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

2021

**Prepared By:** Education, Training and Curriculum Commission Members

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**STUDENT INFORMATION**

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| *Photo* |

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

**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.

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| **Fall Period** | **Spring Period** |
| NHS 201- Fundamentals of Nursing II | NHS 102- Fundamentals of Nursing I |
| NHS 208- Education in Nursing | NHS 202- Medical Nursing |
| NHS 301- Pediatric Nursing | NHS 204- Surgical Nursing |
| NHS 303- Women Health Nursing | NHS 305- Geriatrics Nursing |
| NHS 401- Public Health Nursing | NHS 302- Psychiatric-Mental Health Nursing |
| NHS 403- Leadership and Management in Nursing | NHS 402- Clinical Study (Intern practice) |

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| **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. |
| 1. 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. |
| 1. Cannot go out of the hospital with the uniforms. |
| 1. Must carry ID card visibly throughout clinical practice. |
| 1. You should behave in a manner appropriate to the clinical environment in communication, work, and discipline. |
| 1. Continuation of clinical practice is mandatory. Attendance is carried out in accordance with Article 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. |
| 1. 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. |
| 1. 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. |
| 1. Cannot leave the clinic without permission. |
| 1. The mealtime is 30 minutes and student go to the lunch break alternately and talking about the patient. |
| 1. No image or sound recording is taken during clinical practice. No documents, tools or equipment can be taken out of the clinic. \* |
| 1. Cannot use substances such as tobacco or alcohol during clinical practice or near practice place. \*\* |
| 1. The practice must behave in accordance with the rules of the clinic/institution. |
| 1. 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. |
| 1. Follows the occupational health and safety rules of the clinic/institution where it is applied. It is forbidden to enter unauthorized and restricted areas. |
| 1. 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*

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| **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. |
| 1. 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. |
| 1. 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. |
| 1. 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. |
| 1. 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. |
| 1. Practices in the laboratory will be carried out with the lecturer / staff of the course. |
| 1. Student will not be able to leave the laboratory without permission. |
| 1. The laboratory cannot be entered with any food or drink other than water. |
| 1. 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). |
| 1. 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. |

**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.

**STUDENT CLINICAL PRACTICE REPORT DIRECTIVES**

**FIRST PART**

**Purpose, Scope, Basis and Definitions**

**Purpose**

**Article 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**

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

**Basis**

**Article 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**

**Article 4. In this directive,**

1. **Nursing Department:** Yeditepe University Faculty of Health Sciences, Department of Nursing,
2. **Student:** Yeditepe University Faculty of Health Sciences, Nursing Department student,
3. **Term:** At least fourteen weeks of the student's education period in Yeditepe University Faculty of Health Sciences Nursing Department,
4. **Laboratory:** Yeditepe University Faculty of Health Sciences Nursing Department Laboratory,
5. **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,
6. **Course Instructor:** The lecturer responsible for conducting that course in the weekly course schedule suitable for academic terms,
7. **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,
8. **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,
9. **Clinical Nurse:** Nurse in charge of the clinical / internship area of the vocational course,
10. **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,
11. **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,
12. **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**

**Article 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:

* + - * ***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**

**Article 6:** This article explains how to evaluate the student logbook.

(1). At the beginning of the term, "Student Logbook" is distributed to the students.

(2). After each application / observation, the student ensures that it is approved by writing the name and surname of the inspector under the relevant column in the scorecard and signing it.

(3). At the end of the clinical / field application of each course, the student ensures that the opinions and suggestions of the clinical instructor, clinical guide nurse are received in writing to the relevant section of the logbook. He/she also states his/her own views on the same form.

(4). The Student Logbook is received from the students at the end of each semester / year by the instructor of the course.

(5). The lecturer of the course evaluates the Student Logbook and submits his/her opinion to the Education, Training and Curriculum Commission.

(6). The Education-Training and Curriculum Committee evaluates the realization level of application skills with the Student Logbook at the end of each academic year.

(7). Before the start of the new term, students take back the Student Logbook for use in the ongoing clinical / field practice course.

