  Çavuş FÖ: Yaşlılara Yönelik Evde Bakım Hizmetlerinin Değerlendirilmesi.H.Ü.Sosyal Bil.Enst. Yüksek Lisans Tezi, Ankara 2013.  Miller CA: Nursing for Wellness in Older Adults.5th Ed.Walter Kluwer, 2009.  Birinci Basamak sağlık hizmetlerinde çalışan hekimler için yaşlı sağlığı tanı ve tedavi rehberi 2010, Editörler:Y.Gökçe Kutsal, K.Biberoğlu, T.Atlı, D.Aslan, T.c.SB TSH Genel Müd.yayınları.  Meiner Se, Lueckenotte AG: Gerontolojik Nursing.6th Ed. Lipincott Williams and Wilkins, 2006. |
| **Additional Resources** | Birinci Basamak Sağlık Hizmetlerinde Çalışan Hekimler İçin Yaşlı Sağlığı  Tanı ve Tedavi Rehberi 2010. Editör; Yeşim Gökçe Kutsal, Kutay Biberoğlu, Teslime Atlı, Dilek Aslan. T.C. Sağlık Bakanlığı Temel Sağlık Hizmetleri Genel Müdürlüğü.  Türk Geriatri Dergisi |

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| **MATERIAL SHARING** | |
| **Documents** | Realted references, data bases |
| **Assignments** | Case reports |
| **Exams** | Midterm, Final, Practise exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Clinical Practice Exam | 1 | 15 |
| Reports | 1 | 15 |
| Final | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 4 | 60 |
| Mid-terms | 1 | 2 | 2 |
| Reports evaluation | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 126 |
| **Total Work Load / 25 (h)** |  |  | 5,04 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Nursing Summer Practice | NHS405 | 7 | 0 +8+0 | 4 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist.Prof. Aylin Akça Sümengen, PhD, RN. |
| **Instructors** | Assist.Prof. Aylin Akça Sümengen, PhD, RN. |
| **Assistants** | - |
| **Goals** | The aim of this course is to enable the students to reinforce the skills acquired in internal medicine, surgical diseases, pediatric health and diseases and women's health and diseases nursing courses before graduation. |
| **Content** | This course includes management of patient care in various clinical settings (internal diseases, surgery, children, women's health and disease clinics), preparation and maintenance of care plan. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Define the clinical roles and responsibilities of the nurse in the context of internal diseases, surgical diseases, pediatric health and diseases and women's health and disease nursing. | 1-4, 6-8, 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 3,4 , 5 |
| Plans and applies care for individuals with internal diseases or surgical diseases. | 1-4, 6-8, 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 3,4 , 5 |
| Plan, implement and define all nursing activities for women's health and diseases. | 1-8, 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 3,4 , 5 |
| Can plan, apply and define all nursing activities for child health and diseases. | 1-10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 3,4 , 5 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Nursing care plan preparation and application | Related references |
| **2** | Improve basic nursing skills | Related references |
| **3** | Improving problem solving and communication skills | Related references |
| **4** | Developing and improving clinical practices and care | Related references |
| **5** | Making evidence-based practices the basic practice of the individuals they work with | Related references |
| **6** | Record all applications and observations, analyze them, and improve their applications | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Dahili ve Cerrahi Hastalıklarda Bakım (2010). A Karadakovan, F Eti Aslan (Eds), Nobel Kitapevi, Adana.  2. Philips NM (2007). Berry & Kohn’s Operating Room Technıgue. 11th ed., Edition, Mosby Elseıver, St Louise.  3. Fraise AP, Lambert PA, Maillard JY (2004). Principles and Practice of Disinfection, Preservation & Sterilization, 4th Ed, Blackwell Publishing.  4. Alexander's Care of The Patient in Surgery (2003). JC Rothrock (Ed), 13th ed., Mosby, St Louis.  5. Basavanthappa BT (2009). Medical-Surgical Nursing. Second Edition, Jaypee Brothers Medical Publisher Ltd., New Delhi.  6. Lewis SL, Heitkemper MM, Dirksen SR, O’Brien PG, Bucher L (2007). Medical-Surgical Nursing Assessment and Management of Clinical Problems. 7th Edition, Mosby Elseıver, St. Louıs.  7. A textbook of perioperative care (2009). Woodhead K, Wicker P (Eds), Elseiver Churchill Livingstone, Edinburg.  8. Aksoy G. Kanan N. Akyolcu N. 2017. Cerrahi Hemşireliği I-II. Nobel Tıp Kitabevleri. İstanbul  9. Aksoy G. Kanan N. Akyolcu N. 2017Cerrahi Hemşireliği Klinik Uygulama Rehberi. Nobel Tıp Kitabevleri. İstanbul  10. Durna Z. 2010. İç Hastalıkları Hemşireliği Uygulama Rehberi. Nobel Tıp Kitabevleri. İstanbul |
| **Additional Resources** | 1.Sole, Klein, Moseley 2017. Introduction to Critical Care Nursing. Elsevier  2.Can G. 2016. Onkoloji Hemşireliği. Nobel Tıp Kitabevleri, İstanbul. |

