




**YEDİTEPE UNIVERSITY**  
FACULTY OF HEALTH SCIENCES



**NURSING DEPARTMENT**  
**STUDENT LOGBOOK**

2023

 <b>YEDİTEPE UNIVERSITY</b>	<b>YEDİTEPE UNIVERSITY FACULTY OF HEALTH SCIENCES NURSING DEPARTMENT STUDENT LOGBOOK</b>	<b>Document No</b>	
		<b>Release Date</b>	
		<b>Revision No</b>	
		<b>Page Number</b>	

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**YEDİTEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

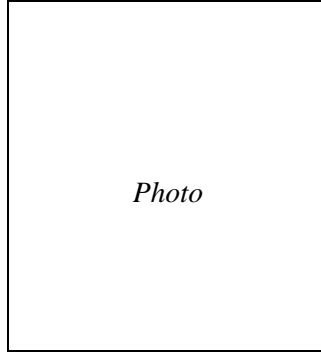
**Document No**

**Release Date**

**Revision No**

**Page Number**

**STUDENT INFORMATION**



Name and Surname	
Student Number	
Department Start Date	
Period in the Department	
Phone Number	
E-mail Address	



**YEDITEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

Document No

Release Date

Revision No

Page Number


**YEDITEPE UNIVERSITY FACULTY OF HEALTH SCIENCES**

**DEPARTMENT OF NURSING APPLIED FIELD COURSES**

**Clinical application:** Activities consists of such as fulfilling the responsibilities of the student, being open and willing to learn, making correct and complete care practices, sharing with friends, participating in group discussions, providing education and counseling to healthy or sick individuals, preparing homework/reports/care plans, and delivering them on time (on the day and time specified by the instructor).

The clinical practices of our Yeditepe University Faculty of Health Sciences Nursing Department students are carried out with a theoretical course during the course period and are stated in the table below.

<b>Fall Semester</b>	<b>Spring Semester</b>
NHS 201- Fundamentals of Nursing II	NHS 102- Fundamentals of Nursing I
NHS 301- Child Health and Diseases Nursing	NHS 202- Medical Nursing
NHS 303- Women Health Nursing	NHS 204- Surgical Nursing
NHS 401- Public Health Nursing	NHS 208- Education in Nursing
NHS 403- Leadership and Management in Nursing	NHS 305- Geriatrics Nursing
	NHS 302- Psychiatric-Mental Health Nursing
	NHS 402- Clinical Study (Intern practice)

	<b>YEDITEPE UNIVERSITY</b> <b>FACULTY OF HEALTH SCIENCES</b> <b>NURSING DEPARTMENT</b> <b>STUDENT LOGBOOK</b>	<b>Document No</b>	
		<b>Release Date</b>	
		<b>Revision No</b>	
		<b>Page Number</b>	

## CLINICAL PRACTICE RULES

### Student:

1. Practices in the clinic will be carried out with the clinical lecturer/clinical instructor of the course, clinical guide nurse or clinical nurse.
2. Behaves in accordance with the dressing style required by the clinic he/she works in (uniform / lab coat, cap, shoe covers, etc.). During the practice, you can use only a watch and small earrings as accessories, the hair should be tidy and personal hygiene should be taken care of.
3. Cannot go out of the hospital with the uniforms.
4. Must carry ID card visibly throughout clinical practice.
5. You should behave in a manner appropriate to the clinical environment in communication, work, and discipline.
6. Continuation of clinical practice is mandatory. Attendance is carried out in accordance with item 24 of the Yeditepe University Associate and Undergraduate Education, Training and Examination Regulations. The student who cannot participate in the clinical practice must notify the clinical instructor of excuse in advance.
7. In case of extraordinary situations, in case the absenteeism period is exceeded, the student's official application for compensation is evaluated by the Nursing Department Board. The number of days to be compensated cannot exceed 20% of the total clinical practice of the course.
8. In clinical practice courses, absenteeism is followed from the start date of the course specified in the academic calendar. Therefore, course registration must be made without waiting for the Add-Drop period. To be able to evaluate the courses regarding the practices, they must continue the whole practice, at least 80% even in extraordinary situations.
9. Cannot leave the clinic without permission.
10. The mealtime is 30 minutes and student go to the lunch break alternately and talking about the patient.
11. No image or sound recording is taken during clinical practice. No documents, tools or equipment can be taken out of the clinic. \*
12. Cannot use substances such as tobacco or alcohol during clinical practice or near practice place. \*\*
13. The practice must behave in accordance with the rules of the clinic/institution.
14. Does not have the authority to fill in the documents of the institution he / she applies to, he / she is only responsible for registering in the student file.
15. Follows the occupational health and safety rules of the clinic/institution where it is applied. It is forbidden to enter unauthorized and restricted areas.
16. If there is any injury during the application, it acts in accordance with the instructions stated in the "Things to Pay Attention to After Cutting and Drilling Injuries".