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

(9). If necessary, the content of the Student Logbook can be changed by the Education-Training and Curriculum Commission.

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

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| ***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. |

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| **NHS-102/NHS-201 FUNDAMENTALS OF NURSING I-II** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Application of all steps of the nursing process |  |  |  |  |  |
| Applying patient admission procedure to the clinic |  |  |  |  |  |
| Applying inter clinic patient transfer procedure |  |  |  |  |  |
| Applying clinical patient discharge procedure |  |  |  |  |  |
| Planning discharge education for patient |  |  |  |  |  |
| Identification patient identity |  |  |  |  |  |
| Assessment of fall risk |  |  |  |  |  |
| Applying Protective Isolation Instructions according to isolation type |  |  |  |  |  |
| Nursing approaches in color code applications |  |  |  |  |  |
| Taking precautions for creating a safe hospital environment in terms of heat, lighting, humidity, and noise characteristics |  |  |  |  |  |
| Hand washing with medical asepsis and surgical asepsis techniques |  |  |  |  |  |
| Sterile unpacking |  |  |  |  |  |
| Safe standing and lifting the individual from the bed to a chair or stretcher and supporting body parts |  |  |  |  |  |
| Assigning an examiner lying position |  |  |  |  |  |
| Practice joint gap movements (ROM) to the individual |  |  |  |  |  |
| Asses the level of the client’s ability to perform activities of daily living independently |  |  |  |  |  |
| Evaluating in terms of risk of pressure ulcer and taking preventive precautions to prevent pressure ulcer |  |  |  |  |  |
| Evaluating common problems in the hair and scalp and washing hair in bed |  |  |  |  |  |
| Facial care applications |  |  |  |  |  |
| Performing Oral and dental care (Special oral care, Prosthetic tooth, and oral care) |  |  |  |  |  |
| Bed bath application |  |  |  |  |  |
| Back massage application |  |  |  |  |  |
| Perineal care application |  |  |  |  |  |
| Evaluating common problems in feet and nails |  |  |  |  |  |
| Measurement of body temperature |  |  |  |  |  |
| Pulse evaluation |  |  |  |  |  |
| Evaluation of respiration |  |  |  |  |  |
| Arterial blood pressure measurement application |  |  |  |  |  |
| General pain assessment |  |  |  |  |  |
| Apply safe medication administration principles |  |  |  |  |  |
| Safe standing and lifting the individual from the bed to a chair or stretcher and supporting body parts |  |  |  |  |  |
| Oral drug preparation and administration |  |  |  |  |  |
| Skin application |  |  |  |  |  |
| Medication administration to the nose |  |  |  |  |  |
| Medication administration to the eye |  |  |  |  |  |
| Medication administration to the ear |  |  |  |  |  |
| Vaginal administration |  |  |  |  |  |
| Rectal administration |  |  |  |  |  |
| Medication administration by inhalation route |  |  |  |  |  |
| Medicine preparation for injection |  |  |  |  |  |
| Administration of intracutaneous (intradermal / subcutaneous) injection |  |  |  |  |  |
| Administration of Subcutaneous (subdermal / subcutaneous) injection |  |  |  |  |  |
| Administration of Intramuscular (intramuscular) injection |  |  |  |  |  |
| Administration of Intravenous (intravenous) injection |  |  |  |  |  |
| Preparing intravenous fluids for administration |  |  |  |  |  |
| Changing the intravenous solution and its set |  |  |  |  |  |
| Changing intravenous catheter dressing |  |  |  |  |  |
| Assessing the risk of phlebitis |  |  |  |  |  |
| Evaluating peripheral edema |  |  |  |  |  |
| Termination of intravenous fluid therapy |  |  |  |  |  |
| Medication administration via intravenous catheter |  |  |  |  |  |
| Using the infusion pump |  |  |  |  |  |
| Monitoring intake and output fluid |  |  |  |  |  |
| Draw blood sample |  |  |  |  |  |
| Preparation and administration of blood and blood products for transfusion |  |  |  |  |  |
| Emergency nursing practices in blood transfusion reactions |  |  |  |  |  |
| Exercise for deep breathing and coughing |  |  |  |  |  |
| Aspiration of the respiratory tract |  |  |  |  |  |
| Oxygen therapy with oxygen delivery methods |  |  |  |  |  |
| Airway insertion |  |  |  |  |  |
| Tracheostomy care |  |  |  |  |  |
| Evaluating nutritional status |  |  |  |  |  |
| Inserting nasogastric catheter |  |  |  |  |  |
| Removal of nasogastric catheter |  |  |  |  |  |
| Feeding through the enteral feeding tube |  |  |  |  |  |
| Listening to bowel sounds and evaluating intestinal excretion |  |  |  |  |  |
| Bowel training |  |  |  |  |  |
| Placing bedpan for intestinal excretion in bed |  |  |  |  |  |
| Enema administration |  |  |  |  |  |
| Rectal tube application |  |  |  |  |  |
| Intestinal stoma care application |  |  |  |  |  |
| Placing bedpan for urinary excretion in bed |  |  |  |  |  |
| Urinary catheter placement application |  |  |  |  |  |
| Removal of urinary catheter |  |  |  |  |  |
| Urinary catheter care |  |  |  |  |  |
| Urine sampling methods |  |  |  |  |  |
| Local hot dry heat (thermophore) application |  |  |  |  |  |
| General / Local hot wet heat (compress) application |  |  |  |  |  |
| Local cold dry heat (ice pack) application |  |  |  |  |  |
| General / Local cold wet heat (compress) application |  |  |  |  |  |
| Evaluating the sleep status of the individual |  |  |  |  |  |
| Nursing practices to regulate sleep |  |  |  |  |  |
| Supportive care and approach to the individual and family at the stages of the bereavement |  |  |  |  |  |
| Evaluating the signs of death |  |  |  |  |  |
| Post-mortem care |  |  |  |  |  |
| Rectal tube application |  |  |  |  |  |
| Intestinal stoma care application |  |  |  |  |  |
| Placing bedpan for urinary excretion in bed |  |  |  |  |  |