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| **MATERIAL SHARING** | |
| **Documents** | The realted literature and course readings |
| **Assignments** | Care Plan |
| **Exams** | Clinical evaluation and case reports |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | - | - |
| Case reports | 1 | 60 |
| Clinical/ Performance evaluation | 1 | 40 |
| Final EXAM | - | - |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | - | - | - |
| Hours for off-the-classroom study (Pre-study, practice) | 21 | 8 | 168 |
| Care plan/ case assessment | 1 | 2 | 2 |
| Clinical/Performance evaluation | 1 | 1 | 1 |
| Final | - | - | - |
| **Total Work Load** |  |  | 171 |
| **Total Work Load / 25 (h)** |  |  | 6,84 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+L+P Hour* | *Credits* | *ECTS* |
| **Methods of Article Critics in Health Sciences** | **FHS 404** | **8** | **3+0+0** | **3** | **5** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Asst.Prof. Aylin Akça Sümengen |
| **Instructors** | Asst.Prof. Aylin Akça Sümengen |
| **Assistants** | - |
| **Goals** | This course aims to provide knowledge and skills that used in research article reading critically. Students find out the read a published scholarly research article using their knowledge of the research process and elements of good research design. |
| **Content** | Every student learns to write a scholarly research critique in the scope of this course. The research critiques include interpretation of the summary of research,  specifics about the research design, including the sample, instrumentation, and data analysis, strenghts and weakness of the study, validity and reliability, presentation of the results, discussion and conclusion. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Defines sections of the research articles and lists the characteristics of the sections. | 1,7,8,9 | 1 | 2 |
| 2) Evaluates that if the research title precisely represents the whole paper | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 3) Analyzes if the abstract section is compliance with the rules of writing the scientific article. | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 4. Analyze if the introduction section is compliance with the rules of writing the scientific article. | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 5) Analyze if the method section is compliance with the rules of writing the scientific article. | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 6) Analyze if the results section is compliance with the scientific study and with the rules of writing the scientific article | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 7) Analyze if the discussion section is compliance with the scientific study and with the rules of writing the scientific article | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 8) Evaluates whether the major results are written compliance with the rules of writing the scientific article | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 9) Evaluates if the references are adequate and up to date. | 1, 6,7,8,9 | 1,2,3,13 | 2,7,13,14 |
| 10) Evaluates whether the article is written logically and clearly by author | 1,2,3,4,5, 6,7,8,9,10 | 1,2,3,13 | 2,7,13,14 |
| 11. Presents scientific article evaluations of own as written | 1, 6,7,8,9 | 1 | 7,13 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and lecture about “How to read a research paper” | Related literature |
| 2 | General Structure of research articles  Sample: Critical Reading and Evaluating A Research Article- Descriptive cross sectional design | Related literature |
| 3 | Critical Reading and Evaluating A Research Article-Case control studies | Related literature |
| 4 | Critical Reading and Evaluating A Research Article-Randomised control Trials (Cochrane database, clinicaltrials.gov) | Related literature |
| 5 | Critical Reading and Evaluating A Research Article Qualitative research samples | Related literature |
| 6 | Critical Reading and Evaluating A Research Article retrospective, prospective researches | Related literature |
| 7 | Critical Reading and Evaluating A Research Article retrospective, prospective researches | Related literature |
| 8 | Critical Reading and Evaluating A Nursing Research Article Systematic Review with descriptive design | Related literature |
| 9 | Critical Reading and Evaluating A Nursing Research Article Systematic review with randeomised control design | Related literature |
| 10 | Critical Reading and Evaluating A Nursing Research Article Metanalysis | Related literature |
| 11 | Critical Reading and Evaluating A Nursing Research Article Nursing care guidelines | Related literature |
| 12 | Critical Reading and Evaluating A Nursing Research Article Evidence practice guidelines | Related literature |
| 13 | Writing scholarly research critique with critisizm questions | Related literature |
| 14 | Writing scholarly research critique with critisizm questions | Related literature |
| 15 | General assessment and feedbacks |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Rolfe, Gary New Ways of Thinking About Nursing : Collected Conference Papers, 2010-2019  2. Maryann Godshall, PhD 2016, Fast Facts for Evidence-Based Practice in Nursing, Second Edition : Implementing EBP in a Nutshell  3. Beyea, Suzanne C., Slattery, Mary Jo 2012 Evidence-based Practice in Long-term Care : Solutions for Successful Implementation  4. Journal of Research in Nursing https://journals.sagepub.com/home/jrn  5. FNA’s Nursing Research and Evidence-Based Practice Conference Goes Virtual Again https://eds-s-ebscohost-com.lproxy.yeditepe.edu.tr/eds/pdfviewer/pdfviewer?vid=21&sid=005c726b-2e07-4a96-b201-8e22d653e68e%40redis  6. The Journal of Nursing Research https://journals.lww.com/jnr-twna/pages/default.aspx  7. Research in Nursing and Health https://onlinelibrary.wiley.com/journal/1098240x |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, readings |
| **Assignments** | Article critics assignments |
| **Exams** | Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm group homework grade | 1 | 40 |
| Final paper | 2 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  | X |  |  |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  | X |  |  |  |  |
| 3 | Takes an active role in the health care delivery team. |  | X |  |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-term/s | - | - | - |
| Quiz | - | - | - |
| Assignments | 8 | 2 | 16 |
| Final | 1 | 1 | 20 |
| **Total Work Load** |  |  | 126 |
| **Total Work Load / 25 (h)** |  |  | 5,04 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Public Health Nursing | NHS 401 | 7 | 4 + 8 | 8 | 10 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Işıl Işık |
| **Instructors** | Assist. Prof. Işıl Işık |
| **Assistants** |  |
| **Goals** | To help students understand and specialize in the field of Public Health Nursing. It is designed to develop students' nursing initiatives and skills in community health areas. |
| **Content** | Health protection and development, population and health, the concept of public health and its historical development, organization of health services in Turkey, the definition of public health nursing, roles and responsibilities, community diagnostics, factors affecting health, health protection and promotion, early detection and screening, public role of health nurse in school health services, home visits, purpose and importance, health education and counseling, healthy child and adolescent follow-up, 15-49 age female and pregnant follow-up, accidents and their importance, monitoring of elderly and chronic diseases, occupational health nursing, occupational health and safety, infectious disease control and immunization. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To know the basic philosophy of public health nursing | 1,2,3,4,5,9,10 | 1,2,3,14,21,24,25,26,33 | 1,2,13 |
| To be able to comprehend the nursing process in public health nursing practices | 1,2,3,6,9,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Being aware of the areas where the public health nurse serves | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in family health services | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in family health services | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in environmental health services | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in occupational health and safety services | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in school health services | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse for infectious diseases | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Understanding the responsibility of the public health nurse in health education | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Ability to provide accurate and effective health education | 1,2,3,5,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |
| Being aware of the ethical problems of public health nursing | 1,2,3,4,5,9,10 | 1,2,3,14,21,24,25,26,33 | 1,2,13 |
| To be able to follow the changing and developing role of the public health nurse | 1,2,3,4,5,9,10 | 1,2,3,5,8,11,13,14,24,25,26,27,33 | 1,2,5,6,7,20,21,22,23 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introducing the Course, Sharing the goals and expectations, sharing information about clinical practice  The Concept of Public Health and Its Historical Development  Organization of Health Services in Turkey  Definition, Roles and Responsibilities of Public Health Nursing  Community Diagnostics | Related literature |
| **2** | Factors Affecting Health, Health Protection and Promotion  Early Diagnosis and Screenings | Related literature |
| **3** | Role and Responsibilities of the Public Health Nurse in School Health Services | Related literature |
| **4** | Role and Responsibilities of the Public Health Nurse in School Health Services | Related literature |
| **5** | Home Visits, Purpose and Importance | Related literature |
| **6** | Health Education and Counseling | Related literature |
| **7** | Mid-Term Exam | Related literature |
| **8** | Healthy Child and Adolescent Follow-up | Related literature |
| **9** | 15-49 Age Women and Pregnant Follow-up | Related literature |
| **10** | Follow-up of Elderly and Individuals with Chronic Diseases, Accidents and Their Importance | Related literature |
| **11** | Occupational Health Nursing  Occupational Health and Safety |  |
| **12** | Infectious Disease Control and Immunization | Related literature |
| **13** | Group Presentations  Home Care Services  Unemployment, Homelessness | Related literature |
| **14** | Group Presentations | Related literature |
| **15** | Group Presentations  Course  evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Erci B. (Ed) (2009) Halk Sağlığı Hemşireliği, Göktuğ Basım Yayın Dağıtım ve Pazarlama, Ankara,. 2. Güler Ç, Akın L (Ed) (2006) Halk Sağlığı Temel Bilgiler, Hacettepe Üniversitesi Yayınları,Ankara. 3. Stanhope M, Lancaster J (Eds) (2008) Public Health Nursing Population-Centered Health Care in the Community, Seventh Edition, Mosby Elsevier,. 4. Erdoğan S, Nahcivan N, Esin N, ve ark.(2005). Halk Sağlığı Hemşireliği Dersi Uygulama Rehberi. İstanbul Üniversitesi Yayın No:4588, İstanbul. 5. Erdoğan S. Omaha Sistem: Halk Sağlığı Hemşireliği Uygulama Rehberi. İ.Ü. Florence Nightıngale Hemşirelik Yüksekokulu Yayını, No.3, İstanbul, 2000. 6. Erefe İ. (Ed) (1998) Halk Sağlığı Hemşireliği El Kitabı, Vehbi Koç Vakfı Yayınları No:14, İstanbul. 7. McEwen, M (2002) Community-Based Nursing: An Introduction (2nd ed.). Philadelphia: W.B. Saunders,. 8. Smith, C.M, Maurer. F.A. (2000) Community Health Nursing: Theory and Practice. Philadelphia, W.B. Saunders. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Case reports |
| **Exams** | Mid term, Final, Field work evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 15 |
| Final exam | 1 | 25 |
| In-Class Group Presentation | 1 | 10 |
| Community Health Presentation (Online) | 1 | 20 |
| Health Screening | 1 | 10 |
| Health Education (Students-face to face) | 1 | 10 |
| Case Management-Rotation Reports | 1 | 10 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Clinical evaluation | 1 | 10 | 10 |
| Mid-term/s | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 254 |
| **Total Work Load / 25 (h)** |  |  | 10,16 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Leadership and Management in Nursing | NHS403 | 7 | 3 + 4 | 5 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | This course provides the ability to transfer knowledge about nursing services management into practice. |
| **Content** | This course covers the principles of effective nursing management, hospital and nursing services organizational structures, formulating the nursing workforce according to the level of dependency of the patients being cared for, using communication techniques effectively, using scientific problem solving approach in managerial problems, total quality management, personal and professional leadership. and new leadership approaches and clinical work. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment Methods** |
| Defines the principles of effective nursing management. | 1,2 | 1,2,3 | 1,2 |
| Interprets organizational structures of hospital and nursing services in line with organizational principles. | 1,2,3,5,9 | 1,2,3,6,11,12,14,20 | 1,2,6,7 |
| Analyzes the nursing workforce according to the level of dependency of the caregivers. | 1,2,3,5,6 | 1,2,3,6,11,12,14,20 | 1,2,6,7 |
| Uses communication techniques effectively. | 1,2,4,5,6,8,10 | 1,2,3,6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Uses scientific problem solving approach in managerial problems. | 1,2,3,4,5,6,8,9 | 2,3, 6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Evaluates total quality management and nursing quality standards. | 1,2,4,5,6,7,8,9 | 2,3, 6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Willing to develop managerial and leadership skills. | 1,2,3,4,5,6,7,8,10 | 1,2,3,6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Discusses the legal regulations related to health and nursing | 1,2,7 | 2,3, 7,11,12,14,21 | 1,2,6,7,13 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and Introduction of the Course | Related literature |
| 2 | Organization Theories | Related literature |
| 3 | Management and Organizational Structure of Hospital and Nursing Services  Organization Principles  Management Process | Related literature |
| 4 | Leadership and Leadership Theories  Power, Authority, Influence  Nurse Leaders | Related literature |
| 5 | Planning the Nurse Manpower  Nursing Presentation Systems | Related literature |
| 6 | Human Resources Management  Risk management | Related literature |
| 7 | Midterm | Related literature |
| 8 | Communication  Meeting and Time Management  Conflict Management | Related literature |
| 9 | Quality-Related Concepts  Quality Management Process  Quality Management in Health and Nursing Services | Related literature |
| 10 | Leadership Process, Motivation and Job Satisfaction  Burnout  Organization culture | Related literature |
| 11 | Problem Solving and Decision Making  Stress Management | Related literature |
| 12 | Success (Performance) Evaluation  Effective Team Building | Related literature |
| 13 | Entrepreneurship  Career Management and Nursing  Change Management | Related literature |
| 14 | Health System, Health Policies and Nursing Legislation  Evidence-Based Practices | Related literature |
| 15 | Course appraisal | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bahçecik, A.N., Öztürk, H. (Eds). (2017). Hemşirelikte Liderlik Rolleri ve Yönetim İşlevleri, Nobel Tıp Kitabevi  Ekici, D. (2016). Sağlık Hizmetinde Yönetsel Sorunların Analizi, Sim Matbaacılık, Ankara  Hemşirelik ve sağlık personelleriyle ilgili yasal mevzuat ve düzenlemeler.  Huber D.: Leadership and Nursing Care Management Philedelphia, 2000  Koçel, T. (2018). İşletme Yöneticiliği. İstanbul, 17. Baskı, Beta Yayıncılık  Tatar Baykal Ü. ve Ercan Türkmen E. (Ed.) (2014). Hemşirelik Hizmetleri Yönetimi. Akademi Basın ve Yayıncılık, İstanbul.  Uyer, G. ve Kocaman, G. (2016). Hemşirelik Hizmetleri Yönetimi El Kitabı. İstanbul, Koç Üniversitesi Yayınları.  Koçel, T. (2018). İşletme Yöneticiliği. İstanbul, 17. Baskı, Beta Yayıncılık.  Sabuncuoğlu Z. İnsan Kaynakları Yönetimi, Alfa Aktüel, 2008  Swansburg R.C; Swansburg R.J.: İntradaction To Management and Leadership For Nurse Managers Third Edition, London, 2002.  Yoder-Wise P.S.: Leading Maneging in Nursing Second Edution, Mosby, ST. Louis, 2000  Weberg,D. Porter-O'Grady, T., Mangold,K, Malloch,K. (2018). Leadership in Nursing Practice, Jones & Bartlett Learning Management and Leadership for Nurse Administrators |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Related articles and data base |
| **Assignments** | Case reports |
| **Exams** | Mid term and Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Clinical practice & Case Study | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** | 3 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Clinical practice | 15 | 4 | 60 |
| Mid-terms | 2 | 2 | 4 |
| Quiz | 4 | 1 | 4 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 160 |
| **Total Work Load / 25 (h)** |  |  | 6,4 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+L+P Hour* | *Credits* | *ECTS* |
| Planning Dissertation Study | NHS 409 | 7 | 2 +0+ 2 (Lab) | 3 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Hediye Arslan Özkan  Prof. Şenay Uzun  Assist. Prof. Işıl Işık  Assist. Prof. Sevim Şen  Asst.Prof. Aylin Akça Sümengen |
| **Instructors** | Prof. Hediye Arslan Özkan  Prof. Şenay Uzun  Assist. Prof. Işil Işik  Assist. Prof. Sevim Şen  Asst.Prof. Aylin Akça Sümengen |
| **Assistants** |  |
| **Goals** | The objective of course to acquire research knowledge and skills on a special topic by using professional knowledge and skills. |
| **Content** | Literature review, conducting of research plan (determining the research topic and method),  conducting the conceptual framework of research (literature review about research topic, critical reading of literature, writing the section of problem definition and importance, writing the method section (research design, place, date, population and sample, data collection, data evaluation, limitations, ethical considerations of research) and collecting the data. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To be able to explain research process | 1-10 | 1,2,3,14,18 | 1,10,14 |
| To be able to prepare a graduation research project as a group | 1-10 | 1,2,3,14,18 | 1,10,14 |
| To be able to prepare the sections of introduction, conceptual framework and method. | 1-10 | 1,2,3,14,18 | 1,10,14 |
| To be able to the carry out the preliminary study. | 1-10 | 1,2,3,14,18 | 1,10,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introducing the course and the program (T)  Article review and academic reading (T) | Related literature |
| **2** | Introduction to scientific research (T)  Creation of research groups by students (T) | Related literature |
| **3** | Quantitative research methods (T)  Literature search on the subject of research | Related literature |
| **4** | Reading the literature | Related literature |
| **5** | Reading the literature  Qualitative research (T) | Related literature |
| **6** | Research questions and hypotheses (T)  Universe and sample selection (T)  Reading the literature | Related literature |
| **7** | Data collection methods and tools (T)  Analysis of data (T)  Reading the literature | Related literature |
| **8** | Midterm  Drafting the research general information section | Related literature |
| **9** | Drafting the research general information section | Related literature |
| **10** | Writing the method section of the research | Related literature |
| **11** | Preparation of research proposal (T) | Related literature |
| **12** | Establishing research questions and hypotheses (T) | Related literature |
| **13** | Delivery of general information and method section of the research | Related literature |
| **14** | Pre-application | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Erdoğan S, Nahcivan N, Esin N (2018 )Hemşirelikte Araştırma,3.baskı,Nobel tıp kitabevleri, 2018,İstanbul.  Jolley J (2014) Hemşirelik ve Sağlık profesyonelleri için araştırma ve kanıta dayalı Uygulamaya Giriş, çev.editörü S.Ayaz, 2.basım, Nobel Akademik Eğitim danışmanlık, Ankara.  Polit DF, Beck CT. (2008). Nursing Research: Generating and Assessing Evidence for Nursing Practice. 8th Ed. Lippincott Williams & Wilkins. Philadelphia.  Cryer P. (2006). The Research Student’s Guide to Success. 3rd Ed. Mc Graw-Hill/Open UniversityPress, Maidenhead.  Aksayan S ve ark. (2002). Hemşirelikte araştırma: İlke, süreç ve yöntemler. Ed:Erefe İ. Odak Ofset, Ankara.  Burns N, Grove SK. (2003). Understanding Nursing Research: Building an Evidence Based Practice. 3rd ed., WB Saunders. Philadelphia. |
| **Additional Resources** | Sağlıkla ilgili Veri tabanları, Sağlıkla ilgili ulusal ve uluslararası süreli yayınlar |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | Term paper (research proposal and introduction) |
| **Exams** | Term paper evaluation, performance evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Research planning | 1 | 20 |
| Performance evaluation | 1 | 30 |
| Term paper evaluation | 1 | 50 |
| **Total** | 3 | **100** |
| **CONTRIBUTION OF FINAL PROJECT** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterm Exam | 1 | 1 | 1 |
| Performance Evaluation | 1 | 2 | 2 |
| Term paper Evaluation | 1 | 2 | 2 |
| **Total Work Load** |  |  | 80 |
| **Total Work Load / 25 (h)** |  |  | 3,2 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Clinical Study | NHS402 | 8 | 2 + 24 | 14 | 16 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Aylin Akça Sümengen |
| **Instructors** | Asst. Prof. Aylin Akça Sümengen  Lecturer Volkan Ayaz |
| **Assistants** |  |
| **Goals** | This course is to enable students to master the skills and gain professional experience in a real environment before graduating. |
| **Content** | This course includes patient care and preparation and discussion of care plans in various clinical settings (emergency, intensive care, pediatric, internal medicine, surgery clinics). |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Describe the nursing role and responsibilities in different units of the hospital | 1-4, 6-8, 10 | 2,3,6,13,21 | 6,7,14 |
| Able to plan and apply patient-spesific nursing care plan for the patient with complex problems | 1-4, 6-8, 10 | 2,3,6,13,21 | 6,7,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course syllabus introduction  Explanations on clinical applications  Clinical orientation and work plan creation |  |
| **2** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **3** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **4** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **5** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **6** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **7** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **8** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **9** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **10** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **11** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **12** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **13** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **14** | Making a nursing care plan and applying nursing skills, case discussions | Related references |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul.  2- Hemşirelik Bakım Planları (Ed: Nalan Akbayrak, Ayla Albayrak, Gülsüm Ançel ve Sibel Erkal-İlhan), 1. Basım, Alter yayıncılık Ticaret Limited Şirketi, Birlik matbaası, Ankara, Nisan 2007 |
| **Additional Resources** | 1- Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company. |