\* Turkish Penal Code Articles 135 and 136

\*\* Official Gazette dated 27/05/2008 and numbered 26888

	<b>YEDITEPE UNIVERSITY</b> <b>FACULTY OF HEALTH SCIENCES</b> <b>NURSING DEPARTMENT</b> <b>STUDENT LOGBOOK</b>	<b>Document No</b>	
		<b>Release Date</b>	
		<b>Revision No</b>	
		<b>Page Number</b>	

### LABORATORY RULES

The safety and rights of students and patients are taken as basis in laboratory practices that prepare the student for a real professional working environment. On this basis, the laboratory rules are as follows:

1. The student will participate in every lab work in a white coat. Unbutton of aprons should be closed, student IDs should be attached, and the general appearance should be in accordance with the integrity of the uniform (hair should be completely collected from the back, nails will be clean-short and without polish, a watch will be kept for seconds, and no jewelry other than small earrings will be worn). The student must provide his / her Personal Protective Equipment (mask, gloves, visor, etc.) when necessary and use it properly.
2. The student should appropriate communicate with their instructors and friends in a laboratory environment. During the practice, it should be studied quietly, regularly and in harmony.
3. During and after the laboratory work, each student is responsible for using the models and fixtures in the laboratory in a way that does not damage them, ensuring their cleanliness and order.
4. It is compulsory to attend 80% of the laboratory studies, since the laboratory practices are performed according to the skill groups, the student arriving later than the specified time is not put into practice and is considered absent during the skill group practice process.
5. NHS 102 Fundamentals of Nursing I course must complete all practices defined in the skill list. A student who does not fulfill this requirement or takes less than 50 out of 100 points in the laboratory evaluation exam of this course cannot take the final exam of the course.
6. Practices in the laboratory will be carried out with the lecturer / staff of the course.
7. Student will not be able to leave the laboratory without permission.
8. The laboratory cannot be entered with any food or drink other than water.
9. Materials / items (such as bags) will not be brought to the laboratory practices other than course materials; they will be kept locked in personal cabinets. Cell phones will be kept off or silent and will not be used during lessons / practice. Coat / topcoat etc. such clothes will be hung in the small part of the laboratory (inner room).
10. Clothes such as coats and coats will be kept in the classroom or in personal lockers.
11. Laboratory free working hours are announced by the laboratory supervisor at the beginning of each term. Freelance work is not allowed on weekends. Students must obtain permission from the laboratory supervisor for free working hours.



**YEDİTEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

**Document No**

**Release Date**

**Revision No**

**Page Number**

**OCCUPATIONAL EXPOSURE TO SHARPS INJURY**

**THINGS TO PAY ATTENTION**


1. Do not squeeze the area of the wound.
2. Wash the area of the wound with plenty of water.
3. The area where the wound is located can be wiped with an antiseptic solution.
4. Depending on the condition of the wound, the area can be covered with dressing.

**PLACES TO BE INFORMED IN**

**OCCUPATIONAL EXPOSURE TO SHARPS INJURY**

**Immediately after the injury**

1. Notify the responsible nurse and the education nurse.
2. Notify the responsible instructor.
3. Notify the hospital's Occupational Health and Safety Unit.
4. Report the injury to the School's Occupational Health and Safety Unit **on the same day**, along with the procedure and related records.
5. Follow the instructions of the hospital and school's Occupational Health and Safety Unit.

	<b>YEDITEPE UNIVERSITY</b> <b>FACULTY OF HEALTH SCIENCES</b> <b>NURSING DEPARTMENT</b> <b>STUDENT LOGBOOK</b>	<b>Document No</b>	
		<b>Release Date</b>	
		<b>Revision No</b>	
		<b>Page Number</b>	

## INSTRUCTION OF STUDENT LOGBOOK

### FIRST PART

#### Purpose, Scope, Basis, and Definitions

##### **Purpose**

**Item 1:** The Student Logbook has been prepared to monitor the students' professional skills until they graduate from the undergraduate education program in line with the Nursing National Core Education Program (NNCEP), the program outcomes of the Nursing Department, and to ensure that they gain experience in these practices and skills.