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| **NHS 102-NHS 201 FUNDAMENTALS OF NURSING I-II OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 202-MEDICAL NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Providing hand hygiene in 5 indications |  |  |  |  |  |
| To be able to apply infection control measures (Use of personal protective equipment) |  |  |  |  |  |
| To be able to monitor and follow the patient |  |  |  |  |  |
| Providing training on patient-specific examinations |  |  |  |  |  |
| Patient preparation and follow-up after special examination (ECO, EMG, EEG etc.) |  |  |  |  |  |
| Perform ECG |  |  |  |  |  |
| Monitoring and maintenance of central catheter / jugular catheter / port / dialysis catheter |  |  |  |  |  |
| Listening to heart sounds |  |  |  |  |  |
| Listening to the sounds of the lungs |  |  |  |  |  |
| Palpating the neck veins |  |  |  |  |  |
| Examination of diabetic foot and care |  |  |  |  |  |
| Physical examination and evaluation |  |  |  |  |  |
| Measuring blood glucose with the glucometer |  |  |  |  |  |
| Insulin therapy application and follow-up |  |  |  |  |  |
| Taking and applying safety precautions before chemotherapy |  |  |  |  |  |
| Preparation and follow-up of the patient to be treated with chemotherapy |  |  |  |  |  |
| Preparation and follow-up of the patient to be treated with radiotherapy |  |  |  |  |  |
| Ability to take culture (blood, urine, wound, swab, etc.) |  |  |  |  |  |
| To be able to care for pressure injury |  |  |  |  |  |
| Patient preparation and follow-up before biopsy procedure (liver, kidney, lung) |  |  |  |  |  |
| Patient preparation and follow-up for cardiac catheterization and angiography (bleeding control, etc.) |  |  |  |  |  |
| Preparation and follow-up of the patient who will be a bone marrow transplant |  |  |  |  |  |
| Care of dialysis patient and follow-up |  |  |  |  |  |
| Preparation, administration, and patient follow-up of high-risk drugs |  |  |  |  |  |
| Interpreting blood gas results |  |  |  |  |  |
| Interpreting blood and urine results |  |  |  |  |  |
| Patient monitoring connected to mechanical ventilator |  |  |  |  |  |