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| **MATERIAL SHARING** | | | | |
| **Documents** | The realted literature and course readings | | | |
| **Assignments** | Case reports/care plans | | | |
| **Exams** | Clinical/performance evaluation, case reports evaluation | | | |
| **ASSESSMENT** | | | |
| **IN-TERM STUDIES** | | **NUMBER** | **PERCENTAGE** |
| Clinical practice evaluation | | 1 | 10 |
| Case report | | 1 | 60 |
| Care plan | | 1 | 30 |
| **Total** | |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** | |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | |  | 40 |
| **Total** | |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Care plan/ case assessment | 1 | 2 | 2 |
| Clinical/Performance evaluation | 15 | 24 | 360 |
| Mid-term/s | - | - | - |
| Final | - | - | - |
| **Total Work Load** |  |  | 407 |
| **Total Work Load / 25 (h)** |  |  | 16,28 |
| **ECTS Credit of the Course** |  |  | 16 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Implementing Dissertation Study | NHS 410 | 8 | 2 + 2 (Lab) | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Hediye Arslan Özkan  Prof. Şenay Uzun  Assist. Prof. Işıl Işık  Assist. Prof. Sevim Şen  Asst.Prof. Aylin Akça Sümegen |
| **Instructors** | Prof. Hediye Arslan Özkan  Prof. Şenay Uzun  Assist. Prof. Işıl Işık  Assist. Prof. Sevim Şen  Asst.Prof. Aylin Akça Sümegen |
| **Assistants** |  |
| **Goals** | The objective of course to acquire research knowledge and skills on a special topic by using professional knowledge and skills. |
| **Content** | Assessing the preliminary study results, implementating the research, analyzing the data, writing the findings section, writing the discussing section,  writing the results and recommendations section. |