##### **Scope**

**Item 2:** This directive covers the principles of using and evaluating the Student Logbook prepared by the related departments of the Nursing Department.

##### **Basis**

**Item 3:** Regulation of this directive, the Amendment at 27910 No. Nursing Regulation, NNCEP, Turkey Higher Education Qualifications Framework Program related field, Nursing Education Programs Accreditation Board standards and Yeditepe University has been prepared in Undergraduate and Graduate Education Regulations direction.

##### **Definitions**

##### **Item 4. In this directive,**

- a) **Nursing Department:** Yeditepe University Faculty of Health Sciences, Department of Nursing,
- b) **Student:** Yeditepe University Faculty of Health Sciences, Nursing Department student,
- c) **Term:** At least fourteen weeks of the student's education period in Yeditepe University Faculty of Health Sciences Nursing Department,
- d) **Laboratory:** Yeditepe University Faculty of Health Sciences Nursing Department Laboratory,
- e) **Clinic / internship area:** The environment in which the course is applied during the semester in external stakeholders determined to transform professional knowledge into skills, attitudes, and behavior,
- f) **Course Instructor:** The lecturer responsible for conducting that course in the weekly course schedule suitable for academic terms,





**YEDITEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

Document No

Release Date

Revision No

Page Number

- g) **Clinical Instructor:** The lecturer, research assistant and graduate scholarship holder of the course, who is responsible for the implementation, execution, and evaluation of the clinical practice objectives, providing one-to-one work with the student nurse determined in coordination with the responsible lecturer / staff of the course,
- h) **Clinical Guide Nurse:** A clinical education nurse or responsible nurse who works in the field of clinical practice, facilitates the student's learning, supports professional development, evaluates the student, or successfully completes the Clinical Guide Nurse Training program,
- i) **Clinical Nurse:** Nurse in charge of the clinical / internship area of the vocational course,
- j) **Professional practice:** Learned within the scope of vocational lesson; is planned for a specific purpose, based on scientific and up-to-date information; Treatment, care, education, and research activities in accordance with legal and ethical regulations,
- k) **Professional skill:** Learned within the scope of vocational lesson; It occurs as a systematic and coordinated behavior because of the cooperation of the sensory organs, mind and muscles for a specific purpose; psychomotor skills and communication skills performed with opportunities such as scientific and up-to-date information and materials, environment and time,
- l) **Observation:** Refers to the observation made by the student while the practice and skill is performed by the instructor or nurse in the laboratory and / or clinic.

## **SECOND PART**

### **Use and Evaluation of the Student Logbook**

#### **Use of the Student Logbook**

**Item 5:** This article explains how to use the Student Logbook.

- (1). The student fills in the relevant practice / skill monitoring schedule immediately after observing or performing the clinical and laboratory practice / skills of the vocational courses in the laboratory or clinical / internship environment.
- (2). The Student Logbook is filled in and approved under the **supervision** of the course instructor, clinical instructor, clinical guide nurse or clinical nurse.
- (3). Vocational courses implementation follow-up chart: It consists of observation, application date (**I.-II.-III. application**) and explanation columns.
- (4). The student first marks the applications follow-up chart according to the columns explained below:



**YEDITEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

Document No

Release Date

Revision No

Page Number

- **Observation:** Marks and confirms when he / she observes the skill during practice.
- **I.-II.-III. applications:** She/he marks the skill after each application, writes the date and gets it confirmed.
- **Explanation:** Writes the reason why she/he could not observe / perform the skill.

(5). The skills that cannot be realized in the application area of a course are tried to be completed in the application areas of the next courses.