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| **NHS 202 MEDICAL NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 204-SURGICAL NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Giving care according to surgical aseptic technique |  |  |  |  |  |
| Physical evaluation for preoperative (whole system / organs) |  |  |  |  |  |
| Preparation of evaluation laboratory and diagnostic tests for pre-operative |  |  |  |  |  |
| Education of breathing exercises in pre-operative period |  |  |  |  |  |
| Preparation of GIS for pre-operative |  |  |  |  |  |
| Preparation of circulation for pre-operative (antithrombotic socks and pneumatic compression application) |  |  |  |  |  |
| Education of pre-operative (in-bed positions, extremity exercises, early mobilization, pain control methods and postoperative equipment) |  |  |  |  |  |
| Preparation of psychological state for pre-operative |  |  |  |  |  |
| Preparation of skin on the day of surgery (hair removal if necessary, shower with antiseptic, zone marking, side verification) |  |  |  |  |  |
| Implementation of Stage 1 of the Safe Surgery Checklist |  |  |  |  |  |
| Transfer of the patient and delivery on the day of surgery |  |  |  |  |  |
| Preparation for interventional diagnostic procedures (Endoscopy, colonoscopy, ERCP, biopsy etc.) |  |  |  |  |  |
| Preparation for interventional procedures (Central or port catheter, tracheostomy, etc.) |  |  |  |  |  |
| Assisting team members in clinical emergencies |  |  |  |  |  |
| Monitoring and maintaining asepsis in self and team members (sterile- nonsterile field protection) |  |  |  |  |  |
| Psychological support initiatives |  |  |  |  |  |
| Implementation of 2nd, 3rd. and 4th stages of the Safe Surgery Checklist |  |  |  |  |  |
| Dressing team members with sterile gloves |  |  |  |  |  |
| Intraoperative monitoring of patient hemodynamics |  |  |  |  |  |
| Intraoperative patient advocacy (control of intervention consent, privacy, etc.) |  |  |  |  |  |
| Maintaining intraoperative patient safety (burns, injuries, falls, skin integrity and joints, hypothermia) |  |  |  |  |  |
| Material count |  |  |  |  |  |
| Patient admission to the Post-Operative Care Unit |  |  |  |  |  |
| Assessment of respiratory and airway patency in postoperative period |  |  |  |  |  |
| Follow-up of bleeding |  |  |  |  |  |
| Follow-up of drain and care (Hemovack, chest drain etc.) |  |  |  |  |  |
| Monitoring of intubated patient and preparation for extubating |  |  |  |  |  |
| Monitoring of hemodynamic in postoperative period (volume evaluation etc.) |  |  |  |  |  |
| Monitoring of early signs of shock (MAP, pulse pressure, etc.) |  |  |  |  |  |
| Identifying arrhythmia |  |  |  |  |  |
| Evaluation of neurological condition |  |  |  |  |  |
| Monitoring of liquid-electrolyte and acid-base balance |  |  |  |  |  |
| Patient discharge from the Post-Operative Care Unit to the clinic |  |  |  |  |  |
| Admitting patients to the clinic after surgery |  |  |  |  |  |
| Management of normothermia in post-operative period |  |  |  |  |  |
| Management of most-surgical pain |  |  |  |  |  |
| Management of nausea and vomiting |  |  |  |  |  |
| Care of incision site |  |  |  |  |  |
| Evaluation of wound and care of wound |  |  |  |  |  |
| Dressing of scald |  |  |  |  |  |
| Follow-up of specific complication of surgery |  |  |  |  |  |
| Mobilization of the patient in postoperative period |  |  |  |  |  |
| Nutrition in post-operative period |  |  |  |  |  |
| Exercises of arm after mastectomy |  |  |  |  |  |
| Monitoring of intracranial pressure |  |  |  |  |  |