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| **Learning Outcomes** | **Program learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To be able to collect and analysis the data of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |
| Discuss the sections of the findings, discussing, results and recommendations of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |
| Write the sections of the findings, discussing, results and recommendations of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Assessing the preliminary study results | Related literature |
| **2** | Implementing the research | Related literature |
| **3** | Implementing the research | Related literature |
| **4** | Implementing the research | Related literature |
| **5** | Implementing the research | Related literature |
| **6** | Data analysis | Related literature |
| **7** | Data analysis | Related literature |
| **8** | Discussing and writing the finding section | Related literature |
| **9** | Discussing and writing the finding section | Related literature |
| **10** | Discussing and writing the discussing section | Related literature |
| **11** | Discussing and writing the discussing section | Related literature |
| **12** | Discussing and writing the results and recommendations  section | Related literature |
| **13** | Discussing and writing the results and recommendations  section | Related literature |
| **14** | Submitting the research report | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Erdoğan S, Nahcivan N, Esin N (2018 )Hemşirelikte Araştırma,3.baskı,Nobel tıp kitabevleri, 2018,İstanbul.  Jolley J (2014) Hemşirelik ve Sağlık profesyonelleri için araştırma ve kanıta dayalı Uygulamaya Giriş, çev.editörü S.Ayaz, 2.basım, Nobel Akademik Eğitim danışmanlık, Ankara.  Polit DF, Beck CT. (2008). Nursing Research: Generating and Assessing Evidence for Nursing Practice. 8th Ed. Lippincott Williams & Wilkins. Philadelphia.  Cryer P. (2006). The Research Student’s Guide to Success. 3rd Ed. Mc Graw-Hill/Open UniversityPress, Maidenhead.  Aksayan S ve ark. (2002). Hemşirelikte araştırma: İlke, süreç ve yöntemler. Ed:Erefe İ. Odak Ofset, Ankara.  Burns N, Grove SK. (2003). Understanding Nursing Research: Building an Evidence Based Practice. 3rd ed., WB Saunders. Philadelphia. |
| **Additional Resources** | Health-related databases, health-related national and international periodicals |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | Thesis (research proposal and introduction, results, discussion, conclusions) |
| **Exams** | Thesis evaluation, performance evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Performance evaluation | 1 | 50 |
| Research report  (Thesis) evaluation | 1 | 50 |
| **Total** | 2 | **100** |
| **CONTRIBUTION OF RESEARCH REPORT  EVALUATION** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Performance evaluation | 1 | 10 | 10 |
| Thesis evaluation | 1 | 20 | 20 |
| **Total Work Load** |  |  | 105 |
| **Total Work Load / 25 (h)** |  |  | 4,2 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+L+ P Hour* | *Credits* | *ECTS* |
| Health Promotion | NHS355 | - | 3 + 0 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Asst. Prof. Aylin Akça Sümengen |
| **Instructors** | Asst. Prof. Aylin Akça Sümengen |
| **Assistants** |  |
| **Goals** | It is aimed that the student will have sufficient knowledge to take part in practices about the steps to be followed in the protection and development of public health |
| **Content** | The content of the course is; basic concepts in health and disease, psychosocial aspects of health, health promoting behaviors, models used in health promotion, health promotion strategies, health promotion and nursing process, practices that improve health specific to life periods. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Can describe global health problems | 1,7,8,9,10 | 1,2,3,21 | 2,7 |
| Can explain the concepts of health promotion | 1,4, | 1,2,3,21 | 2,7 |
| Can define risky groups in society | 3,4,5,7,9,10 | 1,2,3,21 | 2,7 |
| Can prepare healht promtion programs for special groups | 2,4,5,6,8,9 | 1,2,3,21 | 2,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview      7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Health Assessment-Health History | Related literature |
| **2** | According to Gordon’s functional health patterns Health Assessment-Physical Inspection Methods  Head To Toe Physical Examination | Related literature |
| **3** | Health Assessment- Head To Toe Physical Examination (cont.) | Related literature |
| **4** | Health Protection And İmprovment Concept  Health Promotion Models | Related literature |
| **5** | Health Literacy Social Marketing, Informatics and Media İn Health Promotion | Related literature |
| **6** | Physical Activity And Health Promotion- Yoga | Related literature |
| **7** | Nutrition And Health Promotion | Related literature |
| **8** | Midterm | Related literature |
| **9** | Review of Midterm Questions Tobbaco/Substance Use and Health Promotion | Related literature |
| **10** | Developing A Holistic Approach | Related literature |
| **11** | Developing A Holistic Approach | Related literature |
| **12** | Rational Use Of Drugs | Related literature |
| **13** | Management Of Interpersonal Interactions | Related literature |
| **14** | Health Promotion And Supportive Enviroment | Related literature |
| **15** | Planning Health Promotion Programs  General Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Edelman CL,Kudzma EC, Mandle CL.: Health Promotion Throughout the Life Span, Elsevier-Mosby, 8th ed., 2014.  2. World Health Organisation Primary Health Topics https://www.who.int/health-topics/  3. Ayaz Alkaya S. Sağlığın Geliştirilmesi, Hedef Yayın, Ankara, 2017  4. Erci B, Kılıç D., Adıbelli D. Yaşam Boyu Sağlığı Geliştirme, Anadolu Nobel Tıp Kitabevleri, Elazığ, 2018.  5. Eti Aslan F. Sağlığın Değerlendirilmesi ve Klinik Kara Verme, Akademisyen Tıp Kitabevi, Ankara, 2017.  6. Enç N, Sağlık Tanılaması ve Fiziksel Muayene, Nobel Tıp Kitabeleri, 2015  7. By Mendiratta, Vicki; Lentz, Gretchen M.. In Comprehensive Gynecology Edition: Eighth Edition. 2022 :127-139 Language: English. DOI: 10.1016/B978-0-323-65399-2.00016-4, Veritabanı: ScienceDirect  8. Basel, Switzerland: Socio-Environmental Vulnerability Assessment for Sustainable Management MDPI - Multidisciplinary Digital Publishing Institute, 2020. |
| **Additional Resources** | Course notes to be provided by the instructor |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Health promotion program planning |
| **Exams** | Final, Assisgnment asessment |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 40 |
| Group discussions | 1 | 10 |
| Final EXAM | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  | X |  |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  | X |  |  |  |
| 3 | Takes an active role in the health care delivery team. |  | X |  |  |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  | X |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  | X |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Assisgnment | 2 | 15 | 30 |
| Final examination | 1 | 3 | 3 |
| **Total Work Load** |  |  | 123 |
| **Total Work Load / 25 (h)** |  |  | 4,92 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Health Policies | NHS358 | - | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | To raise nurses who are competent about health policies, and take an active role in creation of new health policies. |
| **Content** | Innovation systems for science, technology and health; international ve national public health: demographic perspectives; health care access: health workforce, health care delivery and financing, social security systems, the politics of long-term care, the politics of pharmaceutical regulation; evaluation of health care: costs, outcomes and policies; communication skills needed for political success; the influence of values on a policy agenda; the power of the media on health policy and politics; mobilizing communities to improve health literacy, health policy, politics and professional ethics |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about health policies | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation on development of health policies | 1,2,3 | 1,2,13 | 1,2 |
| Can observe the effect of health policies on public health | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview      7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Innovation Systems for Science, Technology and Health | Related references |
| 2 | International and National Public Health: Demographic Perspectives | Related references |
| 3 | Health Care Access | Related references |
| 4 | Health Workforc | Related references |
| 5 | Health Care Delivery and Financing | Related references |
| 6 | Social Security Systems | Related references |
| 7 | The Politics of Long-Term Care | Related references |
| 8 | Mid-Term Exam |  |
| 9 | The Politics of Pharmaceutical Regulation | Related references |
| 10 | Evaluation of Health Care: Costs, Outcomes and Policies | Related references |
| 11 | Communication Skills Needed for Political Success; The Influence of Values on a Policy Agenda | Related references |
| 12 | The Power of The Media on Health Policy and Politics | Related references |
| 13 | Mobilizing Communities to Improve Health Literacy | Related references |
| 14 | Health Policy, Politics and Professional Ethics | Related references |
| 15 | Evaluation of the Course |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Papers given my the course instructor. |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Papers given my the course instructor. |
| **Assignments** | - |
| **Exams** | Midterm Exam and Final Exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final Exam | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  | X |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 2 | 2 | 4 |
| Assignment | 2 | 15 | 30 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 126 |
| **Total Work Load / 25 (h)** |  |  | 5,04 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Occupational Health Nursing | NHS352 | - | 3+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** |  |
| **Goals** | To raise nurses who are competent about occupational health nursing. |
| **Content** | Roles and responsibilities of occupational health nurses, hazardous conditions at work settings, workplace safety, work accidents, occupational diseases, strategic planning, organizational assessment, health services management in occupational health, laws and regulations related to occupational health |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Understands and knows the concepts related to occupational health. | 1,2,3 | 1,2,3,11 | 1,2 |
| They can give advice on occupational health. | 1,2,3 | 1,2,3,11 | 1,2 |
| They are proficient in workplace safety issues. | 1,2,3 | 1,2,3,11 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Occupational Health Nursing | Related references |
| 2 | Roles And Responsibilities of Occupational Health Nurses | Related references |
| 3 | Hazardous Conditions at Work Settings | Related references |
| 4 | Workplace Safety | Related references |
| 5 | Workplace Safety (Will Be Continued) | Related references |
| 6 | Work Accidents | Related references |
| 7 | Work Accidents (Will Be Continued) | Related references |
| 8 | Mid-Term Exam |  |
| 9 | Occupational Diseases | Related references |
| 10 | Regular Health Screening in Workplace | Related references |
| 11 | Strategic Planning | Related references |
| 12 | Organizational Assessment | Related references |
| 13 | Health Services Management in Occupational Health | Related references |
| 14 | Laws And Regulations Related to Occupational Health | Related references |
| 15 | Evaluation of The Course |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Papers given my the course instructor. |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Papers given my the course instructor. |
| **Assignments** | - |
| **Exams** | Midterm Exam and Final Exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final Exam | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. | X |  |  |  |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  | X |  |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | 4 | 2 | 8 |
| Assignment | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 117 |
| **Total Work Load / 25 (h)** |  |  | 4,68 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Forensic Nursing | NHS356 | - | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Sibel Afacan Karaman |
| **Instructors** | Lecturer Sibel Afacan Karaman |
| **Assistants** |  |
| **Goals** | Course provides the necessary knowledge and skills for the planning, implementation, evaluation, training and consultancy of nursing interventions within the framework of evidence-based approaches including crisis care to victims and their relatives who apply to a health institution as a result of forensic events. |
| **Content** | To explain the role of the nurse, forensic nursing practices and standards in forensic events that result in the deterioration or death of people's physical and mental health due to external influences. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Recognize the signs and symptoms of forensic cases during nursing diagnosis and practice. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |
| Explains the process of systematic collection of forensic evidence (gathering evidence, maintaining the integrity of the evidence, recording, reporting). | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |
| Knows the duties, responsibilities and different roles of nurses in clinical forensic medicine cases. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |
| Explains the elements of medical and forensic examination. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |
| Explains the types of violence and what needs to be considered in the identification of victims of violence. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |
| Knows the psychological characteristics and nursing approaches of the victims and perpetrators of violence. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,12,13,14,25,33 | 1,2,7,8,13,21 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Orientation week | Related references |
| **2** | Introduction to the course syllabus introduction  Historical development of forensic nursing and working areas, roles and responsibilities of forensic nursing | Related references |
| **3** | Evaluation of forensic cases, collection of evidence | Related references |
| **4** | Forensic Nursing in Clinical Medicine Services | Related references |
| **5** | Responsibilities of Nurses in Injuries | Related references |
| **6** | Domestic Violence | Related references |
| **7** | Domestic Violence-Continue  Crimes against Body Immunity | Related references |
| **8** | MIDTERM | Related references |
| **9** | Forensic Nursing in Child Abuse  Sudden Infant Death Syndrome  Sexual Violence in the Military | Related references |
| **10** | Care for the Forensic Psychiatry Patient | Related references |
| **11** | Forensic Toxicology | Related references |
| **12** | Legal Responsibilities of the Nurse | Related references |
| **13** | Malpractice in Midwifery and Nursing | Related references |
| **14** | Euthanasia | Related references |
| **15** | Dead Examination and Autopsy in Forensic Medicine  Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. DATABASE - ELSEVIER CLINICAL SKILLS: Forensic Nursing. 2. Scannell J. M. (2020) Adli Hemşirelik Hakkında Bilmemiz Gerekenler Çev. Ed: Ekşi Uymaz P., Akgün M., Manav G. Akademisyen Kitabevi. 3. Polat O. (2020) Adli Psikolojiye Giriş Seçkin Yayıncılık (3. Ed) 4. Kalfoğlu E.A, Köprülü A.Ş.,Hamzaoğlu N. (2019) Adli Hemşirelik. Akademisyen Kitabevi. 5. East K. (2019). The Perceived Effectiveness of Sexual Assault Nurse Examiner (SANE) Training for Rural Nurses. Sigma Work Environments Events. 6. Meredith S.(2018) Fast Facts About Forensic Nursing 7. Hornor G., & Zeno R. (2018). Child Sexual Abuse Perpetrators: What Forensic Nurses Need to Know. Journal of forensic nursing, 14(4), 206-213. 8. Weber J.N., Kelley J.H.(2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health.New York. 9. Potter P.A., Perry A.G. (2017). Fundamentals of Nursing. Mosby Inc. USA 10. Price B., Maguire K. (2016). Core curriculum for forensic nursing. International Association of Forensic Nurses 11. Amar A., Sekula L. K. (2015). A Practical Guide to Forensic Nursing: Incorporating Forensic Principles Into Nursing Practice. Sigma Theta Tau International. Indianapolis USA. 12. American Nurses association (2014). Forensic Nursing: Scope and Standards of Practice.2nd Ed., MD: Nursesbookks.org 13. Hammer R., Moynihan B., Pagliaro E.M. (2013) Forensic Nursing: A Handbook for Practice. 2 Ed. Jones & Bartlett Publishers, USA. 14. Lynch V. A., Duval J. B. (2011) . Forensic Nursing Science. 2 edition. Mosby , 15. Lynch V.A. (2011) Forensic Nursing Science: Global Strategies İn Health And Justice. Egyptian Journal of Forensic Sciences Vol.1, Issue 2 (p.69-76). 16. American Association of Legal Nurse Consultants: www.aalnc.org. |
| **Additional Resources** | Forensic Nursing: A Handbook for Practice Rita Hammer,Barbara Moynihan, Ph.D.,Elaine M. Pagliaro,2009  Criminalistics an introduction to forensic science,Richard Saferstein,2004 |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, |
| **Assignments** | - |
| **Exams** | Midterm and Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 60 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  | |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  | |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  | |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  | |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  | |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  | |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  | |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  | |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  | |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  | |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  | |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Mid-term/s | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4,96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Home Care Nursing | NHS354 | - | **3 + 0** | 3 | **5** |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Selman Çelik |
| **Instructors** | Lecturer Selman Çelik |
| **Assistants** |  |
| **Goals** | To train qualified and conscious nurses about home care nurses.  To apply nursing interventions are discussed  To contribute professional practice and production of the scientific information about home care patients |
| **Content** | Members of the home care team (nurse, physician, physical therapist, dietician, social worker, psychologist), roles and responsibilities of home care nurse, comprehensive assessment in home care (physical and psychosocial assessment of the client, family assessment, safety/environmental assessment), acute, post-acute, rehabilitative and long-term home care, home care for different patient groups, special issues in home care (infusion therapy, postpartum maternal and child care, care of mentally disordered patient, hospice and palliative care, complementary therapies), management of unexpected and emergency situations in home settings, communication strategies with the patient and family members, health education and consultation in home settings, documentation, caring for the family members, legal and ethical issues in home care |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Can explain the basic concepts of home care. | 1,2,3 | 1,2,3,12 | 1,2 |
| Knows the history and development process of Home Care Nursing. | 1,2,3 | 1,2,3,13 | 1,2,10 |
| Knows the duties and responsibilities of the nurse in home care services. | 1,2,3 | 1,2,3,13,18 | 1,2,10 |
| Identify the need of the individual, family and community for home care services | 1,2,3 | 1,2,3,12 | 1,2 |
| Counseling on home care. | 1,2,3 | 1,2,3,13 | 1,2,10 |
| He / she is dominant in the follow-up and safety of the patient who is undergoing home care. | 1,2,3 | 1,2,3,13,18 | 1,2,10 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Interview 33. Warm-up exercises 34. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Giving information about course content and course syllabus | Related references |
| 2 | Definition of home care and basic concepts | Related references |
| 3 | Roles and Responsibilities of Home Care Nurse | Related references |
| 4 | Scope of home care service | Related references |
| 5 | Acute, Postout, Rehabilitative and Long Term Home Care Services for Different Patient Groups | Related references |
| 6 | Acute, Postout, Rehabilitative and Long Term Home Care Services for Different Patient Group | Related references |
| 7 | Acute, Postout, Rehabilitative and Long Term Home Care Services for Different Patient Groups | Related references |
| 8 | MIDTERM EXAM |  |
| 9 | First Aid at Home | Related references |
| 10 | Complementary Medicine Practices in Home Care | Related references |
| 11 | Communication with Patients and Family Members | Related references |
| 12 | Holiday | Related references |
| 13 | Legal And Ethical Issues in Home Care | Related references |
| 14 | Hospice and Palliative Care | Related references |
| 15 | Course evaluation | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Lecture notes to be provided by the instructor,  2. Erci B(Eds), Halk Sağlığı Hemşireliği. Fırat Matbaacılık;2009.  3. Erdoğan S. (2001). Evde bakım süreci. Evde Bakım Hemşireliği  Eğitim Programı, İ.Ü.Florence Nightingale HYO ve Eczacıbaşı  Sağlık hizmetleri İşbirliği, 1-28 Ocak 2001, İstanbul.  4. Evde Bakım Derneği (2008). II. Ulusal Evde Bakım Kongresi Sonuç  Bildirisi.  5.http://evdebakim.org.tr  6. http://www.ttb.org.tr/  7. http://ichastaliklaridergisi.org/ |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Papers given my the course instructor. |
| **Assignments** | - |
| **Exams** | Midterm Exam and Final Exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final Exam | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  | X |  |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | 4 | 2 | 8 |
| Assignment | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 118 |
| **Total Work Load / 25 (h)** |  |  | 4,72 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Health Tourism and Nursing | NHS351 | - | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Selman Çelik |
| **Instructors** | Lecturer Selman Çelik |
| **Assistants** |  |
| **Goals** | To give information about the duties and responsibilities and application areas of the nurse in health tourism. |
| **Content** | World health tourism market, economical aspects of health tourism, EU and health tourism, health services for health travelers in Turkey, statistics for medical tourism in Turkey, accredited health facilities in Turkey, elderly care facilities in Turkey, hospitality in health tourism, cross-cultural nursing issues (cultural values and communication from international perspective, similarities and differences in values between Turkey and other countries including European countries, US, Russia, Middle Eastern and Far Eastern countries) in health tourism, flight nursing in health tourism, hotel nursing in health tourism, insurance issues in health tourism, malpractice and liability laws in Turkey |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Understands and knows the concepts related to health tourism. | 1,2,3, 4,5,10 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |
| Can give consultancy on health tourism. | 1,2,3, 4,5, 6, 7 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |
| Dominates the issue of safe health tourism. | 1,2,3, 4,5,8, 9,10 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |
| To have an idea about brokerage firms and their certification. | 1,2,3, 4,5, 6, 7 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |
| It can give information about Medical, Thermal, Elderly and Disabled tourism. | 1,2,3, 4,5, 6, 7 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |
| To have an idea about flight nurse and hotel nurse. | 1,2,3, 4,5, 6, 7 | 1,2,3, 4, 5, 6,25 | 1,2, 3, 4,10 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Interview 33. Warm-up exercises 34. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Giving information about course content and course syllabus | Related references |
| 2 | Tourism, Health, Safety, Tourist Health Concepts | Related references |
| 3 | Health and Tourism Relationship | Related references |
| 4 | Applications in Turkey and the World Health Tourism | Related references |
| 5 | Health Tourism Statistics in Turkey, Major Accredited Medical Institutions in our country | Related references |
| 6 | Businesses Operating in Health Tourism | Related references |
| 7 | MIDTERM | Related references |
| 8 | Medical Tourism |  |
| 9 | Thermal Tourism | Related references |
| 10 | Tourist Health and Safety Rights | Related references |
| 11 | Intercultural Nursing Issues in Health Tourism (Cultural Values and Communication from an International Perspective) | Related references |
| 12 | Problems and Solutions for Health Tourism and Tourist Health | Related references |
| 13 | Health Tourism and Flight Nursing  Health Tourism and Hotel Nursing | Related references |
| 14 | Health Tourism And Legal Legislation For Tourist Health  Insurance Related Issues in Health Tourism | Related references |
| 15 | Evaluation of the Course |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Lecture notes to be provided by the instructor, |
| **Additional Resources** | 2. Tontuş HÖ. Sağlık Turizmi Tanıtımı ve Sağlık Hizmetlerinin Pazarlanması İlkeleri Üzerine Değerlendirme. Journal of Multidisciplinary Academic Tourism. 2018, Vol. 3, No. 1, pp: 67 – 88. https://dergipark.org.tr/en/download/article-file/522461  3. http://www.saturk.gov.tr/images/pdf/tyst/02.pdf  4. https://saglikturizmi.saglik.gov.tr/TR,175/saglik-turizmi-hakkinda.html |