### **Evaluation of the Student Logbook**

**Item 6:** This article explains how the student report will be evaluated.

- (1). At the beginning of the term, "Student Logbook" is distributed to the students.
- (2). After each practice/observation, the student marks the relevant column in the report card with a date.
- (3). In the Special Field Applications section, the student marks the applications made specifically for the clinical field. If these practices are not encountered during clinical practice, it is not mandatory to mark them.
- (4). The marked skills must be approved by the clinical guide nurse/clinical nurse and clinical instructor at the end of the semester.
- (5). At the end of the clinical/field practice of each course, the student ensures that the opinions and suggestions of the clinical instructor and clinical guide nurse are received in writing in the relevant section of the report card. He/She also expresses his/her own opinions on the same form.
- (6). If the student has seen more than one clinical area during the semester, he/she must indicate the names of the clinics in the table as a rotation.
- (7). The skills applied in the units in which rotation is carried out must be approved separately. The person who will approve the applications can sign/initial or stamp the relevant section of the table.
- (8). Student Logbooks are received from students by the course instructor at the end of each semester/year.
- (9). The Education, Training and Curriculum Commission evaluates the Student Logbook and reports its opinion to the course instructor.



**YEDİTEPE UNIVERSITY  
FACULTY OF HEALTH SCIENCES  
NURSING DEPARTMENT  
STUDENT LOGBOOK**

**Document No**

**Release Date**

**Revision No**

**Page Number**

(10). The Education and Curriculum Commission evaluates the level of implementation of application skills with the Student Logbook at the end of each academic year.

(11). Before the start of the new semester, students receive their Student Logbook back to use in the ongoing clinical/field practicum course.

(12). After the student successfully completes the clinical study (intern) application, the Student Logbook is submitted to the Education-Training and Curriculum Commission, and it is archived after the final evaluation.

(13). If necessary, changes can be made to the content of the Student Logbook by the Education and Curriculum Commission.

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

**NHS-102/NHS-201 FUNDAMENTALS OF NURSING I-II**

Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Providing care in accordance with the steps of the nursing process					
Routine admission process to the clinic					
Discharge process from the clinic (to another clinic, home, care institutions, etc.)					
Discharge education planning					
Verify patient identity					
Identifying fall risk					
Applying protective measures according to insulation types					
Nursing approaches in color code applications					
Putting on and taking off personal protective equipment					
Implementing measures for a safe hospital environment in terms of heat, lighting, humidity and noise characteristics					

Hand washing in accordance with medical asepsis and surgical asepsis					
Applying the principles of medical asepsis and surgical asepsis					
Opening sterile bundles and using materials					
Putting on and taking off a sterile gown and sterile gloves					
Wearing a mask and apron suitable for medical asepsis					
Evaluating the individual's posture and movement status					
Appropriate positioning for the individual and supporting body parts					
Mobilizing the individual safely					
Acting in accordance with body mechanics					
Applying joint range movements (ROM) to the individual					
Determining the patient's addiction level according to daily life activities					
Assessing the risk of pressure injury and taking precautions to prevent pressure injury					
Assessing and helping to meet the individual's self-care needs (oral, facial, perineal care, whole body bed bath, hair bath, etc.)					
Massage application					
Measuring and evaluating body temperature					

Apical and peripheral pulse counting and evaluation					
Counting and evaluating respirations					
Measuring and evaluating blood pressure					
General pain assessment and monitoring					
Applying nonpharmacological methods in pain management					
Applying safe medication administration principles					
Oral drug preparation and administration					
Local/topical medication application (to skin, nose, eyes, ear, vagina and rectum)					
Drug administration via inhalation					
Preparing medicine for injection					
Intracutaneous (intra-dermal/into the skin) injection application					
Subcutaneous (subdermal) injection application					
Intramuscular (intramuscular) injection application					
Intravenous (inside a vein) injection					
Preparing to administer intravenous fluids					
Changing the intravenous solution and set					
Intravenous catheter placement and catheter care					
Assessing the risk of phlebitis					

Evaluation of peripheral edema					
Initiating, regulating flow rate, and ending intravenous fluid therapy					
Using the infusion pump					
Monitoring the fluid intake and output					
Blood collection application					
Transfusion preparation of blood and blood products and observation of the application					
Doing deep breathing and coughing exercises					
Performing oral and nasal airway suctioning					
Applying oxygen therapy with oxygen delivery methods					
Assessing and monitoring nutritional status					
Nasogastric tube placement and care					
Receiving gastric fluid from a nasogastric/orogastric tube					
Removing the nasogastric/orogastric tube					
Feeding via enteral feeding tube or gastrostomy, jejunostomy					
Assessing bowel emptying and listening to bowel sounds					
Enema application (excretory/therapeutic)					
Rectal tube application					

Intestinal stoma care application					
Inserting and removing an indwelling bladder catheter					
Local and general hot/cold application (with thermophore, compress and ice pack)					
Evaluating an individual's sleep status					
Nursing practices to regularize sleep					



**NHS 102-NHS 201 FUNDAMENTALS OF NURSING I-II OPINIONS AND SUGGESTIONS ON CLINICAL/FIELD APPLICATIONS**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 202-MEDICAL NURSING					
Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Providing hand hygiene in five indications					
To be able to apply infection control measures (Use of personal protective equipment)					
To be able to monitor and follow the patient					
Taking an ECG					
Listening to heart sounds					
Listening to lung sounds					
Palpate the neck veins					
Diabetic foot examination and care					
Physical examination and evaluation					
Measuring blood sugar with a glucometer					

Insulin therapy application and monitoring					
Ability to obtain culture (blood, urine, wound, swab, etc.)					
Ability to care for pressure wound					
Patient preparation and follow-up before and after the biopsy (liver, kidney, lung)					
Cardiac catheterization and angiography patient preparation and follow-up (bleeding control, etc.)					
Preparation, administration and patient monitoring of high-risk drugs					
Interpreting blood gas results					
Interpreting blood and urine results					
Ability to interpret monitoring information					
Preparing and monitoring the patient before and after special examinations (ECHO, EMG, EEG, etc.)					

**NHS 202- OPINIONS AND SUGGESTIONS ABOUT MEDICAL NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 204-SURGICAL NURSING					
Clinical / Field Applications	Observation	Application Date			
		I.	II.	III.	Explanation
Admitting the surgical patient to the clinic before surgery					
Performing physical diagnosis of the surgical patient before surgery					
Preparing the patient for laboratory and other diagnostic tests before surgery					
Evaluating the surgical patient for malnutrition before surgery					
Giving deep breathing, coughing and spirometry training to the patient before surgery					
Educating the patient about in-bed turning, extremity exercises, the importance of early mobilization and walking aid equipment before the surgery.					

Assisting the patient in wearing anti-embolic compression stockings before surgery					
Completing the preparations of the patient who will undergo surgical intervention the day before the surgery					
Completing the preparations for the patient who will undergo surgery on the day of surgery					
Checking the patient for the items in the first part of the Safe Surgery Checklist (SSC) and evaluating item suitability					
Ensuring/accompanying the safe transfer of the surgical patient to the operating room					
Ensuring/accompanying the safe transfer of the surgical patient from the operating room to the surgical clinic					
Making the first evaluation of the patient who comes to the clinic after the surgery in terms of compliance with the criteria for leaving the Post-Anesthesia Care Unit (PHACU).					
Implementing/evaluating patient safety measures in the clinical environment for surgical patients (skin integrity, fall risk, nerve injury, etc.)					

Providing care in accordance with surgical aseptic technique					
Diagnosis/evaluation of the patient for all systems after surgery					
Monitoring bleeding after surgery					
Monitoring, maintaining and discharging drainage systems					
Performing hemodynamic monitoring of the surgical patient in the postoperative period					
Monitoring/evaluating the patient for possible early postoperative complications					
Evaluating the patient's tissue perfusion and capillary refill time after surgery					
Monitoring postoperative gastrointestinal system functions (gas-stool output, oral intake tolerance, severity of nausea, vomiting, etc.)					
Monitoring the patient's fluid-electrolyte and acid-base balance after surgery and monitoring the fluid intake and excretion.					
Evaluating the patient's incision site and applying wound care					

Ensuring the patient does deep breathing, coughing and spirometry exercises after surgery					
Ensuring the patient does in-bed exercises and early mobilization after surgery					
Diagnosing, evaluating and monitoring postoperative pain severity					
Collaborating with the patient and applying pharmacological and non-pharmacological methods for effective pain management					
Assisting the patient and their family psychosocially in the perioperative period					
Providing individualized holistic care in line with the nursing process					



**NHS 204- OPINIONS AND SUGGESTIONS ABOUT SURGICAL NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 208- EDUCATION IN NURSING					
Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Determine education requirements					
Establishing the goals and objectives of education					
Determining education content					
Preparing the education plan					
Preparing teaching material					
Planning, implementation and evaluation of patient/relative education in line with education processes					
Health education planning, implementation and evaluation in line with education processes					
Planning, implementing and evaluating in-service training in line with training processes					
Assessment of learning					
Evaluation of teaching activity					

**NHS 208- OPINIONS AND SUGGESTIONS ABOUT EDUCATION IN NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

<b>NHS 301- CHILD HEALTH AND DISEASES NURSING</b>					
<b>Clinical / Field Applications</b>	<b>Observation</b>	<b>Application Date</b>			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Height, weight and head circumference measurement					
Percentile evaluation					
Measuring vital signs of a pediatric patient					
Taking blood from a pediatric patient					
Applying a urine collection bag					
Calculating pediatric medication dosage					
Selection of materials appropriate for age/development level					
Giving oxygen therapy to a pediatric patient (mask, nasal cannula)					
Positioning the child for injections and IV lines					
Applying IV therapy to a pediatric patient					

Ability to perform a physical examination of the child (head, eyes, ears, skin, nose, mouth, etc.)					
Ability to evaluate gross and fine motor skills of a pediatric patient					
Evaluating growth and development according to age					
Providing age-appropriate nursing care for systems					
Ensuring the child has adequate and balanced nutrition					
Establishing and maintaining appropriate communication with the pediatric patient					
Preparing the pediatric patient for procedures and comforting them during and after the procedure					
Psychosexual and psychosocial evaluation according to age					
Ability to choose and play games suitable for age					
Education of parents					
Providing appropriate education to the child in the play period (3-6 years old)					
Providing appropriate education to school age children (6-12 years old)					
Providing appropriate education to children in the adolescence period (12-18 years old)					
Bottle/breastfeeding					
Using therapeutic play in care					

**NHS 301- OPINIONS AND SUGGESTIONS ABOUT CHILD HEALTH AND DISEASES NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

**NHS 303- WOMEN'S HEALTH AND DISEASES NURSING**

Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Taking history regarding sexual and reproductive health					
Planning sexual health education specific to age/development periods					
Planning reproductive health education specific to age/development periods					
Providing education about contraceptive methods					
Referring infertile couples to receive counseling regarding problems					
Expected birth date calculation					
Examination with Leopold maneuvers					
Listening to Fetal Heart Sound (FCS)- recognizing risks					
Preparing the pregnant woman for ultrasound examination					

Applying NST (Non Stress Test) and recognizing risky situations in NST results					
Risky pregnancy monitoring and counseling (preeclampsia, EDT, gestational diabetes)					
Checking Homans findings					
Contraction monitoring and recording					
Delivery Room (birth moment) following					
Training and supporting breathing, relaxation and straining exercises					
Providing information about the course of labor (communication with the family, resolving the mother's concerns)					
Supporting the establishment of mother-baby bonding					
Postpartum uterine contraction monitoring and fundus massage, applying uterotonic treatment (oxytocin, methergine)					
Evaluation of breasts, initiating breastfeeding and providing breastfeeding education					
Milking and preserving milk					
Monitoring uterine involution					
Evaluation and care of postpartum perineal/cesarean section wounds					



Checking for postpartum bleeding					
Evaluating possible risks during postpartum period (Bleeding, pain, depression, edema, thrombophlebitis)					
Providing postpartum discharge training (Breastfeeding, baby care, exercise, nutrition, spiritual and social support, family planning)					
Making the first physical evaluation of the newborn (height, weight, head and chest circumference, reflexes, fontanel count, hip dislocation, imperforate anus, etc.)					
Identification of mother and baby (armband, foot and fingerprint taking)					
Taking care of baby's eyes and belly					
Taking samples for newborn screening tests					
Vulva examination and self-vulva examination (KKVM) education					
Evaluating vaginal discharge and bleeding characteristics, providing vulva hygiene training					
Obtaining, disseminating and education PAP Smear test					
Education about HPV vaccines					
Holistic care for problems before and after gynecological treatment (organ losses, sexuality, sterility, disruption of family unity, emotional problems, etc.)					

Recommended healthy lifestyle behavior training in the menopausal transition and postmenopausal period					
Education of Kegel exercises					
Education on premenstrual syndrome (PMS) and dysmenorrhea problems					

**NHS 303- OPINIONS AND SUGGESTIONS ABOUT WOMEN'S HEALTH AND DISEASES NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

**NHS 302- PSYCHIATRIC-MENTAL HEALTH NURSING**

Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Observing the patient and writing the requested report in line with the content of the patient observation form					
Interviewing in line with the content of the patient interview form and writing the requested report					
Determining the appropriate time for the therapeutic interview and making an appointment with the patient					
Starting, maintaining, and ending therapeutic communication					
Determining the purpose of the interview correctly and guiding the patient for this purpose					
Addressing the problems arising during the interview by identifying with the patient					
Evaluating thought content, process, and perception problems					
Evaluating the patient's self-perception					

Determining / creating a common goal with the patient to eliminate the problems					
Collaborate with the team, patient, and family					
Practicing nursing interventions before and after ECT					
Evaluating the clinic's suitability for patient safety and making it safe for the patient					
Attending psychiatric visits					
Making biopsychosocial diagnoses and applying appropriate nursing approaches in acute and chronic physical diseases Consultation Liaison psychiatric nursing (CLP)					
Conducting interviews for behavior improvement / development					
Education of assertiveness					
Helping the patient to take responsibility					
Education of social skills					
Education of coping with anger (management of anger)					
Approach to anxiety (techniques of relaxation, visualization, diverting attention, etc.)					
Using therapeutic interview techniques correctly (active listening, using silence, reflection, empathy, etc.)					
Assessing the patient's coping mechanisms and guiding them to develop new coping mechanisms					

Evaluating the patient's orientation					
Participation in occupational therapies organized at the clinic with the patient					
Participating in sports activities organized at the clinic with the patient					
Participating in group meetings (good morning meeting, sweet Monday) with the patient at the clinic					
Participating in art therapy practices (such as film therapy, music therapy) organized at the clinic with the patient					
Preventing the patient from harming himself or others					
Contracting / contracting with the patient to prevent suicide					
Taking initiatives to increase the self-esteem of the patient					
Directing the patient to support groups regarding his / her problem					
Appropriate approach to the patient who has impaired sensory perception (hallucination, illusion)					
Appropriate approach to the patient who has impaired thought processes (delusions)					
Appropriate approach to the patient under physical restraint (fixation)					
Informing the patient about the appropriate drug use and side effects					
Taking preventive interventions regarding substance use					

**NHS 302- OPINIONS AND SUGGESTIONS ABOUT PSYCHIATRIC-MENTAL HEALTH NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

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**Observation:** Marks and confirms when he / she observes the skill during practice.

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**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 305- GERIATRIC NURSING					
Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Communicating effectively with the elderly					
Communicating effectively with hearing and / or visually impaired individuals					
Comprehensive elderly health assessment					
Polypharmacy monitoring and risk assessment in elderly individuals					
Effective drug use training in elderly individuals					
Use of mini nutritional test					
Reminding/providing the need for nutrition and hydration in the elderly person					
Assessment of neglect and abuse					
Using the mini mental test/making a mental assessment					



Use of timed up and go test/determining fall risk					
Applying necessary precautions to prevent falls					
Keeping a voiding diary/assessing urinary incontinence					
Using the geriatric sleep apnea form/assessing apnea risk					
Use of geriatric depression scale/Assessment of psychological status					
Assessment of quality of life					
Holistic and ethical clinical decision making					
Assessing the individual's spiritual needs/well-being					

**NHS 305- OPINIONS AND SUGGESTIONS ABOUT GERIATRIC NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 401- PUBLIC HEALTH NURSING					
Clinical / Field Applications	Observation	Application Date			
		I.	II.	III.	Explanation
Taking necessary precautions to prevent accidents within the scope of school nursing					
Ability to follow growth and development in children					
Taking necessary precautions regarding the control of infectious diseases within the scope of school nursing					
Identifying gem/nits on the scalp					
Assessing vision status in children					
Identifying scoliosis in children					
Detecting enuresis and encopresis in children					
Providing necessary counseling services to the family of a child with enuresis and encompassis					
Detecting nail biting problems in children					
Health screening in children					

Providing counseling, education, close observation or referral to the families of cases where problems are identified in the screenings performed on children.					
Performing first aid practices					
Ability to make environmental assessment					
Ability to plan and implement health training within the framework of the needs of the working group					
Implementing the case management process					
Providing consultancy for the protection, development and maintenance of health					
Evaluation of the family					
Adult individual monitoring					
Pregnant-puerperal monitoring					
Baby monitoring					
Child monitoring (1-6 years old)					
School child and adolescent monitoring					
Conducting employment examinations and periodic follow-ups within the scope of occupational health nursing					

**NHS 401- OPINIONS AND SUGGESTIONS ABOUT PUBLIC HEALTH NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		

*The student charts the clinical / field practices according to the explanations below.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