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| **NHS 204 SURGICAL NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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

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| **NHS 208 EDUCATION IN NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 301-** **PEDIATRIC NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Obtaining consent from the parents of the pediatric patient for nursing practices |  |  |  |  |  |
| Measuring height, weight, and head circumference |  |  |  |  |  |
| Evaluation of percentile |  |  |  |  |  |
| Measuring the vital signs of the pediatric patient |  |  |  |  |  |
| Taking blood from a child patient |  |  |  |  |  |
| Capillary blood sampling |  |  |  |  |  |
| Application of a urine collection bag |  |  |  |  |  |
| Calculating the pediatric drug dose |  |  |  |  |  |
| Material selection suitable for age / development level |  |  |  |  |  |
| Medication with a nebulizer |  |  |  |  |  |
| Application of cold steam |  |  |  |  |  |
| Applications of immunization or vaccination |  |  |  |  |  |
| Giving oxygen therapy to the child patient (mask, nasal cannula) |  |  |  |  |  |
| Positioning the child for injections and IV route |  |  |  |  |  |
| Administering IV therapy to a pediatric patient |  |  |  |  |  |
| Physical examination of the child (head, eyes, ears, skin, nose, mouth, etc.) |  |  |  |  |  |
| To be able to evaluate the gross and fine motor skills of the pediatric patient |  |  |  |  |  |
| Assessing growth and development by age |  |  |  |  |  |
| Making nursing care for the systems appropriate for the age period |  |  |  |  |  |
| Burping the baby after feeding |  |  |  |  |  |
| Ensuring that the child has an adequate and balanced diet |  |  |  |  |  |
| Establishing and maintaining proper communication with the child patient |  |  |  |  |  |
| Preparing the pediatric patient for the procedures, relieving them during and after the procedure |  |  |  |  |  |
| Assessment of psychosexual and psychosocial by age period |  |  |  |  |  |
| Diagnosing psychosocial problems |  |  |  |  |  |
| Choosing and playing games suitable for the age period |  |  |  |  |  |
| Support to the patient and family in case of crisis |  |  |  |  |  |
| Education of parents |  |  |  |  |  |
| Providing appropriate education for the child in the play period (3-6 years old) |  |  |  |  |  |
| Providing appropriate education for school-age children (6-12 years) |  |  |  |  |  |
| Providing appropriate education for the adolescent (12-18 years old) child |  |  |  |  |  |
| Assessing risky behaviors and providing training in adolescence |  |  |  |  |  |
| Bottle / breastfeeding |  |  |  |  |  |
| Care of diaper rash |  |  |  |  |  |
| Preparation for phototherapy and follow-up of the baby |  |  |  |  |  |
| Use of therapeutic game in care |  |  |  |  |  |
| Care of newborn circumcision |  |  |  |  |  |