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| **MATERIAL SHARING** | |
| **Documents** | Papers given my the course instructor. |
| **Assignments** | - |
| **Exams** | Midterm Exam and Final Exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final Exam | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  | X |  |  |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  | X |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | 4 | 2 | 8 |
| Assignment | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 118 |
| **Total Work Load / 25 (h)** |  |  | 4,72 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| Sexual Health | NHS353 | - | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The aim of the course is for students to understand the reproductive and sexual health problems of the society in which they live, to develop sensitivity and to gain knowledge and understanding of solutions. |
| **Content** | Understanding the concept of reproductive health in line with current developments  Examining the issues of sexuality, sexual identity, sexual rights  Evaluating approaches to sexual problems in all life stages  Analyzing sexual dysfunctions and their social significance  Comprehending the principles of multidisciplinary approach to sexuality and reproductive health counseling |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Understands reproductive health concepts | 1,2,3 | 1,2,13 | 1,13,16,21 |
| Discusses sexual health issues according to life periods | 1,2,3,6,7 | 1,2,13,24,31 | 1,13,16,21 |
| Knows safe sexual life, sexual functions and disorders | 1,2,3 | 1,2,13,24,31 | 1,13,16,21 |
| Gains views on sexual health counseling and multidisciplinary approach | 1,2,3,6,7 | 1,2,13,24,31 | 1,13,16,21 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Basic concepts: reproductive health, disease, sexuality, sexual tendencies | Related references |
| **2** | Reproductive health, rights and issues | Related references |
| **3** | Sexual health physiology and neurobiology | Related references |
| **4** | Sexual health by life period | Related references |
| **5** | Sexuality, sexual health, sexual rights | Related references |
| **6** | Sexual functions and disorders-Female | Related references |
| **7** | Sexual functions and disorders-Male | Related references |
| **8** | Sexual tendencies, sexual violence and approach to the victim | Related references |
| **9** | MIDTERM EXAM | Related references |
| **10** | Case Discussions\* | Related references |
| **11** | Case Discussions\* | Related references |
| **12** | Case Discussions\* | Related references |
| **13** | Case Discussions\* | Related references |
| **14** | Case Discussions\* | Related references |
| **15** | Case Discussions\* | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | CETAD PUBLICATONS |