NHS 403- LEADERSHIP AND MANAGEMENT IN NURSING					
Clinical / Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Defining the organizational structure of the institution, interpreting the organization chart of the institution and drawing the organizational chart					
Interpreting job descriptions related to nursing services					
Review support services					
Understanding the importance of meeting management and observing a meeting					
Determining the nursing workforce in line with patient care needs					
Ability to divide and direct work					
Preparing a work schedule (Draft duty list)					
Report writing (Shift report etc.)					
Maintaining communication in line with role relationships in hospitals					

Making visits and designing a visit form					
Ability to perform job analysis and activity analysis					
Preparing a service introduction booklet or brochure					
Examining existing laws and regulations regarding hospital organization and nursing and discussing their suitability for today's conditions.					
Using resources effectively and economically					
Ability to conduct interviews (job application, performance evaluation, conflict management, etc.)					
Using scientific problem-solving and decision-making processes in managerial problems					
Identifying change needs and deciding on appropriate change strategies					
Ability to identify causes of disagreement among healthcare professionals					
Ability to decide on appropriate conflict management techniques					
Coping with crisis					
Implementing practices in line with patient and employee safety measures					
Examining employee performance evaluation systems					

**NHS 403- OPINIONS AND SUGGESTIONS ABOUT LEADERSHIP AND MANAGEMENT IN NURSING**

	<b>Opinions</b>	<b>Suggestions</b>
<i>Student</i>		
<i>Clinical Guide Nurse/Clinic Nurse</i>		
<i>Clinical Instructor</i>		

<b>ROTATION</b>	<b>CLINIC NAME</b>	<b>SIGNATURE/INITIAL/STAMP OF THE PERSON WHO APPROVED THE APPLICATION</b>
I. ROTATION		
II. ROTATION		
III. ROTATION		



### SPECIFIC SKILL LIST FOR CLINICAL/FIELD APPLICATIONS AND COURSES

*The student records specific clinical/field practices in the chart, according to the explanations below. It is not mandatory to perform applications performed in specialized units in the clinical area. If applied, it is expected to be marked.*

**Observation:** Marks and confirms when he / she observes the skill during practice.

**I.-II.-III. Applications:** She/he marks the skill after each application, writes the date and gets it confirmed.

**Explanation:** Writes the reason why she/he could not observe / perform the skill.

#### NHS-102/NHS-201 FUNDAMENTALS OF NURSING I-II

Special Clinical/Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Feeding via enteral feeding tube or gastrostomy, jejunostomy					
Total parenteral nutrition					
Providing ostomy care (colostomy, urostomy, ileostomy)					
Airway fitting					
Tracheostomy care					
Performing tracheal and endotracheal airway suctioning					
Supportive care and approach for the individual and family throughout the stages of the loss process					
Assessing signs of death					
Caring for a terminally ill patient					

**NHS 202-MEDICAL NURSING**

Special Clinical/Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Monitoring and maintaining central catheter/jugular catheter/port/dialysis catheter					
Taking and implementing safety precautions before chemotherapy					
Preparing and monitoring the patient who will receive chemotherapy					
Preparation and follow-up of the patient who will receive radiotherapy					
Preparation and follow-up of the patient who will undergo bone marrow transplantation					
Care and follow-up of the dialysis patient					

**NHS 204-SURGICAL NURSING**

Special Clinical/Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Monitoring and maintaining the closed chest drainage system					
Giving ostomy care					
Performing/monitoring tracheal or endotracheal airway suctioning					
Performing/monitoring tracheostomy					

Giving a shock position					
Establishing and maintaining airway patency					

**NHS 301- CHILD HEALTH AND DISEASES NURSING**

Special Clinical/Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Taking a capillary blood sample					
Immunization/vaccination applications					
Burping the baby after feeding					
Diaper rash care					
Giving medication with a nebulizer					

**NHS 303-KADIN SAĞLIĞI VE HASTALIKLARI HEMŞİRELİĞİ**

Special Clinical/Field Applications	Observation	Application Date			
		<i>I.</i>	<i>II.</i>	<i>III.</i>	<i>Explanation</i>
Monitoring cervical dilatation and effacement and recording it on the partograph					
Induction application and follow-up					
Helping her have a vaginal birth and delivering the placenta					
Clamping and cutting the umbilical cord					
Performing an APGAR assessment and recognizing risks					