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| **NHS 301 PEDIATRIC NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 303-WOMEN HEALTH NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Taking a history of sexual health |  |  |  |  |  |
| Providing education on preventive measures related to sexually transmitted diseases |  |  |  |  |  |
| Education of contraceptive methods |  |  |  |  |  |
| Guiding infertile couples to receive counseling for problems |  |  |  |  |  |
| Calculate expected date of birth |  |  |  |  |  |
| Examination with Leopold maneuvers |  |  |  |  |  |
| FHR listening - realizing the risks |  |  |  |  |  |
| Preparing the pregnant woman for an ultrasound examination |  |  |  |  |  |
| Recognizing risky situations in NST application and NST results |  |  |  |  |  |
| Providing health education for pregnancy risks (pre-eclampsia, PBR, gestational diabetes) |  |  |  |  |  |
| Checking Homans Findings |  |  |  |  |  |
| Tracking and recording contractions |  |  |  |  |  |
| Monitoring cervical dilatation and effacement and recording in partograph |  |  |  |  |  |
| Induction application and follow-up |  |  |  |  |  |
| Supporting the training and practice of breathing, relaxation, and straining exercises |  |  |  |  |  |
| Providing information about the course of labor (communication with the family, relieving the mother's concerns) |  |  |  |  |  |
| Assisting vaginal delivery and delivery of the placenta |  |  |  |  |  |
| Clamping and cutting the umbilical cord |  |  |  |  |  |
| Supporting the establishment of a mother-baby bond |  |  |  |  |  |
| Postpartum uterine contraction monitoring and fundus massage, application of uterotonic therapy (oxytocin, methergine) |  |  |  |  |  |
| Assessment of breasts, initiation of breastfeeding and breastfeeding training |  |  |  |  |  |
| Breast pumping and storage |  |  |  |  |  |
| Monitoring uterine involution |  |  |  |  |  |
| Evaluation and care of postpartum perineum / cesarean wounds |  |  |  |  |  |
| Checking for postpartum hemorrhage |  |  |  |  |  |
| Assessing possible risks in the postpartum period (Bleeding, pain, depression, edema, thrombophlebitis) |  |  |  |  |  |
| Making an APGAR assessment and recognizing the risks |  |  |  |  |  |
| Making the first physical evaluation of the newborn (height, weight, head and chest circumference, reflexes, fontanel, hip dislocation, imperforate anus, etc.) |  |  |  |  |  |
| Providing body heat-placing in a radiant heater |  |  |  |  |  |
| Identifying the mother and baby (armband, footprint) |  |  |  |  |  |
| Making the Vitamin K and Hepatitis B vaccine |  |  |  |  |  |
| Caring for the baby's eyes and belly |  |  |  |  |  |
| Sampling for newborn screening tests |  |  |  |  |  |
| Training of conducting vulva examination and self-examination of vulva (SEV) |  |  |  |  |  |
| Evaluation of vaginal discharge and bleeding characteristics, training on vulva hygiene |  |  |  |  |  |
| Taking, spreading, and training PAP Smear test |  |  |  |  |  |
| Education about HPV vaccines |  |  |  |  |  |
| Integrative care for problems before and after gynecological treatment (organ loss, sexuality, sterility, disruption of family unity, emotional problems, etc.) |  |  |  |  |  |
| Healthy lifestyle behaviors training recommended in menopausal transition and postmenopausal period |  |  |  |  |  |
| Education of Kegel exercises |  |  |  |  |  |
| Training in PMS and dysmenorrhea problems |  |  |  |  |  |

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| **NHS 303 WOMEN HEALTH NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 302-** **PSYCHIATRIC-MENTAL HEALTH NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| 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 |  |  |  |  |  |

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| **NHS 302 PSYCHIATRIC-MENTAL HEALTH NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 305-** **GERIATRICS NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Communicating effectively with the elderly |  |  |  |  |  |
| Communicating effectively with hearing and / or visually impaired individuals |  |  |  |  |  |
| Comprehensive elderly health assessment (Barthel / LB- ADL scale) |  |  |  |  |  |
| Polypharmacy monitoring and risk assessment in the elderly |  |  |  |  |  |
| Education of effective drug using in the elderly |  |  |  |  |  |
| Use of mini nutritional test |  |  |  |  |  |
| Reminding / providing the need for nutrition and hydration in the elderly |  |  |  |  |  |
| Evaluation of negligence and abuse |  |  |  |  |  |
| Use of mini mental test / mental assessment |  |  |  |  |  |
| Use of timed get up and go test / determining fall risk |  |  |  |  |  |
| Taking necessary precautions to prevent falls |  |  |  |  |  |
| Keeping a miction diary / evaluating urine incontinence |  |  |  |  |  |
| Using the geriatric form of sleep apnea / assessing apnea risk |  |  |  |  |  |
| Use of geriatric depression scale / Evaluation of psychological status |  |  |  |  |  |
| Evaluation of quality of life |  |  |  |  |  |
| Holistic and ethical clinical decision making |  |  |  |  |  |
| Evaluating the spiritual needs / well-being of the individual |  |  |  |  |  |