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| **MATERIAL SHARING** | |
| **Documents** | CETAD PUBLICATONS |
| **Assignments** | Case, film, book, game etc. cases and artworks analysis |
| **Exams** | Midterm exam, homework assessment, Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final EXAM | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  | X |  |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 2 | 2 |
| Quiz | 4 | 2 | 8 |
| Assignment | 1 | 15 | 15 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 117 |
| **Total Work Load / 25 (h)** |  |  | 4,68 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| First Aid | NHS304 | - | **3 + 0** | **3** | **5** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide the necessary knowledge and skills on first aid. |
| **Content** | This course includes main human body system, knowledge on first aid about the all body system and for all dangerous conditions, triage and transportation of the patient. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To demonstrate an understanding of main structure and functions of human body systems, first aid and first aider concept, circumtances for first aid. | 1,2,3,4,5 | 1,2,3,10,21,24 | 1,2 |
| To gain main knowledge and skill on first aid for victims with shock, cardio-pulmonary resuscitation, first aid for victims with bleedings, first aid in bone and soft tissue injuries, first aid for burns and frosbites, first aid for wounded victims, first aid for injuries, first aid for poisoning and animal/insect bites, first aid for victims with foreing objects in the body, first aid for drowning victims, and first aif for unconscious victims. | 1,2,3,4,5 | 1,2,3,10,21,24 | 1,2 |
| To gain main knowledge and skill on triage techques. | 1,2,3,4,5 | 1,2,3,10,21,24 | 1,2 |
| To gain main knowledge and skill on transportation techques. | 1,2,3,4,5 | 1,2,3,10,21,24 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction into First Aid | Related references |
| **2** | Introduction into First Aid | Related references |
| **3** | Human Body | Related references |
| **4** | First Aid for Victims with Shock | Related references |
| **5** | Cardio-pulmonary Resuscitation | Related references |
| **6** | First Aid for Victims with Bleedings/Wounded | Related references |
| **7** | Midterm | Related references |
| **8** | Midterm Evaluation  First Aid in Bone and Soft tissue Injuries | Related references |
| **9** | First Aid for Burns and Frosbites | Related references |
| **10** | First Aid for Poisoning and Animal/Insect Bites | Related references |
| **11** | First Aid for Victims with Foreing Objects in the Body | Related references |
| **12** | First Aid for Drowning Victims | Related references |
| **13** | Transportation and Triage techques | Related references |
| **14** | First Aid for Unconscious victims | Related references |
| **15** | Course appraisal | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | * G.D. Perkins et al. European Resuscitation Council Guidelines for Resuscitation: 2017 update, Resuscitation 123 (2018) 43–50. * International Federation of Red Cross and Red Crescent Societies, International First Aid and Resuscitation Guidelines 2016 * D.A. Zideman et al., Resuscitation 95 (2015) 278–287, European Resuscitation Council Guidelines for Resuscitation 2015, Section 9. First aid   T.C. Sağlık Bakanlığı İstanbul İl Sağlık Müdürlüğü, Acil Sağlık Hizmetleri Şubesi, Temel İlk Yardım Uygulamaları Eğitim Kitabı, İstanbul, 2011 |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | - |
| **Exams** | Midterm, practical exam  and Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Final Exam | 1 | 60 |
| **Total** | 2 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  | X |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. | X |  |  |  |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. | X |  |  |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. | X |  |  |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Labratory work | 6 | 3 | 18 |
| Quizzes | 2 | 1 | 2 |
| Mid-terms | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 114 |
| **Total Work Load / 25 (h)** |  |  | 4,56 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+P Hour* | *Credits* | *ECTS* |
| **Critical Thinking Strategies** | **FHS212** | **-** | **3 + 0** | **3** | **5** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | - |
| **Instructors** | - |
| **Assistants** |  |
| **Goals** | This course will provide a general overview of the concept of critical thinking, and will assist the learner in developing these skills for use in the workplace. |
| **Content** | Focus is given to developing caring attitudes of nursing students applying critical thinking strategies specific to problem solving related to human response patterns. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Define the concept of critical thinking | 1,2 | 1,2,3,11,14 | 2,7,8 |
| Identify the common characteristics of a critical thinker | 1,2,6 | 1,2,3,11,14 | 2,7,8 |
| Describe factors that can positively and negatively impact critical thinking ability | 1,2,6,7 | 1,2,3,11,14 | 2,7,8 |
| Explain how to use the critical thinking skills in daily and work life | 1,2,7,9 | 1,2,3,11,14 | 2,7,8 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course introduction / What is thinking and critical thinking? | Related Literature |
| **2** | Beginning to Think Critically | Related Literature |
| **3** | Thinking in New Boxes | Related Literature |
| **4** | Mind Map | Related Literature |
| **5** | Six Hat Thinking Model | Related Literature |
| **6** | Six Hat Thinking Model | Related Literature |
| **7** | Discussion and exercise | Related Literature |
| **8** | Midterm Overview | Related Literature |
| **9** | Deductive Validity And Inductive Force | Related Literature |
| **10** | History And Philosophy (Theories) Of  Thinking | Related Literature |
| **11** | History And Philosophy (Theories) Of  Thinking | Related Literature |
| **12** | History And Philosophy (Theories) Of  Thinking | Related Literature |
| **13** | Critical Thinking Exercises- The Dilemma Of Theory And Practice | Related Literature |
| **14** | Truth, Knowledge And Belief | Related Literature |
| **15** | General Overview | Related Literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | 1. Tracy Bowell and Gary Kemp, 2010, Critical Thinking. 3rd Edition, A Concise Guide.  2. Epstein, R.(2006) Critical thinking. 3rd ed. Belmont, CA : Thomson Wadsworth, Australia.  3. Flood RL., Romm NRA. (Eds)(1996) Critical systems thinking : current research and practice. Plenum New York : Plenum Press. USA.  4. Gambrill E. (2005) Critical Thinking in Clinical Practice.2nd Ed. John Wiley and Sons, Inc., New Jersey, USA.  5. Ruggiero, VR. (2008) Beyond feelings : a guide to critical thinking. 8th ed. McGraw-Hill Higher Education. Boston, USA.  6. Wilkinson JM. (2012) Nursing Process and Critical Thinking. 5th Ed., Pearson Education Inc., New Jersey, USA.  7. Brink-Budgen, RVD. Critical Thinking for Students. 4th Ed., Spring Hill House,Oxford,UK.  8. Mason, M. Critical Thinking and Learning, Blackwell publishing, Malden, USA.  9. Paul, R., Elder,L. (2006) Critical Thinking-Learn the Tools the Best Thinkers Use. Concise Ed., Pearson-Prentice Hall., New Jersey, Columbus, Ohio, USA.5. ANGELI C, VALANIDES N. Instructional effects on critical thinking: Performance on ill-defined issues. Learning and Instruction 19 (2009) 322-334. |

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| **MATERIAL SHARING** | |
| **Documents** | Related articles, Data bases |
| **Assignments** | Reports, presentation |
| **Exams** | Final, Assignment evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignments / Quizzes / Classroom activities | 1 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Assignments / Quizzes / Classroom activities | 1 | 15 | 15 |
| Presentation | 4 | 2 | 8 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.6 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *T+L+P Hour* | *Credits* | *ECTS* |
| Infection Control Nursing | NHS359 | - | 3+0+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Free Elective |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | This course aims to reflect the definition and historical development of infection, health care associated infections, important infectious diseases and their causes, isolation precautions and appropriate nursing care delivery and infection control measures. |
| **Content** | This course; It includes the definition, history and epidemiology of infection, sterilization and disinfection definition and methods, important infection factors, prevention methods and nursing care, isolation methods, definition, history and types of healthcare-associated infections, nursing practices for prevention, and infection control practices in special areas. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Comprehends the epidemiology, history and importance of healthcare-associated infections. | 1,2,3,4 | 1,2,3,11 | 1,2 |
| Explains sterilization and disinfection, isolation methods. | 5,6,7 | 1,2,3,11 | 1,2 |
| Explains the precautions to be taken to prevent health care related infections. | 5,6,7,8,9,10 | 1,2,3,11 | 1,2 |
| Explains infection control measures in private areas. | 5,6,7,8,9,10 | 1,2,3,11 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course Introduction | Related literature |
| **2** | Infection Control Nursing | Related literature |
| **3** | Definition, Epidemiology and Characteristics of Healthcare Associated Infections | Related literature |
| **4** | Isolation Methods for the Prevention of Healthcare Associated Infections | Related literature |
| **5** | Role of Sterilization and Disinfection in the Prevention of Healthcare-Associated Infections | Related literature |
| **6** | Holiday | Related literature |
| **7** | Multiple Resistant Pathogens and Nursing Care | Related literature |
| **8** | Midterm | Related literature |
| **9** | Surgical Site Infections and Nursing Care | Related literature |
| **10** | Healthcare Associated Respiratory Infections and Nursing Care | Related literature |
| **11** | Healthcare Associated Urinary Tract Infections and Nursing Care | Related literature |
| **12** | Intravenous Catheter Infections and Nursing Care | Related literature |
| **13** | Infection Control in Intensive Care Units | Related literature |
| **14** | Infection Control in Private Areas | Related literature |
| **15** | Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | • CDC Enfeksiyon Rehberleri  • Sağlık Bakanlığı Enfeksiyon Rehberleri  • Bulaşıcı Hastalıklar ve Bakımı, Müslüm Küçükaltun  • Enfeksiyon Hastalıkları, İlknur Aydın Avcı  • Enfeksiyon Kontrol Hemşireliği, Prof. Dr. Özdem Anğ  • Bulaşıcı Hastalıklar Hemşireliği, Gülay Görak  • Hastane İnfeksiyonları, Ayşe Yüce  • Mikrobiyoloji , Mustafa Altındiş  • https://youtu.be/-rVYlMfpAcY |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Photocopy, related presentations, book chapters |
| **Assignments** | Course presentations |
| **Exams** | Performance evaluation, final exam, student presentations |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 40 |
| Final Exam | 1 | 60 |
| Total | 2 | 100 |
| Ratio of the Final to Success |  | 40 |
| Ratio of Year to Success |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Duration of Course (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Out-of-Class Study Time (Pre-study, reinforcement) | 15 | 3 | 45 |
| Homework | 1 | 15 | 15 |
| Midterm | 1 | 2 | 2 |
| Quiz | 4 | 2 | 8 |
| Final | 1 | 2 | 2 |
| **Total Work Load** |  |  | 117 |
| **Total Work Load / 25 (h)** |  |  | 4,68 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Perioperative Nursing** | **NHS360** | **-** | **3+0+ 0** | **3** | **5** |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Sibel Afacan Karaman |
| **Instructors** | Lecturer Sibel Afacan Karaman |
| **Assistants** | - |
| **Goals** | Basic concepts of operating room and perioperative nursing, the roles and responsibilities of the nurse and other surgical team members, the principles to be considered in order to perform the surgical procedure in safe conditions, patient and employee safety approaches, necessary knowledge and practices regarding the tools, equipment and technologies used in the operating room. Gains the necessary knowledge and skills for planning, implementing and evaluating appropriate nursing care within the framework of evidence-based approaches by learning at a high level. |
| **Content** | To explain the role, competencies, application areas and standards of the nurse in the operating room unit, which is different from the other units of the hospital with its operating principles, physical and technological structures. |

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| **Learning Outcomes** | **Program Outcomes** | | **Teaching Methods** | | **Assessment Methods** |
| Explains the duties and responsibilities of the perioperative nurse. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |
| Knows the concepts related to operating room and perioperative nursing. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |
| Behaves about the care principles of perioperative nursing. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |
| Identify and implement risks and initiatives to ensure patient, employee and environmental safety in the operating room. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |
| Recognizes frequently used tools, equipment and technologies in operating rooms and identifies risks. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |
| Can identify and apply intraoperative care needs, nursing diagnoses and appropriate interventions. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | 1, 2, 11,12,25,33 | 1, 2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration  11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | ORIENTATION WEEK | Related references |
| 2 | Introduction to the course syllabus  Perioperative nursing job description, competencies, qualifications | Related references |
| 3 | Facility Safety and Physical Environment in the Operating Room  Risk Management in the Operating Room | Related references |
| 4 | Employee and Environmental Safety in the Operating Room | Related references |
| 5 | Patient Safety in the Operating Room | Related references |
| 6 | Central Sterilization Unit Functioning and Safety | Related references |
| 7 | Infection Control and Waste Management in the Operating Room  Approach to the Covid 19 Patient and Outbreak Management in the Operating Room | Related references |
| 8 | MIDTERM |  |
| 9 | Infection Control Precautions -II | Related references |
| 10 | Preoperative Care | Related references |
| 11 | Patient Admission and Transport in the Operating Room | Related references |
| 12 | Patient positioning  Hypothermia | Related references |
| 13 | Surgical Instruments and Materials used in the operating room | Related references |
| 14 | Bleeding Control  Preservation of Tissue Samples | Related references |
| 15 | Special Surgery Applications Minimally Invasive Surgery  Course evaluation |  |

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| **REFERENCES** | |
| **Textbook** | 1. Karadakovan A., Eti Aslan F. “Dahili ve Cerrahi Hastalıklarda Bakım” Akademisyen Kitabevi, 2020 2. Adaş G.T., Katran H.B. A’dan Z’ye AMELİYATHANE Nobel Tıp Kitapevleri, 2018 ISBN: 978-605-335-422-2 3. Öztürk, H., Kahrıman, İ. “Tıbbi Hatalar ve Hasta Güvenliği Eğitim Rehberi” İstanbul Tıp Kitabevleri, 2016 4. Çelik S.” Erişkin Yoğun Bakım Hastalarında Temel Sorunlar ve Hemşirelik Bakımı” Nobel Tıp Kitabevleri, 2014. 5. Van Gıerabergen M., Kaymakçı Ş. “Ameliyathane Hemşireliği” Meta Basım Matbaacılık Hizmetleri, 2015 6. Alexander's Care of the Patient in Surgery, 16th Edition, Elsevier, 2019 7. American Hospital Association (AHA) http://www.aha.org 8. Center For Disease Control (CDC) http://www.cdc.gov 9. The Association of Perioperative Registered Nurses https://www.aorn.org/guidelines 10. Philips N. Berry & Kohn’s Operating Room Technıgue. 13th ed., Edition, Mosby Elseıver, St Louise, 2016 11. Fraise AP, Lambert PA, Maillard JY. Principles and Practice of Disinfection, Preservation & Sterilization, 5th Ed, Wiley-Blackwell Publishing, 2013 12. The Australian College of Perioperative Nurses ACORN Standards of Perioperative Nursing https://www.acorn.org.au/standards 13. Rogers, W. J. Series: Healthcare Sterilisation, Volume 1, Introduction and standard practices. Shawbury, Shrewsbury, Shropshire : Smithers Rapra. 2013. eBook |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | - |
| **Exams** | Midterm and Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm exam | 1 | 60 |
| Final Exam | 1 | 40 |
| **Total** | 2 | 100 |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | 100 |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Assignment | 1 | 10 | 10 |
| Mid-terms | 1 | 15 | 20 |
| Final examination | 1 | 25 | 30 |
| **Total Work Load** |  |  | 120 |
| **Total Work Load / 25 (h)** |  |  | 4,8 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Oncology Nursing | NHS361 | - | 3+0+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Lecturer Selman Çelik |
| **Instructors** | Lecturer Selman Çelik |
| **Assistants** |  |
| **Goals** | This course aims to apply the nursing process, which includes collecting data, diagnosing, planning, implementing and evaluating the quality of life of the individuals diagnosed with cancer and their families. |
| **Content** | This course covers the basic concepts in oncology nursing, the roles and responsibilities of the oncology nurse, the etiology and epidemiology of cancer, the diagnosis of cancer patient, the use of different treatment methods and the effective nursing interventions in the management of side effects. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Defines the basic concepts of oncology nursing. | 1,2,3 | 1,3,4,5,6,25 | 1,2,3 |
| Understands the importance of risk factors, prevention and early diagnosis in cancer. | 1,2,3,4 | 1,3,4,25 | 1,2,3 |
| Understands the role and responsibilities of nurses in cancer treatment methods (chemotherapy, radiotherapy). | 5,6,7 | 1,2,3,4,5,6,25 | 1,2,3 |
| Comprehends symptom control in oncology nursing. | 5,6,7,8,9,10 | 1,2,3,4,5,6,25 | 1,2,3 |
| Comprehends the care practices of all systems in oncology nursing. | 5,6,7,8,9,10 | 1,2,3,4,5,6,25 | 1,2,3,20 |
| Comprehends care practices for psychological problems in oncology nursing. | 5,6,7,8,9,10 | 1,2,3,4,5,6,25 | 1,2,3,20 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Interview 33. Warm-up exercises 34. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Giving information about course content and syllabus  Oncology Nursing Introduction | Related literature |
| **2** | Professional Dimension in Oncology Nursing | Related literature |
| **3** | Cancer Etiology and Epidemiology | Related literature |
| **4** | Cancer Prevention | Related literature |
| **5** | Diagnosis and Treatment in Cancer | Related literature |
| **6** | Safe Treatment Practice in Cancer | Related literature |
| **7** | **MIDTERM** | Related literature |
| **8** | Symptom Management and Quality of Life in Cancer I | Related literature |
| **9** | Symptom Management and Quality of Life in Cancer II | Related literature |
| **10** | Supportive Treatments and Applications in Cancer | Related literature |
| **11** | Approach to the Patient and Family in the Cancer Process | Related literature |
| **12** | Planning Patient Care in the Cancer Process | Related literature |
| **13** | Life After Cancer | Related literature |
| **14** | Course evaluation | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. World Health Organization International Agency for Research on Cancer, World Cancer Report,  http://whqlibdoc.who.int/publications/2009/ 9789283204237\_eng\_p1-104.pdf,  2. Republic of Turkey Ministry of Health Health Statistics yearbook  http://www.tusak.saglik.gov.tr/saglik\_istatistikleri\_yilligi\_2010.pdf,  3. Can G. Evidence-Based Care in Oncology Nursing, 2010 Istanbul Consensus, Nobel Medicine Bookstores Ltd. Sti, Istanbul 2010.  4. Kurt S. (2008). Evaluation of symptom control in cancer patients. T.U. Health  Graduate School of Sciences, Department of Nursing, Internal Medicine Nursing Master's Thesis,  Edirne.  5. Aydıner A, Can G. Treatment and Care in Lung Cancer, İpomet Matbaacılık San ve Tic. Ltd Sti, Istanbul 2010. |
| **Additional Resources** | 6. Can G, Enç N, Akkaya S. Evidence-Based Symptom Management in Oncology Nursing  Konsensus'07, 3P-Pharma Publication Planning, Mavi İletişim Danışmanlık AŞ Medikal  Publishing, Istanbul 2008.  7. Can G. Evidence-Based Symptom Management in Oncology Nursing, 3P-Pharma Publication  Planning, Mavi İletişim Danışmanlık AŞ Medical Publishing, 2007  8. Cancer Chemotherapy Guide and Recommendations for Practice. trans. G Can, Trans. Ed. Z. Durna, A Aydıner, Nobel Medicine Bookstores 2003.  9. Topuz E, Aydıner A, Karadeniz AN. Clinical Oncology, Istanbul University Oncology Institute Publications, ISBN 975-404-580-1, Istanbul 2000.  10. Topuz E. Alternative and Complementary Medicine in Cancer (Scientific Approach), İletişim Publications, Istanbul 2005.  11. Smeltzer SC, Bare GB, Hinkle JL, Cheever KH. (Eds). Brunner &amp; Suddarth?s Textbook of Medical-Surgical Nursing. 11th ed. USA: Lippincott Williams &amp; Wilkins;2008. |

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| **MATERIAL SHARING** | |
| **Documents** | Photocopy, related presentations, book chapters |
| **Assignments** | Course presentations |
| **Exams** | Performance evaluation, final exam, student presentations |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 40 |
| Final exam | 1 | 60 |
| Total | 2 | 100 |
| Ratio of the Final to Success |  | 40 |
| Ratio of Year to Success |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | **X** |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  | X |  |  |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Duration of Course (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Out-of-Class Study Time (Pre-study, reinforcement) | 15 | 1 | 15 |
| Homework | 1 | 10 | 10 |
| Mid Project | 1 | 15 | 20 |
| Final Project | 1 | 25 | 30 |
| **Total Work Load** |  |  | 120 |
| **Total Work Load / 25 (h)** |  |  | 4,8 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Innovation in Nursing | NHS362 | - | 3+0+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Free Elective |
| **Course Coordinator** | Asst. Prof. Aylin Akça Sümengen |
| **Instructors** | Asst. Prof. Aylin Akça Sümengen |
| **Assistants** |  |
| **Goals** | This course aims to provide the knowledge and skills required in innovation, innovative creative thinking, the place of artificial intelligence in health care applications, and innovativeness and entrepreneurship. |
| **Content** | This course examines issues related to the definition and importance of innovation and entrepreneurship in nursing, innovative creative thinking, the role of artificial intelligence in health care practices and issues related to innovation and entrepreneurship. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Defines innovation and understands its importance. | 1,2,3 | 1,4,6 | 1,2,3 |
| Understands the links between innovation and entrepreneurship | 4,5,7 | 1,3,4,5,6 | 1,2,3 |
| Follows practices related to innovation and creativity in nursing. | 6,7,8 | 1,2,3,4,5,6 | 1,2,3 |
| Follow recent studies labor issues related to innovation throughout Turkey and the world | 8,9,10 | 1,3,4,5,6 | 1,2,3 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Laboratory study  5. Field work 6. Interview 7. Projects         8. Assessment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to innovation | Related literature |
| **2** | Creativity, Inventiveness, History of Inventions  Health Innovation and Samples | Related literature |
| **3** | Creative personality and creative thinking | Related literature |
| **4** | Development of creativity, Invention Samples | Related literature |
| **5** | Entrepreneurship, Creating New Venture, Needs of Health Sector  Oppurtunities of Innovations in Turkey an Europe | Related literature |
| **6** | Project Sample-TUBİTAK | Related literature |
| **7** | **Midterm** | Related literature |
| **8** | Discussion of midterm exam questions, Innovations and needs in Today's Health Sector  Computer Tech and Health | Related literature |
| **9** | Innovation Applications in Health Sector / Artificial Intelligence in Health Care Applications | Related literature |
| **10** | Patents and Data Rights, Patents | Related literature |
| **11** | Innovation, Creativity, Marketing, Information and Communication Technologies, TUBITAK Sample | Related literature |
| **12** | Ramadan Feast | Related literature |
| **13** | Group Presentations | Related literature |
| **14** | Group Presentations | Related literature |
| **15** | Group Presentations |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | • Pamela G. Reed, PhD, RN, FAAN; Nelma B. Crawford Shearer, PhD, RN, FAAN. Edition: Second edition. New York, NY : Springer Publishing Company. 2018. eBook  • Ron Immink. Series: Business Book Series, no. 02. Cork Ireland : NuBooks. 2017  • Scott Bales; Hannes van Rensburg. [N.p.] : Morgan James Publishing. 2019.  • Jonathan Reuvid. London : University of Buckingham Press. 2020.  • David Masumba 2019 Leadership for Innovation : Three Essential Skill Sets for Leading Employee-Driven Innovation  • Kim Chandler McDonald (2013) Innovation : How Innovators Think, Act and Change Our World  • https://www.tubitak.gov.tr/en |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Photocopy, related presentations, book chapters |
| **Assignments** | Course presentations |
| **Exams** | Performance evaluation, final exam, student presentations |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm exam | 1 | 20 |
| Presentation | 1 | 30 |
| Final exam | 1 | 50 |
| Total | 3 | 100 |
| Ratio of the Final to Success |  | 40 |
| Ratio of Year to Success |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Duration of Course (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Out-of-Class Study Time (Pre-study, reinforcement) | 15 | 3 | 45 |
| Homework | 1 | 15 | 15 |
| Search | 4 | 2 | 8 |
| Final Project | 1 | 2 | 2 |
| **Total Work Load** | 1 | 2 | 2 |
| **Total Work Load / 25 (h)** |  |  | 117 |
| **ECTS Credit of the Course** |  |  | 4,68 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Communication in Patient Care | NHS363 | - | 3+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | Asst. Prof. Aylin Akça Sümengen |
| **Instructors** | Asst. Prof. Aylin Akça Sümengen |
| **Assistants** | - |
| **Goals** | To develop the nursing department students' English literacy, comprehension and speaking skills specific to the science of nursing, to gain the ability to learn professional terms, to understand what they read and to translate and apply texts related to their field. |
| **Content** | This course is designed to develop students' communication skills within the individual and team they care for in a hospital environment and to have a good command of English in patient care terms specific to nursing care. |