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| **NHS 305 GERIATRICS NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **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 |  |  |  |  |  |
| Taking necessary precautions for the control of communicable diseases within the scope of school nursing |  |  |  |  |  |
| Identifying lice / nits in the scalp |  |  |  |  |  |
| Evaluating vision in children |  |  |  |  |  |
| Identifying scoliosis in children |  |  |  |  |  |
| Detecting enuresis in children |  |  |  |  |  |
| Providing the necessary counseling service to the family of the child with enuresis |  |  |  |  |  |
| Detecting nail biting problems in children |  |  |  |  |  |
| Providing the necessary counseling service to the family of the child with nail biting problem |  |  |  |  |  |
| Performing health screening in children (skin and hair evaluation, evaluation of heart, lung sounds, ear, nose, throat and oral evaluation, abdominal examination, speech, evaluation of balance and posture problems) |  |  |  |  |  |
| Providing counseling, training, close observation, or referral procedures to the families of cases whose problems are detected during screening of children |  |  |  |  |  |
| Making first aid practices |  |  |  |  |  |
| Assessment of environment |  |  |  |  |  |
| Implementing the case management process (diagnosis, problem classification list, problem assessment scale, nursing intervention chart, reporting) |  |  |  |  |  |
| Assessment of family |  |  |  |  |  |
| Follow-up of adult individual |  |  |  |  |  |
| Follow-up of pregnant-puerperal |  |  |  |  |  |
| Monitoring the baby |  |  |  |  |  |
| Follow-up of the child (1-6 years old) |  |  |  |  |  |
| Follow-up of school child and adolescent |  |  |  |  |  |
| Monitoring occupational health nursing practices |  |  |  |  |  |

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| **NHS 401 PUBLIC HEALTH NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |

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

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| ***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. |

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| **NHS 403-** **LEADERSHIP AND MANAGEMENT IN NURSING** | | | | | |
| **Clinical / Field Applications** | **Observation** | **Application Date** | | | |
| ***I.*** | ***II.*** | ***III.*** | ***Explanation*** |
| Defining the organizational structure of the institution, interpreting the organization chart of the institution, and drawing the organization chart |  |  |  |  |  |
| Interpreting job descriptions related to nursing services |  |  |  |  |  |
| Reviewing support services |  |  |  |  |  |
| Understanding the importance of meeting management and monitoring a meeting |  |  |  |  |  |
| Determining the nursing workforce in line with patient care needs |  |  |  |  |  |
| To be able to divide and direct work |  |  |  |  |  |
| Preparing a work program (Draft duty list) |  |  |  |  |  |
| Writing report (Shift report etc.) |  |  |  |  |  |
| Maintaining communication in line with role relationships in hospitals |  |  |  |  |  |
| Making a visit and designing a visit form |  |  |  |  |  |
| Analysis of business and activity |  |  |  |  |  |
| Preparing a service introduction booklet or brochure |  |  |  |  |  |
| Examining existing laws and regulations related to hospital organization and nursing, discussing their suitability to today's conditions |  |  |  |  |  |
| Using resources effectively and economically |  |  |  |  |  |
| Interviewing (job application, performance evaluation, conflict management, etc.) |  |  |  |  |  |
| Using scientific problem solving and decision-making process in managerial problems |  |  |  |  |  |
| Identifying change needs and deciding on appropriate change strategies |  |  |  |  |  |
| Being able to identify the causes of disagreement between healthcare professionals |  |  |  |  |  |
| Deciding on appropriate conflict management techniques |  |  |  |  |  |
| Coping with the crisis |  |  |  |  |  |
| Making applications in line with patient and employee safety precautions |  |  |  |  |  |
| Examining employee performance evaluation systems |  |  |  |  |  |

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| **NHS 403 LEADERSHIP AND MANAGEMENT IN NURSING OPINIONS AND RECOMMENDATIONS ON CLINICAL / FIELD PRACTICES** | | |
|  | **Opinions** | **Recommendations** |
| ***Student*** |  |  |
| ***Clinical Guidance Nurse / Clinical Nurse*** |  |  |
| ***Clinical Instructor*** |  |  |