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| **Learning Outcomes**  Students who successfully complete this course; | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| 1. To be able to comprehend the importance of foreign language in order to graduate as an international nurse, | 1-5,8,10 | 1,2,3,10,11,14,24,25,27,33 | 1,2,7 |
| 2. Will be able to use the terminology specific to nursing care, | 1-5,8,10 | 1,2,3,10,11,14,25,24,27,33 | 1,2,7 |
| 3. Will be able to effectively use English documents used in nursing processes, | 1-5,8,10 | 1,2,3,10,11,14,25,24,27,33 | 1,2,7 |
| 4. Will be able to give patient education in English. | 1-5,8,10 | 1,2,3,10,11,14,25,24,27,33 | 1,2,7 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Laboratory study 5. Field work 6. Interview 7. Projects 8. Assessment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation 15. Practice exam |

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| **Course Content** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Accepting patients, taking patient history, active listening strategies, recording findings, describing body parts according to the history | Related literature |
| 2 | Patient education, education in respiratory system diseases, taking respiratory system history, describing respiratory system findings, asthma education, effective nebulizer use, explaining triflow usage, recording respiratory system findings | Related literature |
| 3 | Wound care education, wound assessment and description, use of wound assessment scale | Related literature |
| 4 | To be able to discuss diabetes management, to explain the importance of healthy life behaviors such as insulin administration training, nutrition and exercise. | Related literature |
| 5 | Explaining the pathology test, discussing the results, checking the patient's level of understanding, reading and understanding the pathology report | Related literature |
| 6 | Drug administration, order reading and understanding, double checking before administration, understanding and explaining drug interactions, 5 right principles in drug administration | Related literature |
| 7 | IV infusions, IV site evaluation and recording, reporting the follow-up | Related literature |
| 8 | Performing preoperative controls, providing preoperative education, preparing the patient for surgery, therapeutic approach to preoperative anxiety, completing preoperative checklists and delivering patients to the operation | Related literature |
| 9 | Postoperative patient admission, explaining post-operative pain management, agitated patient management, use of pain scale and recording | Related literature |
| 10 | Attending the service meeting, communication within the team, speaking skills on the phone, taking phone orders | Related literature |
| 11 | Preparation of discharge training, sample discharge training: training on the activities of daily living of the stroke patient. Filling out discharge plan forms | Related literature |
| 12 | Approach to the terminal patient, therapeutic communication with the patient and their relatives | Related literature |
| 13 | Patient presentations, transfer of duty, discharge training student presentations | Related literature |
| 14 | Discharge training student presentations- General term evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Allum. V, McGarr. P, Cambridge English For Nursing, Cambridge University Press, Intermediate Plus 1st Edition ISSBN 978-0521715409 |
| **Additional Resources** | 1. Lohumi, S., & Lohumi, R. (2021). *Communicative English for Nurses, -E-Book*. Elsevier Health Sciences. 2. Staples, S. (2015). *The discourse of nurse-patient interactions: Contrasting the communicative styles of US and international nurses* (Vol. 72). John Benjamins Publishing Company. 3. Arakelian, C., Bartram, M., & Magnall, A. (2018). *Hospital English: The brilliant learning workbook for international nurses*. Routledge. 4. Lohumi, S. (2015). *English for nurses*. Elsevier Health Sciences   Tinambunan, T. R., & Lubis, S. (2013). The Analysis of Translation Equivalence on Bilingual Book Active English for Nurses. *Jurnal Kajian Linguistik*, *10*(2), 319-330. |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | Patient Education |
| **Exams** | Midterm, Final, Clinical evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Patient education | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |  |
| 2 | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |  |
| 3 | Takes an active role in the health care delivery team. |  |  |  |  | X |  |
| 4 | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| 5 | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |  |
| 6 | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |  |
| 7 | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  | X |  |  |  |  |
| 9 | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |  |
| 10 | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | SAYISI | Süresi (Saat) | Toplam İş Yükü (Saat) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Mid-terms | 1 | 2 | 2 |
| Assignment | 1 | 3 | 3 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 127 |
| **Total Work Load / 25 (h)** |  |  | 5,08 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Nursing Informatics | NHS 364 |  | 3+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | - |
| **Instructors** | - |
| **Assistants** | - |
| **Goals** | This course aims to provide the student with knowledge and skills about information systems in nursing, to raise awareness about the place and importance of information systems in the field of health, to have sufficient equipment to take part in the use of computer science and information science in the diagnosis, treatment, care planning, implementation, evaluation and reporting of the individual's problems. is intended. |
| **Content** | The content of the course is; focuses on the use of health informatics and information technologies in nursing practice. It covers knowledge and skills related to the processing, sharing and management of data. |

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| **Learning Outcomes**  Students who successfully complete this course; | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| 1. Understands the concept of informatics, the importance of informatics in health and nursing. | 1, 2, 5 | 1, 2, 3, 11, 33 | 1,2 |
| 2. Knows the benefits of common language and nursing classification systems in nursing. | 1, 2, 5 | 1, 2, 3, 11, 33 | 1,2 |
| 3. Analyzes nursing classification systems related to common terminology in nursing. | 1, 2, 3, 4, 5, 6, 8, 9 | 1, 2, 3, 11, 13, 33 | 1, 2, 7, 20 |
| 4. Knows/discuss the examples of e-health/tele-health applications used in nursing. | 1, 2, 3, 5 | 1, 2, 3, 11, 33 | 1,2 |
| 5. Shows sensitivity to the security and confidentiality of data. | 1, 2, 3, 4, 5, 7, 9 | 1, 2, 3, 11,13, 33 | 1, 2, 7, 20 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Laboratory study 5. Field work 6. Interview 7. Projects 8. Assessment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation 22. Virtual game simulation 23. Team-based work 24. Video demonstration 25. Book and resource sharing 26. Small and large group discussion 27. Preparing and implementing a training plan 28. Simulation 29. Case analysis with video footage 30. Museum tour 31. Film/documentary screening 32. Warm-up exercises 33. Case study |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment   4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation 9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam 16. Video screening evaluation 17. Video case analysis evaluation 18. Observation evaluation 19. Interview evaluation 20. Nursing process evaluation 21. Group work evaluation 22. Case evaluation 23. Care plan evaluation 15. Practice exam |

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| **Course Content** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction of the curriculum and sharing of course-related responsibilities-Basic Concepts in Informatics, The effect and future of technology on nursing services | Related literature |
| 2 | Introduction to Health Information Systems, information technology and the internet | Related literature |
| 3 | Health Information Systems in the World and in Turkey – Electronic Health Records | Related literature |
| 4 | Nursing Informatics, information science | Related literature |
| 5 | Roles and Competencies of the Informatics Nurse, Health informatics applications | Related literature |
| 6 | Nursing Classification Systems-1 | Related literature |
| 7 | Nursing Classification Systems-2 | Related literature |
| 8 | Midterm | Related literature |
| 9 | Evaluation of midterm exam questions  Informatics applications in nursing management | Related literature |
| 10 | Clinical decision support systems, electronic patient records and clinical informatics | Related literature |
| 11 | Data collection, data processing, data mining | Related literature |
| 12 | E-health, Telemedicine, Tele-Health, Tele-Nursing | Related literature |
| 13 | Security and Privacy in Health Information Systems | Related literature |
| 14 | Protection of Personal Health Data, Legal and Ethical Issues | Related literature |
| 15 | Future of Informatics and Nursing Informatics in International Perspective  Course evaluation | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | 1. Essentials of Nursing Informatics, Fourth edition McGraw-hill. 3. Virginia Saba, Kathleen A. McCormick, (2006) 2. McGonigle D., Mastrian K. (2017). Nursing Informatics and The foundation of Knowledge. Jones and Barlett Publishers, LLC., 3. McCormick, K., Saba, V. (2015). Essentials of nursing informatics. McGraw-Hill Education., 4. Brixey, J. E. (2016). Essentials of nursing informatics study guide. McGraw-Hill Education. 5. Blazun Vošner, Helena, Carter-Templeton, Heather Završnik, Jernej; Kokol, Peter Nursing Informatics, Computers, Informatics, Nursing: July 2020 - Volume 38 - Issue 7 - p 331-337 doi: 10.1097/CIN.0000000000000624, 6. Westra, Bonnie L. Clancy, Thomas RSensmeier, Joyce MS, Warren, Judith J, Weaver, Charlotte, Delaney, Connie W. Nursing Knowledge, Nursing Administration Quarterly: October/December 2015 - Volume 39 - Issue 4 - p 304-310 doi: 10.1097/NAQ.0000000000000130   7.Aydın Ateş, N., Seçginli, S., Silahtaroğlu, G.(2022).Hemşirelik Bilişimi. 1.Baskı, ACR Yayınları |

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| **MATERIAL SHARING** | |
| **Documents** | Relevant literature, databases |
| **Assignments** | Preparing a case report using the nursing classification system |
| **Exams** | Final, homework evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Patient education | 1 | 50 |
| Final EXAM | 1 | 20 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Gain basic, theoretical, practical knowledge, skills and attitudes in line with the reflections of developments in science, technology and health to nursing. |  |  | X |  |  |  |
| 2 | Collects data using a holistic approach according to the health needs of an individual, family or society, determine nursing diagnosis, applies current and evidence-based interventions, evaluates the outcomes and keeps necessary records. |  |  |  | X |  |  |
| 3 | Takes an active role and leads the health team in providing and developing safe, cost effective and high quality health care. |  | X |  |  |  |  |
| 4 | Implements necessary interventions for health promotion, protection, improvement and increasing the quality of life practices while respecting human rights and dignity. |  |  |  | X |  |  |
| 5 | Advocates for individuals, family, society and nursing profession by acting in accordance with professional values, ethical principles and relevant legislation. |  |  | X |  |  |  |
| 6 | Gains the ability of verbal and written communication, writing reports and presentations by using the native and foreign languages effectively. |  |  | X |  |  |  |
| 7 | With the awareness of the necessity of lifelong learning, gains the ability to follow innovative and creative developments in science and technology in health care and to develop themselves continuously. |  |  | X |  |  |  |
| 8 | Knows the research and publication process for the production of scientific knowledge specific to nursing, takes part in research, uses and shares the results of researches. |  |  | X |  |  |  |
| 9 | Utilize critical thinking and clinical decision-making skills in their professional practice. |  |  |  | X |  |  |
| 10 | Are sensitive to social and professional problems, set an example to colleagues and society with professional behavior. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | NUMBER | Time (Hours) | Total  Workload  (Hour) |
| Course Duration (Including the exam week: 15x total course hours) | 15 | 3 | 45 |
| Out of Class Study Time (Pre-study, reinforcement) | 15 | 3 | 45 |
| Homework (Case Presentation) | 1 | 10 | 10 |
| Mid term | 1 | 2 | 2 |
| Final examination | 1 | 3 | 3 |
| **Total Work Load** |  |  |  |
| **Total Work Load / 21 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |