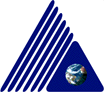
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**T.C. YEDITEPE UNIVERSITY**

**FACULTY OF**

**HEALTH SCIENCES**

**NURSING DEPARTMENT**

**BOLOGNA INFORMATION PACKET**

**(ENGLISH)**

**June 13, 2018**

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

**PROGRAM DIRECTOR AND ECTS COORDINATOR**

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**GENERAL DESCRIPTION**

|  |
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| The Nursing Undergraduate Program began to give an education in 2008. Beside Undergraduate Program, also Master Program has been available. The Department of Nursing at Yeditepe University Faculty of Health Sciences is the only one Nursing Department which gives an education in English in our country and in addition to the fundamental courses, the undergraduate degree program has some courses such as Community Awareness, Critical Thinking, Methods of Article Critics, Humanities and Research Methodology, which aim to improve of students’ entellectual abilities. The curriculum of undergraduate program is structured to allow students from within the faculty (Physiotherapy and Rehabilitation, Nutrition and Dietetics) and without the faculty (Sociology, Psychology, Theatre and Guidance and Psychological Counseling) to pursue double major programs and also minor programs with the proper departments of the university. |
| **Goals:**  The aim of this program is to raise up number of professionals who have knowledge and skills of planning and applying the activities for health prevention, maintenance and promotion for individual, family and community, and in case of health problems, planning and conducting the appropriate nursing care compatible with the needs of individual; who adopted life-long learning principles; who are recognized nationally and internationally and professionally competent to practice and research.  **Objectives:**  As the department of nursing our objectives are;  To follow the global standards to continue the nursing education and,  to raise up individuals who are;  enable to meet the changing needs of communities;  open to changes, scientific developments and improvements and competition;  capable to be change agent for caring, research, management and leadership areas  respectful to universal human rights and values,  autonomous, self-confident in the national and international activities, resourceful and happy. |

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| **PROGRAMME LEARNING OUTCOMES**   1. Have basic knowledge and skills for the professional activities and interventions. PQ1 2. Aware of and competent to practice professional roles and responsibilities. PQ2 3. Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community.PQ3 4. Competent to work in a team and apply the team work principles during the professional practices. PQ4 5. Apply ethical principles and rules into their professional practices. PQ5 6. Have life-long learning information and skills and who can apply this knowledge in their professional life. PQ6 7. Contribute to the development of own profession by using scientific principles and methods. PQ7 8. Have basic writing and verbal communication skills. PQ8 9. Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations. PQ9 10. Be role-model in their professional work and in general. PQ10 11. Attend the professional and scientific activities, and who take active roles in the professional associations. PQ11 12. Believe in universal social rights and who are respectful to the values of individuals, families and community. PQ12 13. Sensitive to social problems and who can contribute the solutions. PQ13 14. Follow the improvements of knowledge and technology and who are sensitive to the changing health needs. PQ14 | | |
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| **PROGRAMME QUALIFICATIONS**   1. Have basic knowledge and skills for the nursing activities and interventions 2. Aware of and competent to practice professional roles and responsibilities 3. Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community 4. Competent to work in a team and apply the team work principles during the professional practices 5. Apply ethical principles and rules into their professional practices 6. Have life-long learning information and skills and who can apply this knowledge in their professional life 7. Contribute to the development of nursing profession by using scientific principles and methods 8. Have basic writing and verbal communication skills 9. Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations 10. Be role-model in their professional work and in general 11. Attend the professional and scientific activities, and who take active roles in the professional associations 12. Believe in universal social rights and who are respectful to the values of individuals, families and community 13. Sensitive to social problems and who can contribute the solutions 14. Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |

**EK-2 DEĞİŞİKLİK YAPILMIŞ İNGİLİZCE MÜFREDAT 18.05.2018**

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| YEDITEPE UNIVERSITY | 3b | **DEPARTMENT OF NURSING PROGRAM** |
| **FACULTY OF HEALTH SCIENCES** |

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|  |  | **FIRST SEMESTER** | **T** | **A** | **L** | **Y** | **E** |  |  |  | **SECOND SEMESTER** | **T** | **A** | **L** | **Y** | **E** |
| FHS103 |  | Health Psychology and Interpersonal Relationship | 3 | 0 | 0 | **3** | **5** |  | FHS104 |  | Microbiology | 2 | 0 | 2 | **3** | **4** |
| FHS121 |  | Anatomy I | 2 | 0 | 2 | **3** | **4** |  | FHS122 |  | Anatomy II | 2 | 0 | 2 | **3** | **4** |
| FHS131 |  | Physiology I | 3 | 0 | 0 | **3** | **4** |  | FHS132 |  | Physiology II | 3 | 0 | 0 | **3** | **4** |
| HUM103 |  | Humanities | 2 | 0 | 0 | **2** | **3** |  | NHS102 |  | Fundamentals of Nursing I | 4 | 0 | 6 | **7** | **11** |
| NHS101 |  | Introduction to Nursing | 3 | 2 | 0 | **4** | **9** |  | NHS104 |  | Community Awareness | 2 | 4 | 0 | **4** | **7** |
| NUT101 |  | Principles of Nutrition | 2 | 0 | 2 | **3** | **5** |  |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  | **18** | **30** |  | TOTAL |  |  |  |  |  | **20** | **30** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **THIRD SEMESTER** | **T** | **A** | **L** | **Y** | **E** |  |  |  | **FOURTH SEMESTER** | **T** | **A** | **L** | **Y** | **E** |
| FHS102 |  | Pathology | 2 | 0 | 0 | **2** | **3** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | NHS202 |  | Medical Nursing | 4 | 8 | 0 | **8** | **11** |
| FHS202 |  | Principles of Pharmacology | 2 | 0 | 0 | **2** | **3** |  | NHS204 |  | Surgical Nursing | 4 | 8 | 0 | **8** | **11** |
| NHS201 |  | Fundamentals of Nursing II | 4 | 8 | 0 | **8** | **10** |  | NHS208 |  | Education in Nursing | 2 | 2 | 0 | **3** | **4** |
| NUT201 |  | Biochemistry | 3 | 0 | 0 | **3** | **8** |  |
| TKL201 |  | Turkish Language I | 2 | 0 | 0 | **2** | **2** |  | TKL202 |  | Turkish Language II | 2 | 0 | 0 | **2** | **2** |
| XXX |  | Elective Course 1 | 2 | 0 | 0 | **2** | **3** |  | XXX |  | Elective Course 2 | 2 | 0 | 0 | **2** | **3** |
| TOTAL |  |  |  |  |  | **19** | **29** |  | TOTAL |  |  |  |  |  | **23** | **31** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **FIFTH SEMESTER** | **T** | **A** | **L** | **Y** | **E** |  |  |  | **SIXTH SEMESTER** | **T** | **A** | **L** | **Y** | **E** |
| FHS301 |  | Research Methodology in Health Sciences | 2 | 0 | 0 | **2** | **3** |  | FHS312 |  | Biostatistics | 2 | 0 | 0 | **2** | **4** |
| HTR301 |  | History of Turkish Revolution I | 2 | 0 | 0 | **2** | **2** |  | HTR302 |  | History of Turkish Revolution II | 2 | 0 | 0 | **2** | **2** |
| NHS301 |  | Pediatric Nursing | 4 | 8 | 0 | **8** | **11** |  | NHS302 |  | Psychiatric-Mental Health Nursing | 4 | 8 | 0 | **8** | **11** |
| NHS303 |  | Women Health Nursing | 4 | 8 | 0 | **8** | **11** |  | NHS310 |  | Emergency Care Nursing | 2 | 0 | 2 | **3** | **5** |
| NHS357 |  | Critical Care Nursing | 2 | 0 | 0 | **2** | **3** |  | NHS305 |  | Geriatrics Nursing | 2 | 4 | 0 | **4** | **5** |
|  |  |  |  |  |  |  |  |  | PHIL341 |  | Ethics in Health Sciences | 2 | 0 | 0 | **2** | **3** |
| TOTAL |  |  |  |  |  | **22** | **30** |  | TOTAL |  |  |  |  |  | **21** | **30** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **SEVENTH SEMESTER** | **T** | **A** | **L** | **Y** | **E** |  |  |  | **EIGHTH SEMESTER** | **T** | **A** | **L** | **Y** | **E** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| NHS401 |  | Public Health Nursing | 4 | 8 | 0 | **8** | **10** |  | NHS402 |  | Clinical Study | 2 | 24 | 0 | **14** | **15** |
| NHS403 |  | Leadership and Management in Nursing | 3 | 4 | 0 | **5** | **7** |  | NHS410 |  | Implementing Dissertation Study | 2 | 0 | 2 | **3** | **9** |
| NHS409 |  | Planning Dissertation Study | 2 | 0 | 2 | **3** | **7** |  | FHS322 |  | Methods of Article Critics | 1 | 2 | 0 | **2** | **3** |
| NHS405 |  | Nursing Summer Practice | 0 | 8 | 0 | **4** | **3** |  | XXX |  | Elective Course 4 | 2 | 0 | 0 | **2** | **3** |
| XXX |  | Elective Course 3 | 2 | 0 | 0 | **2** | **3** |  |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  | **22** | **30** |  | TOTAL |  |  |  |  |  | **21** | **30** |

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|  | **Minimum Degree Requirements** |  |
| T: Theory , A: Application , L: Laboratory, Y: Yeditepe Credit, E: ECTS | **Credits: 166** |  |
|  | **ECTS:** 240 |  |
|  | **Number of courses: 42** |  |

**Elective Courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Name** | T | A | L | Y | E |
| NHS355 | Health Promotion | 2 | 0 | 0 | 2 | 3 |
| NHS358 | Health Policies | 2 | 0 | 0 | 2 | 3 |
| NHS352 | Occupational Health Nursing | 2 | 0 | 0 | 2 | 3 |
| NHS356 | Forensic Nursing | 2 | 0 | 0 | 2 | 3 |
| NHS354 | Home Care Nursing | 2 | 0 | 0 | 2 | 3 |
| NHS351 | Health Tourism and Nursing | 2 | 0 | 0 | 2 | 3 |
| NHS353 | Sexual Health | 2 | 0 | 0 | 2 | 3 |
| NHS304 | First Aid | 2 | 0 | 0 | 2 | 3 |
| FHS201 | Health Education | 2 | 0 | 0 | 2 | 3 |
| FHS212 | Critical Thinking Strategies | 2 | 0 | 0 | 2 | 3 |

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| **THE MATRIX FOR COURSE AND PROGRAM LEARNING OUTCOMES** | | | | | | | | | | | | | | |
| **COURSES** | *PO1* | *PO2* | *PO3* | *PO4* | *PO5* | *PO6* | *PO7* | *PO8* | *PO9* | *PO10* | *PO11* | *PO12* | *PO13* | *PO14* |
| Anatomy I-II | 5 | 1 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Physiology  I-II | 5 | 1 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Microbiology | 5 | 1 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Biochemistry | 5 | 1 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Pathology | 5 | 1 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Principles of Pharmacology | 5 | 3 | 5 | 1 | 0 | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 3 | 2 |
| Principles of Nutrition | 5 | 3 | 5 | 2 | 0 | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 3 | 2 |
| Fundamentals of Nursing I-II | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 5 | 2 | 5 | 5 | 5 |
| Education in Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 3 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Medical Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Surgical Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Pediatric Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Women Health Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Mental Health Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Geriatric Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Public Health Nursing | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Leadership and Management in Nursing | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 5 |
| Introduction to Nursing | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 5 | 3 | 5 | 2 | 5 |
| Health Psychology and Interpersonal Relationship | 5 | 5 | 5 | 5 | 3 | 5 | 2 | 5 | 3 | 5 | 3 | 5 | 5 | 5 |
| Community Awareness | 5 | 5 | 5 | 4 | 3 | 5 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| Ethics in Health Sciences | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 3 | 5 | 4 | 3 | 5 | 3 | 5 |
| Research Methodology in Health Sciences | 5 | 5 | 5 | 2 | 2 | 5 | 5 | 2 | 1 | 1 | 0 | 2 | 1 | 5 |
| Biostatistics | 5 | 5 | 3 | 1 | 0 | 2 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| Emergency Care Nursing | 5 | 5 | 5 | 4 | 2 | 5 | 3 | 4 | 1 | 3 | 3 | 3 | 1 | 3 |
| Critical Thinking Strategies | 5 | 5 | 5 | 2 | 2 | 5 | 4 | 4 | 5 | 2 | 1 | 3 | 1 | 3 |
| Methods of Article Critics | 5 | 5 | 5 | 1 | 2 | 5 | 4 | 4 | 3 | 2 | 1 | 3 | 1 | 3 |
| Planning Dissertation Study | 5 | 5 | 5 | 2 | 2 | 5 | 5 | 5 | 3 | 3 | 2 | 3 | 3 | 3 |
| Implementing Dissertation Study | 5 | 5 | 5 | 2 | 2 | 5 | 5 | 5 | 3 | 3 | 2 | 3 | 3 | 3 |
| Critical Care Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Nursing Summer Practice | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 |
| Clinical Study | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 |
| Turkish Language I-II | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 4 | 1 | 1 | 0 | 1 | 1 | 0 |
| History of Turkish Republic I-II | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| Humanities | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| **ELECTIVE COURSES** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Forensic Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Sexual Health | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Health Tourism and Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Health Promotion | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Occupational Health Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Health Policies | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Home Care Nursing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Critical Thinking Strategies | 5 | 5 | 5 | 2 | 2 | 5 | 4 | 4 | 5 | 2 | 1 | 3 | 1 | 3 |
| Health Education | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| First Aid | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

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

**Level of Qualification:** This department has 240 ECTS – credit and four- year first stage academic education system. Graduates have **"nurse"**title having license degree following a successful four years educational period. Nurse is a staff member of a healthcare profession who plans, applies and evaluates the nursing care for the individuals, family and public at primary, secondary and tertiary health care settings.

**Admission Requirements:**

The students will be accepted to this program according to their MF-3 score they got from the national general university exam. Students from anywhere national or international who are attending at an equal program can be apply for transferring to this department.  The applications are assessed individually by evaluating each student success and transcript of previous education. The general admission information is available on the WEB site and the catalog of the university. International students may apply to the English given lectures within the frame of the collaborative international education agreements and regulations. The students who are competent in Turkish can apply for the Turkish given classes.

**Occupational Profiles:**

Nurses work in a range of settings including hospitals, rehabilitation centers, health care centers, nursing homes, school health centers, care and education centers for special groups (children, elderly, handicapped etc.), occupational health centers, home care companies, emergency care services at both governmental and private institutions. They can work as a clinician, educator, manager or coordinator besides working academically at universities.

The language of the education of the program is English and graduates can have opportunities to work for both national and international companies.

This department has the opportunities to have double majors in Nutrition and Dietetics, Physiotherapy and Rehabilitation, Psychology, Guidance and Psychological Counseling in case of having higher scores.

**Graduation Requirements:**

There is no a general examination to finish the program. Each student should complete compulsory credits and meet the criteria of the courses for the graduation. Generally, each course has midterm and term exams during and at the end of the semester. Nursing majors have practical hours in hospitals and the health centers.

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| **Course Categories** | **ECTS** |
| **Supportive Courses** |  |
| Humanities | 3 |
| Community Awareness | 7 |
| **Total** | **10** |
| **Core Area Courses** |  |
| Anatomy I | 4 |
| Physiology I | 4 |
| Health Psychology and Interpersonal Relationships | 5 |
| Biochemistry | 8 |
| Physiology II | 4 |
| Microbiology | 4 |
| Anatomy II | 4 |
| Pathology | 3 |
| Principles of Pharmacology | 3 |
| Principles of Nutrition | 5 |
| **Total** | **44** |
| **Area-Specific Courses** |  |
| Introduction to Nursing | 9 |
| Fundamentals of Nursing I | 11 |
| Fundamentals of Nursing II | 10 |
| Medical Nursing | 11 |
| Surgical Nursing | 11 |
| Education in Nursing | 4 |
| Research Methodology in Health Sciences | 3 |
| Biostatistics | 4 |
| Ethics in Health Sciences | 3 |
| Methods of Article Critics | 3 |
| Pediatric Nursing | 11 |
| Women Health Nursing | 11 |
| Psychiatric Mental Health Nursing | 11 |
| Emergency Care Nursing | 5 |
| Geriatric Nursing | 5 |
| Public Health Nursing | 10 |
| Leadership and Management in Nursing | 7 |
| Planning Dissertation Study | 7 |
| Implementing Dissertation Study | 9 |
| Clinical Study | 15 |
| Critical Care Nursing | 3 |
| Nursing Summber Practice | 3 |
| Elective Course-I | 3 |
| Elective Course-II | 3 |
| Elective Course-III | 3 |
| Elective Course-IV | 3 |
| **Total** | **178** |
| **Humanities, Communicative and Administrative Courses** |  |
| History of Turkısh Revolution I | 2 |
| History of Turkısh Revolution II | 2 |
| Turkish Language I | 2 |
| Turkish Language II | 2 |
| **Total** | **8** |
| **Total ECTS of all Courses** | **240** |

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

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| --- | --- |
| **Prerequisites** | None |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Işıl Işık |
| **Instructors** | Assist. Prof. Işıl Işık |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide the necessary knowledge and skills on health psychology and interpersonal relationships. |
| **Content** | The course includes lectures on communication concept, types of communication, communication process, effecting factors on communication, communication styles, listening, body image, self esteem, self-disclosure, self-concept, stress and anxiety, crisis management, management of difficult patient, and oral and written presentation skills |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To demonstrate an understanding of communication concept, types of communication, and communication process, effecting factors on communication | 2,3,4,6,8,10,12,13 | 1,2,4 | 1,2,4 |
| To demonstrate an understanding of listening, body image, self esteem, self-disclosure and self-concept, | 2,3,4,6,8,10,12,13 | 1,2,3,4 | 1,2,3,4 |
| To demonstrate an understanding of stress and anxiety | 2,3,4,6,8,10,12,13 | 1,3,4 | 1,2,4 |
| To demonstrate an understanding of crisis management and management of difficult patient | 2,3,4,6,8,10,12,13 | 1,2,3,4 | 1,2,4 |
| To be able to make oral and written presentation by using all information gained | 2,3,4,6,8,10,12,13 | 1,2,3,4 | 3 |

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| **Teaching Methods:** | 1. Lecture, 2. Demonstration, 3. Group work, 4. Brain storming |
| **Assessment Methods:** | 1. Midterm exam. 2. Quizes, 3. Student presentation, 4. Final exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Main concepts: Nursing, health, disease, health prevention, health promotion, advocacy, holistic health care | Related literature |
| **2** | Introduction to communication: Definitions, types of communication, communication process | Related literature |
| **3** | Verbal communication: Formality of language, jargon and slang, profanity and vulgar expressions, sensitivity, unnecessary association, avoiding insensitive language | Related literature |
| **4** | Nonverbal communication: General appearance, eye communication (eye contact), facial expressions, body language (posture, gait, gestures, body symbols), proxemics, paralinguistics, touch, silence, environmental factors (climate, comfort, color, odor, lighting), Communication styles, effecting factors on communication: Source variables, receiver variables | Related literature |
| **5** | Communication and self-concept  Perception  Quiz I | Related literature |
| **6** | Listening | Related literature |
| **7** | Midterm exam | Related literature |
| **8** | Body image  Self esteem  Stress and anxiety | Related literature |
| **9** | Crisis management | Related literature |
| **10** | Management of difficult patient | Related literature |
| **11** | Oral and written presentation skills  Quiz II | Related literature |
| **12** | Library Studies-Discussion with students on presentation plan | Related literature |
| **13** | Student presentation | Related literature |
| **14** | Student presentation | Related literature |
| **15** | Student presentation | Related literature |
| **16** | Course appraisal |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | **1.**     Arnold E, Boggs KU (1999). Interpersonal Relationships: Professional Communication Skills for Nurses. 3 rd ed, W.B Saunders Company, Philadelphia.  2.     Bebe SA, Bebe SJ, Redmond MV. (1999). Interpersonal Communication: Relating to the Others. 2 nd ed, Allyn and Bacon, Boston.  3.     Cüceloğlu D. (2008). İnsan ve Davranışı: Psikolojinin Temel Kavramları. 17. basım, Remzi Kitapevi, İstanbul.  4.     Cüceloğlu D. (2003). Keşke’siz Bir Yaşam İçin İletişim Donanımları. 15. basım, Remzi Kitapevi, İstanbul.  5.     DeFleur ML, Kearney P, Plax TG. (1998). Fundamentals of Human Communication. Mayfield Publishing Company, London.  6.     Devito JA. (2007). The Interpersonal Communication. 11th ed, Pearson Education Inc, Boston, 2007.  7.     Lumsden G, Lumsden D. (2003). Communicating with Credibility and Confidence. 2 nd ed, Thomson Wadsworth, Belmont.  8.     McKay M, Davis M, Fanning P. (2006). İletişim Becerileri. Çev. Ö Gelbak, HYB Yayıncılık, Ankara.  9.     Norton BA. (1986). Skills for Professional Nursing Practice: Communication, Clinical Appraisal, and Clinical Techniques. Appleton-Century-Crofts, Norwalk.  10.   Wood JT. (2004). Interpersonal Communication: Everyday Encounters. 4th ed, Thomson Wadsworth, Belmont. |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term/s | 1 | 20 |
| Quiz | 2 | 20 |
| Student presentation | 1 | 20 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the professional activities and interventions |  |  | X |  |  |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| **7** | Contribute to the development of own profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  |  | X |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 5 | 80 |
| Mid-term | 1 | 2 | 30 |
| Quiz | 2 | 4 | 25 |
| Student presentation | 1 | 10 | 25 |
| Final examination | 1 | 2 | 30 |
| **Total Work Load** |  |  | 222 |
| **Total Work Load / 47 (h)** |  |  | 4,72 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Ahmet Nevzat Gürmen, MD |
| **Instructors** | Prof. Ahmet Nevzat Gürmen, MD |
| **Assistants** |  |
| **Goals** | Aims to analyse human body’s anatomy. Teaches cell, tissue and organ’s anatomies and help to understand the physiologies of them. Explains muscoskeletal and nervous systems’ anatomies. |
| **Content** | Anatomy |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains human body’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 2)Explains cell, tissue and organ’s anatomies. | 1,2,3 | 1,2,3 | 1,2 |
| 3)Explains nervous system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 4) Explains muscoskeletal system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 5) Helps to develop different perspectives through professional difficulties. | 1,2,3 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries 18. Term paper     19. Thesis  20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION TO HUMAN BODY |  |
| 2 | INTRODUCTION TO THE CHEMISTRY OF LIFE |  |
| 3 | THE CELLS, TISSUES AND ORGANIZATION OF THE BODY |  |
| 4 | THE BLOOD |  |
| 5 | THE CARDIOVASCULAR SYSTEM |  |
| 6 | THE CARDIOVASCULAR SYSTEM |  |
| 7 | MIDTERM |  |
| 8 | THE LYMPHATIC SYSTEM |  |
| 9 | THE NERVOUS SYSTEM |  |
| 10 | THE NERVOUS SYSTEM |  |
| 11 | THE SPECIAL SENSES |  |
| 12 | THE ENDOCRINE SYSTEM |  |
| 13 | THE ENDOCRINE SYSTEM |  |
| 14 | THE ENDOCRINE SYSTEM & LOCAL HORMONES |  |
| 15 | OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | ANATOMY AND PHYSIOLOGY, Ross and Wilson |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 80 |
| Quizzes | - | - |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 1 | 16 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 14 | 14 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 98 |
| **Total Work Load / 25 (h)** |  |  | 3,92 |
| **ECTS Credit of the Course** |  |  | 4 |

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

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| **Prerequisites** | - |

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

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis    20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION TO PHYSIOLOGY |  |
| 2 | CHEMICAL STRUCTURE OF BODY AND STRUCTURE OF CELL |  |
| 3 | STRUCTURE AND FUNCTION OF CELL; MEMBRANE, CYTOPLASM, NUCLEUS |  |
| 4 | STRUCTURE AND FUNCTION OF CELL; MEMBRANE, CYTOPLASM, NUCLEUS |  |
| 5 | MUSCULOSKELETAL SYSTEM |  |
| 6 | MUSCULOSKELETAL SYSTEM |  |
| 7 | MIDTERM |  |
| 8 | NERVOUS SYSTEM |  |
| 9 | NERVOUS SYSTEM |  |
| 10 | ENDOCRINE SYSTEM |  |
| 11 | ENDOCRINE SYSTEM |  |
| 12 | ENDOCRINE SYSTEM |  |
| 13 | THE SPECIAL SENSES |  |
| 14 | THE SPECIAL SENSES |  |
| 15 | OVERVIEW |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes | 1 | 40 |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 3 | 48 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 16 | 16 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 100 |
| **Total Work Load / 25 (h)** |  |  | 4 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Introduction to Nursing | NHS101 | 1 | 3 + 2 | 4 | 9 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The objective of the course is to introduce nursing professional to the undergradute nursing students. |
| **Content** | This course is directed towards describing nursing profession, roles and responsibilities of nurses, history of nursing care and nursing education, basic concepts related to nursing (human, health, disease,environment, nursing), nursing theorists, professionalism and ethical values, patient rights and safety, new nursing law in Turkey, changing and developing roles of nurses in team and different health care systems, new nursing fields, and European Union and nursing. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain the nursing and nursing education process and current situation in Turkey | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Define the roles of a nurse as a member of health team | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Explain four basic concepts relating with; i.e. human, nursing, health/disease and environment | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Describe professional roles of nurses and new fields in nursing (prevention of disease, promotion of health and rehabilitation) | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Understand the importance of ethics for a profession and describe codes of ethics in nursing | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Knowledge of legislation, regulations and laws related to the nursing profession | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Having knowledge about patients' rights | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |
| Create solutions for development and promotion of nursing | 1,2,4,10,11 | 1,2,3,21 | 1,2,13 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study   5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries 18. Term paper     19. Thesis    20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course, general discussion on nursing issues | Related literature |
| **2** | History of nursing care: From past to current | Related literature |
| **3** | Basic nursing concepts: Human | Related literature |
| **4** | Basic nursing concepts: Environment | Related literature |
| **5** | Basic nursing concepts: Health & Disease | Related literature |
| **6** | Basic nursing concepts: Nursing | Related literature |
| **7** | History of nursing education in Turkey | Related literature |
| **8** | Contemporary roles of nurses | Related literature |
| **9** | Team work and roles of nurses in team | Related literature |
| **10** | Health care systems and differentiated roles of nurses in health care systems | Related literature |
| **11** | Nursing theories | Related literature |
| **12** | Ethics, ICN code of ethics for nurses, Nursing law, patient rights | Related literature |
| **13** | Career planning in nursing | Related literature |
| **14** | European Union and nursing | Related literature |
| **15** | Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.     Akça Ay F. (2008). Temel Hemşirelik. İstanbul Medikal Yayıncılık, İstanbul, p. 35-56.  2.     Alan EA. (2007). Nursing Ethichs: A Virtue-Based Approach. Palgrave Macmillan Comp, Philadelphia.  3.     Bahçecik N, Ecevit Alpar Ş. (2009). Nursing education in Turkey: From past to present. Nursing Research,29(7):698-703.  4.     Bandman EI, Bandman B. (2002). Nursing Ethics Through the Life Span. 4 th ed. Pearson Education, New Jersey.  5.     Brown P. (1988). Florence Nightingale. Exley Publication, Watford.  6.     Burnard P, Chapman, C. (2004). Professional and Ethical Issues in Nursing. 3 nd ed, Bailliere Tindall, Toronto.  7.     Çelik S, Keçeci A, Bulduk S. (2011). Is nursing a profession in Turkey?. Hospital Topics, 89(2):43-50.  8.     Dal U, Kitiş Y. (March 31, 2008). The historical development and current status of nursing in Turkey. OJIN: Online Journal of Issues in Nursing, 13(2).  9.     Doheny M, Cook C, Stopper M. (1987). The Discipline of Nursing. Appleton and Lange, Connecticut.  10.   Erdemir Demirhan A, Oğuz Y, Elçioğlu Ö, Doğan H. (2001). Klinik Etik. Nobel Tıp Kitapevi, İstanbul.  11.   Kozier B, Erb G, Berman A, Snyder S, Lake R, Harvey S. (2008). Fundamentals of Nursing. Pearson Education Limited, Harlow, p. 1-85, 124-134.  12.   McHale J,Gallagher A. (2003). Nursing and Human Rights. Elsevier Science, Philadelphia.  13.   Öktem Ş, Abbasoğlu A, Doğan N. (2000). Hemşirelik tarihi, eğitimi ve gelişimi. Ankara Üniversitesi Dikimevi Sağlık Hizmetleri Meslek Yüksekokulu Yıllığı, 1(1):5-11.  14.   Özaydın Z. (2001). Hemşirelikte Bir Öncü: Perihan Velioğlu. Matbaa 70, İstanbul.  15.   Potter PA, Perry AG (2007). Basic Nursing. Essential for Practice. 6th ed. Mosby & Elsevier, St Louis, p. 1-96  16.   Potter PA, Perry AG (2009). Fundamentals of Nursing. 7th ed, Mosby & Elsevier, St Louis.p.1-30, 44-52, 313-324.  17.   Sasso L, Stievano A, Jurado MG, Rocco G. (2008). Code of ethics and conduct for European Nursing. Nursing Ethics, 15(6):821-836.  18.   Sert G. (2004). Hasta Hakları: Türkiye’de Hasta Hakları. Babil Yayınları, İstanbul.  19.   Sert G. (2008). Tıp Etiği ve Mahremiyet Hakkı. Babil Yayınları, İstanbul.  20.   Şentürk S. (2011). Hemşirelik Tarihi. Nobel Tıp Kitapevleri, İstanbul.  21.   Tomey AM, Alligood MR. (2006). Nursing Theorists and Their Work. Mosby & Elsevier, St. Louis.  22.   Tschudin V. (2003). Ethics in Nursing-The Caring Relationship. Elsevier Science, Philadelphia.  23.   Türk Hemşireler Derneği. (2006). Hemşirelikte Haklar ve Sorumluluklar. Odak Ofset Matbaası, Ankara. |
| **Additional Resources** | World Health Organization, Regional Office for Europe, Nursing and Midwifery Program. (2001). The European Union Standards for Nursing and Midwifery: Information for Accession Countries, Copenhagen, (Document EUR/00/5019308). |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Midterm | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  | X |  |  |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  | X |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  | X |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 3 | 45 |
| Laboratory (Practice Hour) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Presentation | 1 | 2 | 20 |
| Midterm/s | 10 | 0,5 | 5 |
| Final examination | 1 | 2 | 30 |
| **Total Work Load** |  |  | 220 |
| **Total Work Load / 25 (h)** |  |  | 8,8 |
| **ECTS Credit of the Course** |  |  | 9 |

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

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| **Prerequisites** | - |

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

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis    20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | COMPOSITION OF BLOOD |  |
| 2 | COMPOSITION OF BLOOD |  |
| 3 | CARDIOVASCULAR SYSTEM |  |
| 4 | CARDIOVASCULAR SYSTEM |  |
| 5 | RESPIRATORY SYSTEM |  |
| 6 | RESPIRATORY SYSTEM |  |
| 7 | MIDTERM |  |
| 8 | DIGESTIVE SYSTEM |  |
| 9 | DIGESTIVE SYSTEM |  |
| 10 | DIGESTIVE SYSTEM |  |
| 11 | URINARY SYSTEM |  |
| 12 | URINARY SYSTEM |  |
| 13 | REPRODUCTIVE SYSTEM |  |
| 14 | REPRODUCTIVE SYSTEM |  |
| 15 | OVERVIEW |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes | 1 | 40 |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 3 | 48 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 16 | 16 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 100 |
| **Total Work Load / 25 (h)** |  |  | 4 |
| **ECTS Credit of the Course** |  |  | 4 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | ENGLISH |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof.Dr. İskender KARALTI |
| **Instructors** | Assist. Prof.Dr. İskender KARALTI |
| **Assistants** |  |
| **Goals** | The aim of this course is to teach the general characteristics of microorganisms that cause disease in humans and its knowledge of transmission and prevention of diseases evaluate the characteristics of disease mechanisms. |
| **Content** | Introduction to microbiology, structure of the bacterium cell, physiology, reproduction, genetics of bacterium, antibiotical fact, and resistance mechanism, sterilization and disinfection. Introduction to immunology, basic immune response mechanisms, over/high sensibility reactions, serologic tests, analyzing tests of fungi, protozoa, helmint and viruses. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1)List the differences between prokaryote and eukaryote, classify the microorganisms. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 2) Define the inoculation techniques and incubation conditions, list the  types of culture media. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 3) List the main pathogens for human. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 4) Describe the main terms of bacterial genetics. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 5) Explain the relation between microorganisms and infection diseases. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |
| 6) Tell the epidemiology, prevention and control of infection diseases. | 2,6,8,9,10 | 1,2,3 | 1,2,3,4,5 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION TO MEDICAL MICROBIOLOGY |  |
| 2 | INTRODUCTION TO INFECTIOUS DISEASES |  |
| 3 | GENERAL FEATURES OF BACTERIA |  |
| 4 | GENERAL FEATURES OF VIRUSES |  |
| 5 | GENERAL FEATURES OF FUNGI |  |
| 6 | GENERAL FEATURES OF PARASITES |  |
| 7 | MIDTERM |  |
| 8 | BACTERİAL INFECTIONS |  |
| 9 | VIRAL INFECTİONS |  |
| 10 | FUNGAL INFECTIONS |  |
| 11 | PARASİTİC INFECTIONS |  |
| 12 | ANTIMICROBIALS, VACCINES, PASSIVE AND NON-SPECIFIC IMMUNOTHERAPY |  |
| 13 | WATERBORNE, FOODBORNE AND ZOONOTIC INFECTIONS |  |
| 14 | STERILIZATION, DISINFECTION AND ANTISEPSIS AND HEALTHCARE-ASSOCIATED INFECTIONS |  |
| 15 | OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Medical Microbiology, Murray et al., Mosby, 2009.  Color Atlas of Diagnostic Microbiology.  Bailey’s Diagnostic Microbiology.  Hakkı Bilgehan, Klinik Mikrobiyolojik Tanı |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Power point presentations |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 80 |
| Quizzes | - | - |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | To educate people as a Dietetitian and Nutritional Counseller in direct of the needs of our country. |  |  | X |  |  |  |
| 2 | To gain expertise in the scientific researh methods. |  |  |  |  | X |  |
| 3 | To educate students and to make them as an expert in the fields of child and adolescent nutrition. |  | X |  |  |  |  |
| 4 | To breed people who have ethics of the Nutritional Counselling. |  | X |  |  |  |  |
| 5 | To educate students and to make them as an expert in the fields of nutrition in pregnancy and lactating. |  |  |  |  |  |  |
| 6 | To instruct students about diseases of adulthood and to teach individual based dietary therapy in these diseases. |  |  |  | X |  |  |
| 7 | To instruct students to be an expert in the individual and group counselling | X |  |  |  |  |  |
| 8 | To instruct students to be an expert in explaining and fighting with epidemiologic nutritional problems. |  |  |  | X |  |  |
| 9 | To get learn students to social construct and nutrition. |  |  |  | X |  |  |
| 10 | To instruct students to be an expert current theories and follow new scientific recommendations. |  |  |  |  | X |  |
| 11 | To instruct students about food service systems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 12 | 12 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 112 |
| **Total Work Load / 25 (h)** |  |  | 4.48 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| ANATOMY II | FHS 122 | 2 | 2+0+2 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Ahmet Nevzat Gürmen |
| **Instructors** | Prof. Ahmet Nevzat Gürmen |
| **Assistants** |  |
| **Goals** | Looks over the anatomies of lymphatic system, respiratory system, gastrointestinal system, urinary system, skin, reproductive system. |
| **Content** | Anatomy |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the cardiovascular system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 2)Explains the lymphatic system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 3)Explains the respiratory system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 4) Explains the gastrointestinal system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 5) Explains the urinary system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 6) Identifies the skin’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 7) Explains the reproductive system’s anatomy. | 1,2,3 | 1,2,3 | 1,2 |
| 8) Helps to apply these knowledge in professional. | 1,2,3 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion   16. Seminary         17. Learning diaries 18. Term paper     19. Thesis    20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | THE RESPIRATORY SYSTEM |  |
| 2 | THE RESPIRATORY SYSTEM |  |
| 3 | INTRODUCTION TO NUTRITION |  |
| 4 | THE DIGESTIVE SYSTEM |  |
| 5 | THE DIGESTIVE SYSTEM |  |
| 6 | THE DIGESTIVE SYSTEM |  |
| 7 | MIDTERM |  |
| 8 | THE URINARY SYSTEM |  |
| 9 | THE SKIN |  |
| 10 | RESISTANCE AND IMMUNITY |  |
| 11 | THE MUSCOLOSKELETAL SYSTEM |  |
| 12 | INTRODUCTION TO GENETICS |  |
| 13 | GENETICS |  |
| 14 | THE REPRODUCTIVE SYSTEM |  |
| 15 | OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | ANATOMY AND PHYSIOLOGY, Ross and Wilson |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 80 |
| Quizzes | - | - |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 1 | 16 |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 16 | 16 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 100 |
| **Total Work Load / 25 (h)** |  |  | 4 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Fundamentals of Nursing  I | NHS 102 | 2 | 4 + 6 | 7 | 11 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof.  Şenay Uzun |
| **Instructors** | Prof.  Şenay Uzun |
| **Assistants** |  |
| **Goals** | This course aims to provide information about nursing profession; including its historical roots, current roles/scope, and potential future evolution. The course also aims to provide foundational psychomotor skills/interventions used in nursing practice when caring for persons in various contexts. |
| **Content** | Nursing as a profession, healthcare system and nursing, nursing ethics and values, theoretical foundations of nursing practice, nursing process, client admission and discharge , client safety, ınfection control, basic human needs through the life span (mobility, hygiene), vital signs and medication administrations. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain development and features of nursing as a profession | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |
| Explain professional roles and functions | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |
| Explain theoretical foundations of nursing practice | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |
| Explain basic human needs through the life span | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |
| Discuss care environments and their features | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |
| Be able to implement basic nursing skills . | 1-14 | 1,2,3,4,6,10.13,14 | 1,2,3 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Nursing as a profession  Healthcare system and nursing  The roles and responsibilities of nurses | Related literature |
| **2** | Nursing ethics and values  Theoretical foundations of nursing practice  Relationship of nursing theories to the clients needs and nursing process | Related literature |
| **3** | Nursing process | Related literature |
| **4** | Client admission and discharge  Client safety | Related literature |
| **5** | Infection control | Related literature |
| **6** | Basic human needs through the life span   Mobility need | Related literature |
| **7** | Hygiene need | Related literature |
| **8** | Hygiene need  Midterm I | Related literature |
| **9** | Vital signs | Related literature |
| **10** | Vital signs | Related literature |
| **11** | Medication administrations | Related literature |
| **12** | Medication administrations | Related literature |
| **13** | Midterm | Related literature |
| **14** | Medication administrations | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul.  2- Kozier B, Erb G, Berman A, Snyder R, Lake R, Harvey S. Administration of medication. In Fundamentals of Nursing Concepts, Process, and Practice. 2009 Pearson Educaion Limited, England. |
| **Additional Resources** | 4- Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company.  5- Thomson IE., Melia KM., Boyd KM., Horsburgh D. (2007). Nursing Ethics. Elsevier Limited. |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature, data bases |
| **Assignments** | - |
| **Exams** | Mid term, final, practice exam |

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| **10** | Be role-model in their professional work and in general |  |  |  |  | X |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 8 | 120 |
| Mid-terms | 2 | 4 | 20 |
| Practice exam | 1 | 1 | 30 |
| Final | 1 | 2 | 40 |
| **Total Work Load** |  |  | 280 |
| **Total Work Load / 25 (h)** |  |  | 11,2 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Community Awareness | NHS104 | 2 | 2+4 | 4 | 7 |

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| **Prerequisites** | None |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The aim of the course is to enable the students to have a firsthand acquaintance of the social problems in their society, the social organization involved in these issues and to give them a chance to be of help in dealing with these problems. Another objective of the course is to familiarize students with their community. |
| **Content** | Students are expected to give a proposal to the department stating which social problem and which institution they wish to work with and their terms of arrangement. The course also expects students to give voluntary service to the community within a governmental or nongovernmental organization and to present a written report describing the service. Also, a verbal presentation will be performed to discuss the report in front of the class. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Increased awareness of nursing students on community problems where they live in. | 4,5,6,8,10,11,12,13,14 | 1,2,310,11 | 5,7,9,10 |
| Each student can establish a nongovernmental organization regarding community’s problems. | 4,5,6,8,10,11,12,13,14 | 1,2,310,11 | 5,7,9,10 |
| Student complete voluntary service in a selected social organization. | 4,5,6,8,10,11,12,13,14 | 1,2,310,11 | 5,7,9,10 |
| Students prepare a proposal regarding social problems | 4,5,6,8,10,11,12,13,14 | 1,2,310,11 | 5,7,9,10 |
| Students can make a oral and written presentation according their studies. | 4,5,6,8,10,11,12,13,14 | 1,2,310,11 | 5,7,9,10 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course | Related references |
| **2** | Governmental/ nongovernmental organization and their working methods-I | Related references |
| **3** | Group work to make a proposal | Related references |
| **4** | Midterm Presentation (8 group, 10 minutes for each group) | Related references |
| **5** | Midterm Presentation (8 group, 10 minutes for each group) | Related references |
| **6** | Midterm Presentation (8 group, 10 minutes for each group) | Related references |
| **7** | Free work and Consultancy | Related references |
| **8** | Consultancy and Evaluation | Related references |
| **9** | Free work and Consultancy | Related references |
| **10** | Verbal Presentation | Related references |
| **11** | Verbal Presentation | Related references |
| **12** | Verbal Presentation | Related references |
| **13** | Verbal Presentation | Related references |
| **14** | Verbal Presentation | Related references |
| **15** | Submit final report and course appraisal |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Landre R, Miller M, Porter D. (1997). Gangs: A Handbook for Community Awareness. Checkmark Books.    Sivil Toplumcunun El Kitabı, Ed.:Nafiz Güder, Sivil Toplum Geliştirme Programı, Yerel Sivil Girişimler Projesi, Kasım 2004, Ankara. <http://www.stgm.org.tr/> ve <http://stk.bilgi.edu.tr/> |
| **Additional Resources** | Sivil Toplum Düşünce & Araştırma Dergisi, 2003; Sayı:2 ve Sayı:3    Projeler, Projecilik ve Sivil Toplum Kuruluşları Sempozyum Kitabı, 2003; Türkiye Ekonomi ve Toplumsal Tarih Vakfı, İstanbul |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature |
| **Assignments** | Learning diaries |
| **Exams** | Term paper evaluation |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Letter of recommendation and attendance report | 1 | 10 |
| Midterm assignment and presentation | 1 | 30 |
| Proposal and diary | 1 | 20 |
| Final report | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | | | Expertise/Field Courses | | | | | | |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | | | |
| **No** | | **Program learning Outcomes** | | **Contribution** | | | | | |
|  |  | | | | 1 | 2 | 3 | 4 | 5 |
| **1** | Have basic knowledge and skills for the nursing activities and interventions | | | |  | X |  |  |  |
| **2** | Aware of and competent to practice professional roles and responsibilities | | | |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community | | | |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices | | | |  |  |  |  | X |
| **5** | Apply ethical principles and rules into their professional practices | | | |  |  |  |  | X |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life | | | |  |  |  |  | X |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods | | | |  |  | X |  |  |
| **8** | Have basic writing and verbal communication skills | | | |  |  |  |  | X |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations | | | |  |  | X |  |  |
| **10** | Be role-model in their professional work and in general | | | |  |  | X |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations | | | |  |  |  |  | X |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community | | | |  |  |  |  | X |
| **13** | Sensitive to social problems and who can contribute the solutions | | | |  |  |  |  | X |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs | | | |  |  |  | X |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 8 | 10 | 80 |
| Mid-terms | 1 | 2 | 30 |
| Final examination | 1 | 2 | 30 |
| **Total Work Load** |  |  | 172 |
| **Total Work Load / 25 (h)** |  |  | 6,88 |
| **ECTS Credit of the Course** |  |  | 7 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Güliz Dirimen Arıkan MD |
| **Instructors** | Assist. Prof. Güliz Dirimen Arıkan MD |
| **Assistants** |  |
| **Goals** | The goal of this course is to teach the necessary pathology to the students of healthcare other than medical education. |
| **Content** | General Pathology |

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries 18. Term paper     19. Thesis  20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | | |
| **Week** | | **Topics** | **Study Materials** |
| 1 | Cellular pathology, inflammation, regeneration etc. | |  |
| 2 | Circulatory pathology | |  |
| 3 | Edema,shock, hyperplasia, metaplasia, hypertrophy,  Dysplasia etc. | |  |
| 4 | Development of tumors and stages | |  |
| 5 | Benign and malignant tumors, carcinoma, sarcoma, etc. | |  |
| 6 | Immune disorders | |  |
| 7 | Genetic disorders and general blood pathology | |  |
| 8 | The nervous system pathology | |  |
| 9 | The nervous system pathology | |  |
| 10 | The musculoskeletal system pathology | |  |
| 11 | Arthrologic (joint) pathology | |  |
| 12 | Environmental pathology | |  |
| 13 | Nutritional pathology | |  |
| 14 | Pathologic terminology | |  |
| 15 | General review | |  |
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| **RECOMMENDED SOURCES** | |
| Textbook | Introduction to General Pathology (PDF) |
| Additional Resources | PPT+barkovision and Synopsis of Pathology (Anderson) textbook |

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| **MATERIAL SHARING** | |
| **Documents** | - |
| **Exams** | Midterm, Final |

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 1 | 10 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 95 |
| **Total Work Load / 25 (h)** |  |  | 3.8 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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| **Prerequisites** | - |

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

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries 18. Term paper     19. Thesis  20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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

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

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  | X |  |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  | X |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid-terms | 1 | 1 | 10 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 65 |
| **Total Work Load / 25 (h)** |  |  | 2,6 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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| **Prerequisites** | NHS 102 |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof.  Şenay Uzun |
| **Instructors** | Prof.  Şenay Uzun |
| **Assistants** |  |
| **Goals** | This course aims to provide knowledge and skills that used in nursing care in various contexts. |
| **Content** | Fluid need and intravenous therapy, respiratory need, nutrition need, elimination(bowel and urinary) need, heat and cold therapies, perioperioperative nursing care, skin integrity and wound care, sleep and resting need, end of life care. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain professional roles and functions | 1-14 | 1,2,3,4,10,13 | 1,2,3,6 |
| Explain  theoretical foundations of nursing practice | 1-14 | 1,2,3,4,10,13 | 1,2,3,6 |
| Explain basic human needs through the life span | 1-14 | 1,2,3,4,10,13 | 1,2,3,6 |
| Discuss care environments and their features | 1-14 | 1,2,3,4,10,13 | 1,2,3,6 |
| Be able to implement basic nursing skills . | 1-14 | 1,2,3,4,10,13 | 1,2,3,6 |

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|  | **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
|  | **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | | | |  |
| **Week** | | **Topics** | | **Study Materials** |  |
| **1** | | Fluid needs and intravenous therapy  Intravenous infusion  Blood transfusion | | Related literature |  |
| **2** | | Fluid needs and intravenous therapy  Intravenous infusion  Blood transfusion | | Related literature |  |
| **3** | | Respiratory need | | Related literature |  |
| **4** | | Nutrition need | | Related literature |  |
| **5** | | Elimination need  Bowel elimination | | Related literature |  |
| **6** | | Midterm I  Elimination need  Bowel elimination | | Related literature |  |
| **7** | | Elimination need  Urinary elimination | | Related literature |  |
| **8** | | Elimination need  Urinary elimination | | Related literature |  |
| **9** | | Heat and cold therapies | | Related literature |  |
| **10** | | Perioperative nursing care | | Related literature |  |
| **11** | | Skin integrity and wound care | | Related literature |  |
| **12** | | Skin integrity and wound care  Sleep and rest need | | Related literature |  |
| **13** | | Midterm II | |  |  |
| **14** | | Enf of life care | | Related literature |  |
| **15** | | Course evaluation | |  |  |
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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul.  2- Kozier B, Erb G, Berman A, Snyder R, Lake R, Harvey S. Administration of medication. In Fundamentals of Nursing Concepts, Process, and Practice. 2009 Pearson Educaion Limited, England. |
| **Additional Resources** | 4- Chitty KK. (2001). Professional Nursing Concepts and Challenges. W.B. Saunders Company.  5- Thomson IE., Melia KM., Boyd KM., Horsburgh D. (2007). Nursing Ethics. Elsevier Limited. |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Practice exam | 1 | 10 |
| Clinical evaluation | 1 | 20 |
| Final EXAM | 1 | 30 |
| **Total** | 5 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | x |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| **10** | Be role-model in their professional work and in general |  |  |  |  | X |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 6 | 96 |
| Mid-terms | 2 | 4 | 30 |
| Practice exam | 1 | 1 | 20 |
| Assignment | 1 | 5 | 20 |
| Final | 1 | 2 | 30 |
| **Total Work Load** |  |  | 260 |
| **Total Work Load / 25 (h)** |  |  | 10,4 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Medical Nursing | NHS202 | 4 | 4 + 8 | 8 | 11 |

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

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | Goal of the course is to provide the necessary knowledge and skills on medical nursing. |
| **Content** | This course will include main lectures and clinical studies regarding to nursing for patients with pain, patients with endocrinologic problems, patients with diabetes, patients with cancer, patients with haematological problems, patients with cardiovascular problems, patients with respiratory problems, patients with gastrointestinal problems, patients with liver and gall bladder problems, patients with urological problems, patients with neurological problems, patients with rheumatological and connective tissue disorders, and patients with human immonodeficiency virus. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment Methods** |
| Knowledge of the basic concepts of internal medicine and to establish the relationship between these concepts, identify risk factors and  risk groups for internal diseases | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Identify  etiology, signs and symptoms of the  internal disease, in case acute and chronic ilness, care neeeds of patient’s ability to identify accurately and efficiently | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Holistic approach by using the nursing process in accordance with the professional and ethical principles to practice care for the patient with internal disease problem; accurate and efficient way of evaluating the care of the patient with internal disease. | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| Ability to rehabilitate the patient by taking a holistic approach in the internal diseases. | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| To assume the educational role to ensure the participation of patient and family care. | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |
| To have the ability to transfer what they have learned and evaluate. | 1,2,3,4,5,12,13 | 1,2,3,4,6,10,13 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Main concepts in medical nursing, nursing  Pain management  Nursing for patients with endocrinologic problems | Related articles |
| **2** | Nursing for patients with diabetes | Related articles |
| **3** | Nursing for patients with fluid & electrolyte imbalances | Related articles |
| **4** | Midterm I | Related articles |
| **5** | Nursing for patients with cancer  Nursing for patients with haematological problems | Related articles |
| **6** | Nursing for patients with cardiovascular problems | Related articles |
| **7** | Nursing for patients with respiratory problems | Related articles |
| **8** | Nursing for patients with gastrointestinal problems | Related articles |
| **9** | Nursing for patients with liver and gall bladder problems | Related articles |
| **10** | Midterm II | Related articles |
| **11** | Nursing for patients with urological problems | Related articles |
| **12** | Nursing for patients with neurological problems | Related articles |
| **13** | Nursing for patients with rheumatological and connective tissue disorders | Related articles |
| **14** | Nursing for redbidden patients Nursing for patients with human immonodeficiency virus | Related articles |
| **15** | Course appraisal |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.     Akbayrak N, Erkal-Ilhan S, Ançel G, Albayrak A. (2007). Hemşirelik Bakım Planları. Alter Yayıncılık  2.     Akdemir N, Birol L (2010). İç Hastalıkları ve Hemşirelik Bakımı. Sistem Ofset.  3.     Bernadette-Mazurek M, Fineout-Overhold E. (2005). Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice. Lippincott Williams & Wilkins.  4.     Bilotta K, Cohn S, Comerford KC, Wingrad P. (2007). Health Assessment Made Incredibly Visual. Lippincott Williams & Wilkins.  5.     Brooker C, Nicol M. (2007). Nursing Adults. The Mosby.  6.     Canobbio MM. (2000). Mosby’s Handbook of Patient Teaching, The Mosby.  7.     Castledine G, Close A  (2009). Oxford Handbook of Adult Nursing. Oxford University Press.  8.     Dicenso A, Guyatt, G, Ciliska D. (2005).[Evidence-based nursing: A guide to clinical practice](http://www.library.ualberta.ca/permalink/opac/3034308)**,**Elsevier Mosby  9.     DiGiulio M, Jackson D. (2007). Medical-Surgical Nursing, McGraw Hill.  10.   Endacott R, Jevon P, Cooper S (2009). Clinical Nursing Skills: Core & Advanced, Oxford University Press.  11.   Holland K, Jenkins J, Solomon J, Whittam S (2008). Applying the Roper, Logan-Thirney Model in Practice. 5 th ed. Churchill & Livingstone, Elsevier.  12.   Smeltzer SC, Bare BG, Hinkle JL, Cheever KH. (2008). Brunner & Suddarth’s Textbook of Medical-Surgical Nursing. Wolters Kluwer/Lippincott Williams & Wilkins. |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Clinical practice & Case Study | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  | X |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 8 | 112 |
| Mid-terms | 2 | 4 | 30 |
| Quiz | 4 | 0,5 | 2 |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 30 |
| **Total Work Load** |  |  | 268 |
| **Total Work Load / 25 (h)** |  |  | 10,72 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Surgical Nursing | NHS204 | 4 | 4 + 8 | 8 | 11 |

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| **Prerequisites** | NHS102 Fundamentals of Nursing I  NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Oya Gümüşkaya Bradley, MSc., RN. |
| **Instructors** | Lecturer Oya Gümüşkaya Bradley, MSc., RN. |
| **Assistants** |  |
| **Goals** | This course is provide knowledge and skill to students for perioperative care of patients undergoing surgical intervention. |
| **Content** | Course contents includes basic concepts in surgery, infection prevention and control, wound and burn care, patient care with hemorrhagic shock, perioperative care, the care of patients undergoing surgery for gastrointestinal tract, liver and biliary tract, breast surgery, respiratory system, cardiovascular system and endocrine systems. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Define the basic concepts of surgical nursing | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |
| Explain and causes, patho-physiology, symptoms, treatment in common surgical conditions affecting various systems of body | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |
| -Provide patient centered perioperative nursing care to patients with common surgical conditions affecting various systems of body. | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |
| Prepare operation theatre for surgery and assist in operative procedures. | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |
| Care for critically ill patients who required support for maintaining vital functions. | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |
| Execute patient/family education according to surgical procedures | 1,2,3,4,5 | 1,2,3,4,6,8,10,13 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Infection prevention and control | Related references |
| **2** | Wound care | Related references |
| **3** | Burn care | Related references |
| **4** | Hemorrhagic shock | Related references |
| **5** | Preoperative care | Related references |
| **6** | Intraoperative care | Related references |
| **7** | Postoperative care | Related references |
| **8** | Midterm | Related references |
| **9** | Gastrointestinal tract surgery and nursing care | Related references |
| **10** | Gastrointestinal tract surgery and nursing care | Related references |
| **11** | The liver, bile, pancreatic surgery and nursing care | Related references |
| **12** | Breast surgery and nursing care | Related references |
| **13** | Respiratory system surgery and nursing care | Related references |
| **14** | Cardiovascular surgery and nursing care | Related references |
| **15** | Course Appraisal |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Dahili ve Cerrahi Hastalıklarda Bakım (2010). A Karadakovan, F Eti Aslan (Eds), Nobel Kitapevi, Adana.  2. Philips NM (2007). Berry & Kohn’s Operating Room Technıgue. 11th ed., Edition, Mosby Elseıver, St Louise.  3. Fraise AP, Lambert PA, Maillard JY (2004). Principles and Practice of Disinfection, Preservation & Sterilization, 4th Ed, Blackwell Publishing.  4. Alexander's Care of The Patient in Surgery (2003). JC Rothrock (Ed), 13th ed., Mosby, St Louis.  5. Basavanthappa BT (2009). Medical-Surgical Nursing. Second Edition, Jaypee Brothers Medical Publisher Ltd., New Delhi.  6. Lewis SL, Heitkemper MM, Dirksen SR, O’Brien PG, Bucher L (2007). Medical-Surgical Nursing Assessment and Management of Clinical Problems. 7th Edition, Mosby Elseıver, St. Louıs.  7. A textbook of perioperative care (2009). Woodhead K, Wicker P (Eds), Elseiver Churchill Livingstone, Edinburg. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Related literature and data bases |
| **Assignments** | Case reports |
| **Exams** | Midterm and Final |

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  | X |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  | X |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 8 | 128 |
| Mid-terms | 2 | 4 | 30 |
| Quiz | - | - | - |
| Assignment | 1 | 5 | 20 |
| Final | 1 | 2 | 30 |
| **Total Work Load** |  |  | 272 |
| **Total Work Load / 25 (h)** |  |  | 10,88 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Education in Nursing | NHS208 | 4 | 2 + 2 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** | - |
| **Goals** | This course focuses on students to improve the health education skills. |
| **Content** | According to health education needs of population, subjects determined and students group created by instructor. Each group investigates literature, creates an educational content, prepares education materials, an oral presentation and a paper under the guidance of instructor. Eventually, each group gives health education to the targetted population. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| İnvestigates literature according to subject | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |
| Establish purpose of education and identifies education objectives | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |
| Makes content plan according to education objectives | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |
| Writes content according to content plan and education objectives | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |
| Prepares education presentation and other education materials appropriate to the subject . | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |
| Gives and evaluates education to the target population. | 1,2,4,5,6,8,12 | 1,2,3,10,14,21 | 7,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming  12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper  19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course Introduction and review of the syllabus  Introduction “group work” and “critical reading”  Setting the working teams and their topics  Seeking and collecting the information resources about the topics | Related literature |
| **2** | Seeking and collecting the information resources about the topics | Related literature |
| **3** | Discussion with the advisor (Showing literature and interviewing about the outline)  Seeking and the collecting the information resources about the topics | Related literature |
| **4** | Seeking and the collecting the information resources about the topics and preparing the outline of the paper  Discussion with the advisor (showing literature and the outline of the article) | Related literature |
| **5** | Preparing the contents of the paper and writing the paper | Related literature |
| **6** | Discussion with the advisor (Showing the contents of the paper )  Writing the paper | Related literature |
| **7** | Discussion with the advisor (the last review of the article)  Writing paper | Related literature |
| **8** | Preparing the health education plan and discussion with advisor | Related literature |
| **9** | Preparing the presentation and discussion with advisor | Related literature |
| **10** | Discussion with the advisor (the last meeting for the review of the education plan and presentation) | Related literature |
| **11** | Presentation/health education (group I and group II, III) | Related literature |
| **12** | Presentation/health education(group IV and group V, VI) | Related literature |
| **13** | Presentation/health education(group VII and group VIII) | Related literature |
| **14** | Presentation/health education(group IX, group X ) | Related literature |
| **15** | Submitting the assignment | Related literature |
| **16** | Course Appraisal | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | According to  education subject , every group investigate literature. |
| **Additional Resources** | According to  education subject , every group investigate literature. |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | - | - |
| Assignment evaluation (Paper evaluation 50%+ Performance evaluation 30%) | 2 | 80 |
| Presentation evaluation | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION (**Presentation and sharing )**TO OVERALL GRADE** |  | 20 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 80 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | | |
| No | | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  | X |  |  |  |
| 4 | | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| 7 | | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | | Be role-model in their professional work and in general |  |  |  | X |  |  |
| 11 | | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| 12 | | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | X |  |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 4 | 56 |
| Mid-terms | - | - | - |
| Term paper evaluation | 1 | 15 | 15 |
| **Total Work Load** |  |  | 101 |
| **Total Work Load / 25 (h)** |  |  | 4,04 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| RESEARCH METHODOLOGY IN HEALTH SCIENCES | FHS 301 | 5 | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Güliz Dirimen Arıkan, MD. |
| **Instructors** | Assist. Prof. Güliz Dirimen Arıkan, MD. |
| **Assistants** |  |
| **Goals** | It  introduces the fundamental principles of research methodology and explain how these principles are applied for conducting research in the health sciences. And to demonstrate how evidence produced through research is applied to solving problems in everday health care. These informations can be used during the acedemic career. |
| **Content** | It teaches the needed information to use during the researches. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Learns fundamental principles of research methodology. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 2) Explains the evaluation of the individual based labile factors such as age, sex, physical activity status. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 3) Gets needed information to compose control groups and proper study at making a research plan. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 4) Knows the access routes of data and information source and uses them while conducting a research. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 5) Knows the steps such as study design, using copmuter analysis, measurement of variables. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing  10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   5. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | INTRODUCTION TO RESEARCH METHODOLOGY | Related references |
| **2** | DATA, INFORMATION, KNOWLEDGE | Related references |
| **3** | OBSERVATIONAL STUDIES | Related references |
| **4** | EXPERIMENTAL STUDIES | Related references |
| **5** | ERRORS AND BIAS IN HEALTH STUDIES | Related references |
| **6** | CROSS-SECTIONAL STUDIES | Related references |
| **7** | MIDTERM | Related references |
| **8** | CASE-CONTROL STUDIES | Related references |
| **9** | COHORT STUDIES | Related references |
| **10** | CAUSALITY | Related references |
| **11** | QUALITATIVE RESEARCH | Related references |
| **12** | PREPARATION  OF THE RESEARCH PROTOCOLS | Related references |
| **13** | QUESTIONNAIRE DESIGN | Related references |
| **14** | QUESTIONNAIRE DESIGN | Related references |
| **15** | GENERAL OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | INSTRUCTURER’S LECTURE NOTES |
| **Additional Resources** | 1. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher et al. 2. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof.Dr.Osman Hayran, 2013 3. Sağlık Araştırmaları İçin Temel İstatistik, Dr. Murat HAYRAN, Dr. Mutlu HAYRAN, Med-Litera Tıbbi Yazım, 2011 4. Medikal İstatistik, Doç. Dr. Oktay Özdemir, İstanbul Medikal Yayıncılık, 2006 |

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| **MATERIAL SHARING** | |
| **Documents** | LECTURE NOTES |
| **Assignments** |  |
| **Exams** | Quizzes, Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 80 |
| Quizzes | 2 | 15 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| --- | --- | --- | --- | --- | --- | --- |
| No | **Program Learning Outcomes** | Contribution | | | | |
|  |  | 1 | 2 | 3 | 4 | 5 |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life | X |  |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods | X |  |  |  |  |
| **8** | Have basic writing and verbal communication skills | X |  |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | x |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | x |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Mid-term/s | 1 | 2 | 2 |
| Quiz | 1 | 0,5 | 10 |
| Assignment | - | - | - |
| Final | 1 | 2 | 2 |
| **Total Work Load** |  |  | 78 |
| **Total Work Load / 25 (h)** |  |  | 3,12 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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| **Ön Koşul Dersleri** | Fundementals of Nursing I-II |

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| **Dersin Dili** | English |
| **Dersin Seviyesi** | Bachelor's Degree (First Cycle Programmes) |
| **Dersin Türü** | Compulsory |
| **Dersin Koordinatörü** | Assoc. Prof. Filiz Arslan |
| **Dersi Verenler** | Assoc. Prof. Filiz Arslan |
| **Dersin Yardımcıları** | - |
| **Dersin Amacı** | The purpose of this course is to teach nursing students the knowledge and skills necessary for pediatric nursing |
| **Dersin İçeriği** | Health status of children, protection, maintenance and development of child health, growth and development characteristics according to age periods,  adequate and balanced nutrition of the child according to age, deviations in health and planning the appropriate nursing care, implementing needed nursing interventions according to age periods, providing appropriate nursing care of hospitalized children. |

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| **Dersin Öğrenme Çıktıları** | **Program Öğrenme Çıktıları** | **Öğretim Yöntemleri** | **Ölçme Yöntemleri** |
| 1) Explains health status of children in the Turkey and in the world. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 2) Explains basic concepts related to child health | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 3) Explains approaches directed to protection, maintenance and development of the child health. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 4) identify   and explains child health and deviations from health according to age periods. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 5) Evaluates growth and development of children according to ages. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 6) Provides adequate and balanced nutrition of child according to ages. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 7) Prepares child to procedures according to ages, comforts during and after the procedures. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 8) According to age period characteristics of hospitalized children, plans and implements appropriate nursing interventions. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |
| 9) Plans and implements appropriate health education according to ages. | 1-5,8,10-14 | 1,2,3,6,9,10,11,14 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis   20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Child health status in Turkey and in the world, developments in the child health. | Related literature |
| 2 | Assessment of child health  Effect of hospitalization on the child and on the family. | Related literature |
| 3 | Growth and development | Related literature |
| 4 | Growth and development disorders | Related literature |
| 5 | Classification and properties of the newborn | Related literature |
| 6 | Nursing care in the newborn diseases | Related literature |
| 7 | Midterm  Nutrition of child | Related literature |
| 8 | Nursing care of the child with nutritional disorders | Related literature |
| 9 | Protection, maintenance and development of child health  Nursing care of the child with respiratory disorders. | Related literature |
| 10 | Nursing care of the child with heart diseases  Nursing care of the child with gastrointestinal diseases. | Related literature |
| 11 | Nursing care of the child with urinary system disorders  Nursing care of the child with metabolic disorders | Related literature |
| 12 | Nursing care of the child with hematologic and oncologic disorders | Related literature |
| 13 | Nursing care of the child with neurologic disorders   Child abuse and neglect | Related literature |
| 14 | Midterm  Common psychosocial problems in children | Related literature |
| 15 | Course evaluation |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Clinical practice (therapeutic communication with patients; Case studies- care plan discussion; clinical practice performance 25%.) | 1 | 30 |
| Final EXAM | 1 | 40 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  | X |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  | X |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | SAYISI | Süresi (Saat) | Toplam İş Yükü (Saat) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 8 | 112 |
| Mid-terms | 2 | 4 | 35 |
| Assignment | 2 | 5 | 25 |
| Final examination | 1 | 2 | 35 |
| **Total Work Load** |  |  | 271 |
| **Total Work Load / 25 (h)** |  |  | 10,84 |
| **ECTS Credit of the Course** |  |  | 11 |

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

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| **Prerequisites** | NHS102 Fundamentals of Nursing I  NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The course provides the necessary knowledge and skills related to the roles of gynecologic and obstetric nursing, and protect physical, psychological, social and reproductive health of women’s in family and also community. |
| **Content** | Women health and related health systems, structure and function of female and male genitals, pregnancy and related health problems, gynecological diseases and cancer, nursing care in the gynecological issues |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Comprehend woman and health care systems | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Explain safety motherhood concepts | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Gain knowledge about anatomy and physiology of female and male | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Understand not only pregnant but also high risk pregnant care and apply nursing care plans | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Protect the health of mother and newborn in postnatal period | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Teach to women birth control methods | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Able to give [appropriate](http://tureng.com/search/appropriate) care  for women with gynecologic problems such as pelvic pain, bleeding and infection | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Gain knowledge related gynecologic cancer, early diagnostic methods, medical and surgical treatment methods and nurses responsibility | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |
| Participate in activities those contribute to professional development and solutions related health | 1-14 | 1,2,3,4,6,8,10,13,14 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Woman and health care system | Related literature |
| **2** | Anatomy of reproductive system | Related literature |
| **3** | Physiology of reproductive system | Related literature |
| **4** | Physiology of pregnancy | Related literature |
| **5** | Health care issues for woman across the life span | Related literature |
| **6** | Gynecologic diagnostic tests and treatment methods and nursing care | Related literature |
| **7** | Common conditions of the reproductive system | Related literature |
| **8** | High risk pregnancy and nursing care | Related literature |
| **9** | Labor and nursing care | Related literature |
| **10** | Postpartum period and newborn care | Related literature |
| **11** | Reproductive Health and it’s problems and birth control methods | Related literature |
| **12** | Gynecologic neoplasia and nursing care | Related literature |
| **13** | Gynecologic cancers and nursing care | Related literature |
| **14** | Sexual health and ethics dilemmas in gynecology and obstetrics. | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.     Orshan S.A. Maternity, Newborn, and Women’s Health Nursing. Lippincott Williams&Wilkins. 2008, China.  2.     Hawkins J.W, Roberco-Nichols D. M, Stanley-Haney JL. Guidelines for Nurse Practitioners in Gynecologic Settings. 2012, Springer, USA.  3.     Coşkun A. M. Kadın Sağlığı ve Hastalıkları Hemşireliği El Kitabı. Koç Üniversitesi Yayınları. 2012, İstanbul.  **4.**     Coşkun A. M. Ebe ve Hemşirelere Yönelik Kadın Sağlığı ve Hastalıkları Öğrenim Rehberi. İstanbul Medikal Yayıncılık. 2008, İstanbul.  5.     Taşkın L. Doğum ve Kadın Sağlığı Hemşireliği. Genişletilmiş 6. baskı, Sistem Ofset Matbaacılık. 2010, Ankara. |
| **Additional Resources** | **6.**     Hemşirelikte Araştırma ve Geliştirme Dergisi  7.     İÜ Florence Nightingale Hemşirelik Dergisi |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Clinical practice | 1 | 30 |
| Final | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  | X |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  | X |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 8 | 112 |
| Mid-terms | 2 | 4 | 35 |
| Assignment | 2 | 5 | 25 |
| Final examination | 1 | 2 | 35 |
| **Total Work Load** |  |  | 271 |
| **Total Work Load / 25 (h)** |  |  | 10,84 |
| **ECTS Credit of the Course** |  |  | 11 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Oya GÜMÜŞKAYA BRADLEY, MSc. RN. |
| **Instructors** | Oya GÜMÜŞKAYA BRADLEY, MSc. RN. |
| **Assistants** |  |
| **Goals** | To raise nurses who are competent about critical care nursing, and its responsibilities. |
| **Content** | Gas exchange and positioning, physical restraint, management of acute respiratory distress syndrome, alternative ventilatory models, assessment/management of the weaning process, haemodynamic management, management of acute renal failure in intensive care units (ICU), care of the patients with acute hepatic disorders, management of the patient with disseminated intravascular coagulation, prevention and managing of sepsis, obstetric emergencies in ICU, management of the multiorgan dysfunctioning, sedation in ICU, follow up and rehabilitation in critical illness,withdrawing of treatment, acute brain injury and resuscitation, end of life care, ethical issues in ICU |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation about critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Have knowledge about patient security in critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Critical Care Principles, Critical Patient, Family, Ethics, Palliative Care | Related references |
| 2 | Physical Evaluation | Related references |
| 3 | Pain and Anxiety Management | Related references |
| 4 | Rhythm Disorders - Hemodynamic Issues and Management | Related references |
| 5 | Acute Respiratory Failure Syndrome Management, Ventilation Supports | Related references |
| 6 | Resusitation-CPR and Non-CPR management | Related references |
| 7 | Shock, Sepsis, MOI, SIRS, YDP | Related references |
| 8 | Midterm |  |
| 9 | Cardiovascular Problems and Management | Related references |
| 10 | Nervous System Problems | Related references |
| 11 | Acute Renal System Problems and Management | Related references |
| 12 | Management of the Patient with Acute Liver Failure | Related references |
| 13 | Acute Problems and Management of the Gastrointestinal System | Related references |
| 14 | Trauma and burns | Related references |
| 15 | Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Intrroduction to Critical care Nursing, Sole, Klein, Moseley  Critical Care Nursing, Bench ve Brown  Essentials of Critical Care Nursing, Chulay and Burns |
| **Additional Resources** | Papers given my the course instructor. |

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

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

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

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| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | x |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | x |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | x |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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

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

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| **Learning Outcomes** | **Program Learning**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Knows the fundamental statistical concepts, counts descriptive statistics according to data | 5,14 | 1,2,3 | 1,2 |
| Makes proper tables and graphics | 5,14 | 1,2,3 | 1,2 |
| Knows the fundamental concepts of theoritical distributions and sampling distributions, standart error and confidential intervals | 5,14 | 1,2,3 | 1,2 |
| Selects proper hypothesis test, applies and interpretes it | 5,14 | 1,2,3 | 1,2 |
| Knows correlation and simple linear regression methods | 5,14 | 1,2,3 | 1,2 |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case  Study |
| **Assessment Methods:** | 1:Writing Exam 2: Multiple Choice Test 3: Gap Filling  4: True-False 5: Oral Examination  6: Portfolio |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | PRINCIPLES OF STATISTICS AND BIOSTATISTICS | Related literature |
| **2** | CLASSIFYING THE DATA | Related literature |
| **3** | SUMMARIZING THE DATA | Related literature |
| **4** | TABLES AND GRAPHICS | Related literature |
| **5** | THEORITICAL DISTRIBUTION | Related literature |
| **6** | PROBABILITY AND SAMPLING | Related literature |
| **7** | MIDTERM |  |
| **8** | SAMPLING METHODS | Related literature |
| **9** | SAMPLING METHODS | Related literature |
| **10** | SAMPLE SIZE DETERMINATION | Related literature |
| **11** | HYPOTHESIS TESTS | Related literature |
| **12** | HYPOTHESIS TESTS | Related literature |
| **13** | HYPOTHESIS TESTS | Related literature |
| **14** | CORRELATION AND REGRESSION | Related literature |
| **15** | GENERAL OVERVIEW |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | INSTRUCTURER’S LECTURE NOTES |
| **Additional Resources** | 1. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher et al. 2. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof.Dr.Osman Hayran, 2013 3. Sağlık Araştırmaları İçin Temel İstatistik, Dr. Murat HAYRAN, Dr. Mutlu HAYRAN, Med-Litera Tıbbi Yazım, 2011 4. Medikal İstatistik, Doç. Dr. Oktay Özdemir, İstanbul Medikal Yayıncılık, 2006 |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 25 |
| Quizzes | 1 | 15 |
| Final | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  |  | X |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 3 | 48 |
| Mid-terms | 1 | 2 | 4 |
| Quizzes | 2 | 0,5 | 2 |
| Final examination | 1 | 2 | 8 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3,76 |
| **ECTS Credit of the Course** |  |  | 4 |

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

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| **Prerequisites** | NHS102 Fundamentals of Nursing I  NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof.  Işıl Işık |
| **Instructors** | Assist. Prof.  Işıl Işık |
| **Assistants** |  |
| **Goals** | Teaching etiology and epidemiology of mental disorders, Fundamentals of mental health and disorders, nursing standards and roles. |
| **Content** | The following subject are discussed: nurse’s interventions while giving care to a patient with mental disorder, strategies for preventive efforts from mental disorders and improvement of mental; nursing interventions in immediate psychiatric situations, coping with stress, patients adherence and rehabilitation. |

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| **Learning Outcomes** | **Program**  **Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Analyze concepts of mental health | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |
| Explain the characteristics of mental disorders | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |
| Explain the indicators for etiology and development of mental disorders | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |
| Discuss diagnosis and treatment of mental disorders | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |
| Find out personal, family – related, legal and ethical problems related to mental disorders. | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |
| Be able to learn nursing skills related to mental disorders. | 1,2,3,4,8,13,14 | 1,2,3,6,13,20,21 | 1,2,6,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries  18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Mental Health and Mental Illness  Brief historical overview of psychiatric nursing care | Related literature |
| **2** | The roles and functions of PMHNs in the clinical settings  Therapeutic communication and interwieving principles | Related literature |
| **3** | Team work and nursing practice standards  Basic Psychodinamic Concepts  Psychoanalytic mental structure and defense mechanism | Related literature |
| **4** | Diagnosis and classification of mental disorders  Main signs and symptoms in mental disorders  Psychiatric nursing care planning process | Related literature |
| **5** | Schizophrenia Spectrum Disorder | Related literature |
| **6** | Mood disorders  Suicid prevention and intervention | Related literature |
| **7** | Midterm  Anxiety disorder | Related literature |
| **8** | Organic Mental Disorder | Related literature |
| **9** | Psychiatric treatments | Related literature |
| **10** | Personality disorders | Related literature |
| **11** | Mental Health Issues of Children and Adolescents | Related literature |
| **12** | Issues about Substance Abuse Case discussion | Related literature |
| **13** | Midterm   Ethical and Legal Issues in Mental Health Area | Related literature |
| **14** | Psychiatric Problems and Aged people | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Öztürk O., Uluşahin A.,: Ruh Sağlığı ve Bozuklukları, Nobel Tıp Kitabevleri Ltd.Şti., Yenilenmiş 11. Baskı, Ankara, 2008  2- Hemşirelik Bakım Planları (Ed: Nalan Akbayrak, Ayla Albayrak, Gülsüm Ançel ve Sibel Erkal-İlhan), 1. Basım, Alter yayıncılık Ticaret Limited Şirketi, Birlik matbaası, Ankara, Nisan 2007 |
| **Additional Resources** | 4-www.psikiyatridizini.org  5-www.dusunenadam.com |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Clinical practice (therapeutic communication with patients; Case studies- care plan discussion; clinical practice performance) | 1 | 40 |
| Final EXAM | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  | X |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 8 | 112 |
| Mid-terms | 2 | 4 | 35 |
| Assignment | 1 | 5 | 20 |
| Final examination | 1 | 2 | 35 |
| **Total Work Load** |  |  | 266 |
| **Total Work Load / 25 (h)** |  |  | 10,64 |
| **ECTS Credit of the Course** |  |  | 11 |

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

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To demonstrate an understanding of main structure and functions of human body systems, first aid and first aider concept, circumtances for first aid. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on first aid for victims with shock, cardio-pulmonary resuscitation, first aid for victims with bleedings, first aid in bone and soft tissue injuries, first aid for burns and frosbites, first aid for wounded victims, first aid for injuries, first aid for poisoning and animal/insect bites, first aid for victims with foreing objects in the body, first aid for drowning victims, and first aif for unconscious victims. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on triage techques. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on transportation techques. | 1,2,3,4,5 | 1,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Bilotta K, Cohn S, Comerford KC, Wingrad P. (2007). Health Assessment Made Incredibly Visual. Lippincott Williams & Wilkins.  2. DiGiulio M, Jackson D. (2007). Medical-Surgical Nursing, McGraw Hill.  First Aid Manual (2010). St Andrew’s Ambulance Association (2006).  3. T.C. Sağlık Bakanlığı İstanbul İl Sağlık Müdürlüğü, Acil Sağlık Hizmetleri Şubesi, Temel İlk Yardım Uygulamaları Eğitim Kitabı |
| **Additional Resources** |  |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  | X |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life | X |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  | X |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  | X |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Labratory work | 15 | 2 | 30 |
| Mid-terms | 2 | 1 | 10 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 114 |
| **Total Work Load / 25 (h)** |  |  | 4,56 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide the necessary knowledge and skills on the process of aging and in the process consisting of biological, psychological and social changes, and reflections on nursing care. |
| **Content** | Aging, the problems associated with aging, community issues related to aging society, politics, principles of geriatric nursing |

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| **Learning Outcomes** | **Program Outcome** | **Teaching Methods** | **Assessment Methods** |
| Know the basic concepts of the elderly and age-related,   Know the health indicators of elderly | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |
| Describe the roles and responsibilities of nurses in the areas of aged care | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |
| Know elderly individual's health problems / needs and methods to be used in diagnostics, | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |
| Identify  the principles of medication administration that are important to the elderly and the effects of medications in the elderly, | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |
| Apply the nursing process in the care of the geriatric patient | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |
| Know areas of aged care / institutions, sequences,  Know the health and social services for the elderly. | 1,2,3,4,5,6,7,13 | 1,2,3,13 | 1,2,7,15 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Demographic characteristics of aged population in the Turkey | Related articles |
| **2** | Normal Change of Aging | Related articles |
| **3** | **Theories of aging,**   * Biological theories of aging/effects of nursing * Aging sociological theories/effects of nursing * Aging psychological theories/effects of nursing * Age-related psychological and psychosocial  changes | Related articles |
| **4** | Introduction to Geriatric Nursing  ü  Overview of Geriatric Nursing  -  Geriatric Nursing Practice Setting | Related articles |
| **5** | Comprehensive geriatric assessment | Related articles |
| **6** | Some basic needs of elderly people  -  Nutrition and Hydration of elderly individuals | Related articles |
| **7** | Rest and sleep in older people | Related articles |
| **8** | Mental health in older people | Related articles |
| **9** | **Midterm  Date** | Related articles |
| **10** | Safe environment and prevention of falls | Related articles |
| **11** | Prevention and Management of the common geriatric syndromes  -  Urinary and fecal incontinence | Related articles |
| **12** | Prevention and Management of the common geriatric syndromes  - Polypharmacy | Related articles |
| **13** | Neglect and abuse in elderly care   Ethical aspects of elderly care | Related articles |
| **14** | Health and social services for elderly individuals  Management of aged care institutions | Related articles |
| **15** | Course appraisal | Related articles |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Arıoğul, S., Cankurtaran, M., Halil, M.G., Yavuz, B.B (2006). Geriatri ve Gerontoloji. MN Medikal & Nobel, Ankara.  Meiner SE. Lueckenotte AG. Gerontologic Nursing. Third Edition Mosby Elsevier 2006.  Eliopoulos C. Gerontological Nursing Sixth Edition. Lippincott Willams&Wilkins. 2005  Miller CA. Nursing for Wellness in older Adults Fifth edition. Walter Kluwer 2009. |
| **Additional Resources** | Birinci Basamak Sağlık Hizmetlerinde Çalışan Hekimler İçin Yaşlı Sağlığı  Tanı ve Tedavi Rehberi 2010. Editör; Yeşim Gökçe Kutsal, Kutay Biberoğlu, Teslime Atlı, Dilek Aslan. T.C. Sağlık Bakanlığı Temel Sağlık Hizmetleri Genel Müdürlüğü.  Türk Geriatri Dergisi |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Clinical Practice Exam | 1 | 15 |
| Reports | 1 | 15 |
| Final | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  | X |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  | X |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 1/2 | 7 |
| Mid-terms | 2 | 15 | 30 |
| Practise exam | 1 | 1/2 | 7 |
| Reports evaluation | 1 | 15 | 15 |
| Final examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 129 |
| **Total Work Load / 25 (h)** |  |  | 5.1 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Methods of Article Critics | FHS 322 | 8 | 1 + 2 | 2 | 3 |

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| **Prerequisites** | - |

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

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and lecture about “How to read a research paper” | Related literature |
| 2 | Evaluating and Critiquing Research | Related literature |
| 3 | Evaluating and Critiquing Research | Related literature |
| 4 | Evaluating and Critiquing Research | Related literature |
| 5 | Evaluating and Critiquing Research | Related literature |
| 6 | Evaluating and Critiquing Research | Related literature |
| 7 | Evaluating and Critiquing Research | Related literature |
| 8 | Evaluating and Critiquing Research | Related literature |
| 9 | Evaluating and Critiquing Research | Related literature |
| 10 | Evaluating and Critiquing Research | Related literature |
| 11 | Evaluating and Critiquing Research | Related literature |
| 12 | Evaluating and Critiquing Research | Related literature |
| 13 | Writing scholarly research critique | Related literature |
| 14 | Writing scholarly research critique | Related literature |
| 15 | General assessment and feedbacks |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.        Michaei Coughian, Patricia Cronin, Frances Ryan: Step'by-step guide to critiquing research. Part 1: quantitative research.British Journal of Nursing. 2007. Vol 16, No II, 658-663.  2.        Evaluating and Critiquing Nursing Research. <http://nursingplanet.com/Nursing_Research/critiquing_nursing_research.html>  3.        Rose Nieswiadomy. Evaluating research findings for nursing practice. <http://www.tnad4.org/images/ERFFNP.pdf>  4.        Polly Lee. Understanding and critiquing qualitative research papers. Nursing Times.net, Vol: 102, Issue: 29, Page No: 30.<http://www.nursingtimes.net/nursing-practice/clinical-zones/educators/understanding-and-critiquing-qualitative-research-papers/203129.article>  5.        Polly Lee. Understanding and critiquing quantitative research papers. Nursing Times.net, Vol: 102, Issue: 28, Page No: 28.<http://www.nursingtimes.net/nursing-practice/clinical-zones/educators/understanding-and-critiquing-quantitative-research-papers/201659.article> |
| **Additional Resources** | 1. A.D.Robert: "How to Write and Publish a Scientific Paper" , Copyright: (c) 1979, 1983, 1988, 1994 Robert A. Day . |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | **X** |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  | **X** |  |  |  |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | **X** |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  | **X** |  |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | **X** |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | **X** |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | **X** |  |
| 8 | Have basic writing and verbal communication skills |  |  | **X** |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations | **X** |  |  |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | **X** |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | **X** |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | **X** |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  | **X** |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 1 | 15 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
| Mid-term/s | - | - | - |
| Quiz | - | - | - |
| Assignments | 8 | 2 | 16 |
| Final | 1 | 1 | 5 |
| **Total Work Load** |  |  | 68 |
| **Total Work Load / 25 (h)** |  |  | 2,72 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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| **Prerequisites** | NHS102 Fundamentals of Nursing I  NHS201 Fundamentals of Nursing II |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Işıl Işık |
| **Instructors** | Assist. Prof. Işıl Işık |
| **Assistants** |  |
| **Goals** | The Student should obtain knowledge of theoretical fundamentals and practical methods for Public / Community Health Nursing.  This course aims to provide the necessary information required by the undergraduate students of Nursing. |
| **Content** | Health Objectives, Politics and Organization for the Nation, home visits, , family health and primary health care settings school-age children and adolescent populations health, occupational health, home visit and the role of community health nursing in school health, occupational health,. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Analyze concepts of health Public Health | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should obtain knowledge about multilevel approaches to health and disease. | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should obtain knowledge about levels of application of preventive measures (primary prevention, secondary prevention, tertiary prevention) | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should obtain knowledge about Health Objectives, Politics and Organization for the Nation | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should identify and characterize environmental health problems through community or client assessment | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should explain the importance of home visits in family nursing. | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should identify significant physical and psychosocial developmental factors characteristic of the child, school-age children and adolescent populations. | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should describe the community health nurse’s role in maintaining and promoting adult health. | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |
| The student should describe the nursing role and functions in occupational health. | 1-5,8,11-14 | 1,2,3,6,10,13,14, | 1,2,5,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Main Concepts in Public Health & Public Health Nursing,  Brief historical overview of  Public Health & Public Health nursing care | Related literature |
| **2** | Health Organization, National Health Objectives, Primary Health Care, Health Policy, General Public Health Problems in Turkey. | Related literature |
| **3** | Community Assessment & Interventions | Related literature |
| **4** | Health Prevention & Health Promotion | Related literature |
| **5** | Public Health Nursing Early Diagnosis - Role and Functions of Community Screening | Related literature |
| **6** | Environmental Health | Related literature |
| **7** | Midterm | Related literature |
| **8** | Family Health Nursing | Related literature |
| **9** | Home visits | Related literature |
| **10** | Women’s and Men Health | Related literature |
| **11** | Disabilty  Health | Related literature |
| **12** | School Health Nursing | Related literature |
| **13** | Occupational Health Nursing | Related literature |
| **14** | Home Care Nursing | Related literature |
| **15** | Course  evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1- Güler Ç. Akın L. Halk Sağlığı Temel Bilgiler. Hacettepe Üniversitesi Yayınları. 2006  2.Dirican, R., Bilgel, N.: Halk Sağlığı (Toplum Hekimliği), Uludağ Üniversitesi Basımevi, Bursa, 1993  3.Bertan M., Güler Ç. Halk Sağlığı Temel Bilgiler. Ankara, 1997  4.Erci B. Halk Sağlığı Hemşireliği. Göktuğ yayınları. 2009  5.Öztek Z. Kublay G. Toplum Sağlığı Hemşireliği  6.Erefe, İ(Eds).: Halk Sağlığı hemşireliği El Kitabı, Vehbi Koç Vakfı Yayınları, İstanbul,1998.  7.Lewis KD, Bear BJ: Manual Of School Health. Second Edition. Saunders, 2002.  8.Watkins D. Edwars J. Gastrell P (Eds). Foreward By. Joan Higgins: Community Health Nursing,Framworks For Practice Bailliere Tindall, 2003.  9.Smith CM, Maurer FA: Community Health Nursing Theory And Practice. Second Edition. WB Saunders Company, 2000  10.Nies MA. McEwen M; Community Health Nursing, Promotıng Health Populations. WB Saunders Company, 2001  11.Stone-Clemen S. McGuire SL Eigsti DG: Comprehensive Community Health Nursing, Family,Aggregate & Community Practice. Sixth Edition, Mosby, 2002.  12.Martinson IM, Wıdmer AG, Portillo CJ: Home Health Care Nursing. Second Edition . WB. Saunders Company. 2002.  13.Rice R: Home Care Nursing Practice Concepts And Application. Fourth Edition. Mosby Elseiver, 2006  14.Stanhope M, Lancaster J: Foundation of Nursing in the Community- Community-Oriented Practice, Second Edition, Mosby Elsevier 2006.  15.Stanhope M, Lancaster J: Public Health Nursing. Population-Center Health Care in the Community. Mosby. 2008. |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Field practice | 1 | 40 |
| Final | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  | X |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  | X |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| **Course Duration (Including the exam week: 16x Total course hours)** | 15 | 4 | 60 |
| **Hours for off-the-classroom study (Pre-study, practice)** | 14 | 8 | 112 |
| **Clinical evaluation** | 1 | 20 | 20 |
| **Mid-term/s** | 2 | 15 | 30 |
| **Final examination** | 1 | 25 | 25 |
| **Total Work Load** |  |  | 247 |
| **Total Work Load / 25 (h)** |  |  | 9.8 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Nursing Summer Practice | NHS405 | 7 | 0 +8+0 | 4 | 3 |

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| **Prerequisites** | NHS 204 Surgical Nursing  NHS 202 Medical Nursing  NHS301 Pediatric Nursing  NHS303 Women Health Nursing |

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| **Language of Instruction** | Turkish http://www.ebs.sakarya.edu.tr/img/img_flags/tr.png |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Oya GÜMÜŞKAYA BRADLEY, MSc, RN. |
| **Instructors** | Oya GÜMÜŞKAYA BRADLEY, MSc, RN. |
| **Assistants** | - |
| **Goals** | This course aims students to get experiences applying Pediatric and Obstetric and Gynecological nursing skills in a real life context. |
| **Content** | This course includes clinical practices in medical and surgical units. Students prepare nursing care plans as case reports at the end of the practices. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Describe the nursing role and responsibilities in Pediatric and Obstetric and Gynecological units | 1-4, 6-8, 10-14 | 6,13 | 6,7 |
| Able to plan and apply nursing care plan for the Pediatric patients and the patient with and Obstetric and Gynecological problems | 1-4, 6-8, 10-14 | 6,13 | 6,7 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study 5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Labratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation 9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Plan and apply nursing care plan for the patient with Obstetric and Gynecological problems | Related references |
| **2** | Plan and apply nursing care plan for the patient with Obstetric and Gynecological problems | Related references |
| **3** | Plan and apply nursing care plan for the patient with Obstetric and Gynecological problems | Related references |
| **4** | Plan and apply nursing care plan for the patient with Obstetric and Gynecological problems | Related references |
| **5** | Preparing the case report | Related references |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | x |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | x |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  | x |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| **Course Duration (Including the exam week: 16x Total course hours)** | **-** | **-** | **-** |
| **Hours for off-the-classroom study (Pre-study, practice)** | **30** | **1/2** | **15** |
| **Mid-term/s** | **-** | **-** | **-** |
| **Care plan/ case assessment** | **2** | **5** | **10** |
| **Clinical/Performance evaluation** | **20** | **3** | **60** |
| **Final** | **-** | **-** | **-** |
| **Total Work Load** |  |  | **85** |
| **Total Work Load / 25 (h)** |  |  | **3,4** |
| **ECTS Credit of the Course** |  |  | **3** |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Leadership and Management in Nursing | NHS403 | 8 | 3 + 4 | 5 | 7 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | This course provides the ability to transfer the application of information concerning the management of nursing services. |
| **Content** | This course will include main lectures and clinical studies regarding to principles of the efficient nursing management, organizational structures of hospital and nursing services,  Formulation of the nursing workforce according to the dependence level of the patients,  Using communication techniques efficiently , scientific problem solving approach in managerial problems,  total quality management, individual and professional leadership potential  and new leadership approaches. |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment Methods** |
| Defines efficient nursing management principles | 1,2, | 1,2,3 | 1,2 |
| Interprets the organization structures of hospital and nursing services in terms of organization principles | 1,2,3,5,9 | 1,2,3,6,11,12,14,20 | 1,2,6,7 |
| Formulates nursing workforce according to the dependence level of the patients | 1,2,3,5,6,14 | 1,2,3,6,11,12,14,20 | 1,2,6,7 |
| Uses communication techniques efficiently | 1,2,4,5,6,8,10,12,13 | 1,2,3,6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Uses scientific problem solving approach in managerial problems | 1,2,3,4,5,6,8,9,12 | 2,3, 6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Lead the change in applications such as total quality management | 1,2,4,5,6,7,8,9,12,13,14 | 2,3, 6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Exhibits individual leadership potential | 1,2,3,4,5,6,7,8,10,11,12,13 | 1,2,3,6,7,11,12,14,18,20,21 | 1,2,6,7,13 |
| Evaluates the leaders in our country in terms of professional leadership | 1,2,7,11 | 2,3, 7,11,12,14,21 | 1,2,6,7,13 |
| Regards leadership in nursing services management | 1,2,3,5,6,8,10,12 | 2,3,6,11,14,20,21. | 1,2,6,7,13 |
| Explains leadership and the concept related to leadership | 1,2,3,5,8,10,13 | 1,2,3,11,21 | 1,2,6,7,13 |
| Queries the historical development process of leadership | 1,2,3,5,8,10,13 | 1,2,3,11,21 | 1,2,6,7,13 |
| Compares new leadership approaches | 1,2,3,5,8,10,13,14 | 1,2,3,11,21 | 1,2,6,7,13 |
| Regards power resources in leadership | 1,2,3,5,6,8,10,12 | 1,2,3,11,21 | 1,2,6,7,13 |
| Develops leadership skills | 1,2,3,4,5,6,7,8,10,11,12,13,14 | 2,3,6,7,11,12,14,18,20,21 | 1,2,6,7,13,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Basic Concept and Theories of Management | Related literature |
| 2 | Management Organisation of Health Services | Related literature |
| 3 | Health Team and Role Structures | Related literature |
| 4 | Principles of Efficient Nursing Management | Related literature |
| 5 | Organizational Communication | Related literature |
| 6 | Problem solving and decision making | Related literature |
| 7 | Nursing care, presentation and organizations | Related literature |
| 8 | Midterm  Change Management | Related literature |
| 9 | Organizational Culture | Related literature |
| 10 | Motivation | Related literature |
| 11 | Leadership | Related literature |
| 12 | Total quality management | Related literature |
| 13 | Human resources management | Related literature |
| 14 | Legal regulations regarding health and nursing | Related literature |
| 15 | Course appraisal | Related literature |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.     Hemşirelik ve sağlık personelleriyle ilgili yasal mevzuat ve düzenlemeler.  2.     Huber D.: Leadership and Nursing Care Management Philedelphia, 2000  3.     Koçer T.: İşletme Yöneticiliği, 11. Bası. Arıkan Basım. 2007  4.     Sabuncuoğlu Z. İnsan Kaynakları Yönetimi, Alfa Aktüel, 2008  5.     Swansburg R.C; Swansburg R.J.: İntradaction To Management and Leadership For Nurse Managers Third Edition, London, 2002.  6.     Yoder-Wise P.S.: Leading Maneging in Nursing Second Edution, Mosby, ST. Louis, 2000 |
| **Additional Resources** | - |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  | X |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| 10 | Be role-model in their professional work and in general |  | X |  |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | | | | |
| Activities | | | | Quantity | | Duration (Hour) | Total Workload (Hour) | | |
| Course Duration (Including the exam week: 16x Total course hours) | | | | 15 | | 3 | 45 | | |
| Hours for off-the-classroom study (Pre-study, practice) | | | | 14 | | 8 | 112 | | |
| Mid-terms | | | | 2 | | 2 | 4 | | |
| Quiz | | | | 4 | | 1 | 4 | | |
| Final examination | | | | 1 | | 2 | 2 | | |
| **Total Work Load** | | | |  | |  | 167 | | |
| **Total Work Load / 25 (h)** | | | |  | |  | 6,68 | | |
| **ECTS Credit of the Course** | | | |  | |  | 7 | | |
|  | | | |  | |  |  | | |
| **COURSE INFORMATON** | | | | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | | *Credits* | | | *ECTS* |
| Planning Dissertation Study | NHS 409 | 7 | 2 + 2 (Lab) | | 3 | | | 7 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To be able to prepare a graduation  research project | 1-14 | 1,2,3,11,18 | 11,14 |
| To be able to prepare the sections of introduction, conceptual framework and method. | 1-14 | 1,2,3,11,18 | 11,14 |
| To be able to the carry out the preliminary study. | 1-14 | 1,2,3,11,18 | 11,14 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion  4. Labratory study    5. Field work    6. Clinical practice  7. Project study       8. Assesment/survey       9. Role playing  10. Demonstration    11. Brain storming       12. Home work  13. Case study /reports  14. Group work      15. Panel discussion  16. Seminary         17. Learning diaries  18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to course  Literature review | Related literature |
| **2** | Literature review with research advisor | Related literature |
| **3** | Conducting  the  the research plan:  Defining the research topic  Defining the research method | Related literature |
| **4** | Conducting the of conceptual framework of research:  Literature review about the research topic  Critical reading of literature | Related literature |
| **5** | Conducting the of conceptual framework of research:  Literature review about the research topic  Critical reading of literature | Related literature |
| **6** | Writing the conceptual framework of research  Writing the section of problem definition and importance | Related literature |
| **7** | Writing the conceptual framework of research  Writing the section of problem definition and importance | Related literature |
| **8** | Preparing  the section of research method:  Determining the researc design  Determining  the research place, population, sample  Determining  the research limitations  Determining  the data collection tools of research  Establish the the data collection tools of research or take permission for scale/inventory  Take the permission of ethical  committee of University | Related literature |
| **9** | Preparing  the section of research method:  Determining the researc design  Determining  the research place, population, sample  Determining  the research limitations  Determining  the data collection tools of research  Establish the the data collection tools of research or take permission for scale/inventory  Take the permission of ethical  committee of University | Related literature |
| **10** | Writing  the section of research method | Related literature |
| **11** | Writing  the section of research method | Related literature |
| **12** | Preliminary study | Related literature |
| **13** | Preliminary study | Related literature |
| **14** | Submitting the sections of conceptual framework and method of project  Preliminary study | Related literature |
| **15** | Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Polit DF, Beck CT. (2008). Nursing Research: Generating and Assessing Evidence for Nursing Practice. 8th Ed. Lippincott Williams & Wilkins. Philadelphia.  2-Cryer P. (2006). The Research Student’s Guide to Success. 3rd Ed. Mc Graw-Hill/Open UniversityPress, Maidenhead. |
| **Additional Resources** | 3-Aksayan S ve ark. (2002). Hemşirelikte araştırma: İlke, süreç ve yöntemler. Ed:Erefe İ. Odak Ofset, Ankara.  4-Burns N, Grove SK. (2003). Understanding Nursing Research: Building an Evidence Based Practice. 3rd ed., WB Saunders. Philadelphia |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Performance evaluation | 1 | 60 |
| Term paper evaluation | 1 | 40 |
| **Total** | 2 | **100** |
| **CONTRIBUTION OF FINAL PROJECT** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  | X |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 4 | 56 |
| Midterm Exam | 1 | 2 | 25 |
| Performance Evaluation | 1 | 10 | 30 |
| Term paper Evaluation | 1 | 10 | 30 |
| **Total Work Load** |  |  | 173 |
| **Total Work Load / 25 (h)** |  |  | 6,92 |
| **ECTS Credit of the Course** |  |  | 7 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Clinical Study | NHS402 | 8 | 2 + 24 | 14 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Assoc. Prof. Filiz Arslan |
| **Instructors** | Specialist Nurse Hülya Demir (MSc) |
| **Assistants** |  |
| **Goals** | This course aims students to get experiences applying nursing skills and nursing care plan in a real life context. |
| **Content** | This course includes clinical practices in different  units at the hospital. Students prepare nursing care plans as case reports and this care plans are discussed with the all group by the supervision of the instructors. |

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion    16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Cinical orientation |  |
| **2** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **3** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **4** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **5** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **6** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **7** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **8** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **9** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **10** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **11** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **12** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **13** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **14** | Plan and apply nursing care plan for the patient with complex problems | Related references |
| **15** | Course evaluation |  |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  |  | X |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  | X |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | x |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | x |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  | x |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| **Course Duration (Including the exam week: 16x Total course hours)** | 16 | 2 | 32 |
| **Hours for off-the-classroom study (Pre-study, practice)** | 16 | 8 | 128 |
| **Care plan/ case assessment** | 1 | 20 | 20 |
| **Clinical/Performance evaluation** | 16 | 12 | 192 |
| **Mid-term/s** | - | - | - |
| **Final** | - | - | - |
| **Total Work Load** |  |  | 372 |
| **Total Work Load / 25 (h)** |  |  | 14,88 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Implementing Dissertation Study | NHS 410 | 8 | 2 + 2 (Lab) | 3 | 9 |

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| **Prerequisites** | NHS 409 |

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

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

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion  4. Labratory study    5. Field work    6. Clinical practice  7. Project study       8. Assesment/survey       9. Role playing  10. Demonstration    11. Brain storming       12. Home work  13. Case study /reports  14. Group work      15. Panel discussion  16. Seminary         17. Learning diaries  18. Term paper  19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation  11. Thesis evaluation    12.Quiz    13. Presentation evaluation  14. Performance evaluation   15. Practice exam |

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1-Polit DF, Beck CT. (2008). Nursing Research: Generating and Assessing Evidence for Nursing Practice. 8th Ed. Lippincott Williams & Wilkins. Philadelphia.  2-Cryer P. (2006). The Research Student’s Guide to Success. 3rd Ed. Mc Graw-Hill/Open UniversityPress, Maidenhead. |
| **Additional Resources** | 3-Aksayan S ve ark. (2002). Hemşirelikte araştırma: İlke, süreç ve yöntemler. Ed:Erefe İ. Odak Ofset, Ankara.  4-Burns N, Grove SK. (2003). Understanding Nursing Research: Building an Evidence Based Practice. 3rd ed., WB Saunders. Philadelphia |

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  |  | X |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| 10 | Be role-model in their professional work and in general |  |  |  |  | X |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | X |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 6 | 84 |
| Performance evaluation | 1 | 15 | 30 |
| Thesis evaluation | 1 | 25 | 40 |
| **Total Work Load** |  |  | 218 |
| **Total Work Load / 25 (h)** |  |  | 8,72 |
| **ECTS Credit of the Course** |  |  | 9 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Health Promotion | NHS355 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | Assoc. Prof. Filiz Arslan |
| **Instructors** | Assoc. Prof. Filiz Arslan |
| **Assistants** |  |
| **Goals** | Teach the health and health promotion concept, models and current approaches, and the role of health promotion in fostering good health and quality of life.  Teach the knowledge about how to develop a health promotion program in different fields. |
| **Content** | This course focuses on health prevention and health promotion of the individual, family and community. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Explain global health problems | 1,2,3,12,13 | 1,2,3,21 | 2,7 |
| Explain health promotion concepts | 1,2,3,12,13 | 1,2,3,21 | 2,7 |
| Describe the risky groups in the community | 1,2,3,12,13 | 1,2,3,21 | 2,7 |
| Able to plan a health promotion program for spesific groups | 1,2,3,12,13 | 1,2,3,21 | 2,7 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study 5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Labratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation 9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | The concept of health prevention and promotion | Related literature |
| **2** | Globalization and health | Related literature |
| **3** | Health promotion and social marketing | Related literature |
| **4** | Informatics and media in health promotion | Related literature |
| **5** | Health literacy, health communication and health promotion | Related literature |
| **6** | Obesity and its management in Türkiye and world | Related literature |
| **7** | The phytotherapy in health promotion | Related literature |
| **8** | The management of perinatal issues and health promotion | Related literature |
| **9** | Rational drug use and health promotion | Related literature |
| **10** | Client-centered health promotion applications in health centers/hospitals | Related literature |
| **11** | The management of interpersonal interaction issues and health promotion | Related literature |
| **12** | The models of health promotion | Related literature |
| **13** | The supportive environment and health promotion | Related literature |
| **14** | Health promotion programs | Related literature |
| **15** | General Assessment and Feedbacks |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1.Health promotion : disciplines, diversity, and development. Robin Bunton and Gordon Macdonald (Eds). [London ; New York](http://195.49.216.17/yordambt/liste.php?&-recid=1128900&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinyeri=London%20;%20New%20York): [Routledge](http://195.49.216.17/yordambt/liste.php?&-recid=1128900&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinlayan=Routledge), 2nd ed., 2002.  2. Polan EU, Taylor DR. Journey across the life span: Human development and health promotion. [Philadelphia](http://195.49.216.17/yordambt/liste.php?&-recid=1139250&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinyeri=Philadelphia): [F.A. Davis](http://195.49.216.17/yordambt/liste.php?&-recid=1139250&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinlayan=F.A.%20Davis), 2nd ed., 2003.  3. Promoting health through schools: report of a WHO Expert Committee on Comprehensive School Health Education and Promotion. [Geneva](http://195.49.216.17/yordambt/liste.php?&-recid=1164179&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinyeri=Geneva): [World Health Organization](http://195.49.216.17/yordambt/liste.php?&-recid=1164179&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=eseradi&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinlayan=World%20Health%20Organization), 1997.  4. Geist-Martin P, Ray EB, Sharf BF. Communicating health: personal, cultural, and political complexities. [Belmont, CA](http://195.49.216.17/yordambt/liste.php?&-recid=1105641&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=betik&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinyeri=Belmont,%20CA) : [Wadsworth/Thomson Learning.](http://195.49.216.17/yordambt/liste.php?&-recid=1105641&-sayfa=01&Alan3=&Alan5=&anatur=&bolum=&alttur=&sekil=&ortam=&dil=&yayintarihi=&kgt=&gorsel=&kurumyayini=&cAlanlar=health+promotion&aa=betik&universite=&enstitu=&anabilimdali=&bilimdali=&sureliilkharf=&sure=&biryil=&birdergitrh=&birsayi=&-skip=0&-max=16&yayinlayan=Wadsworth/Thomson%20Learning.) , 2003.  5. Murray, R.B., Zentner, J.P. Health Promotion Strategies  Through the Life Span, Prentice-Hall, Inc., Upper Saddle River,  New Jersey.2001. |
| **Additional Resources** | 1. Sağlığı Geliştirme Programları: Teoriden Pratiğe. (Eds) Fertman CI, Allensworth DD. ([www.saglik.gov.tr](http://www.saglik.gov.tr))  2. Türkiye hastalık yükü çalışması ([www.tusak.saglik.gov.tr/pdf/nbd/raporlar/**hastalikyuku**TR.pdf](http://www.tusak.saglik.gov.tr/pdf/nbd/raporlar/hastalikyukuTR.pdf))  3. Uluslararası Sağlığın Geliştirilmesi ve İletişimi Sempozyumu (2011) http://sempozyum.saglikliyasam.gov.tr/ |

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

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

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 5 | 5 | 5 |
| Assisgnment | 1 | 15 | 15 |
| Final examination | 1 | 2 | 20 |
| **Total Work Load** |  |  | 70 |
| **Total Work Load / 25 (h)** |  |  | 2.8 |
| **ECTS Credit of the Course** |  |  | 3 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | Assist. Prof. Serpil Çetin |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | To raise nurses who are competent about critical care nursing, and its responsibilities. |
| **Content** | Gas exchange and positioning, physical restraint, management of acute respiratory distress syndrome, alternative ventilatory models, assessment/management of the weaning process, haemodynamic management, management of acute renal failure in intensive care units (ICU), care of the patients with acute hepatic disorders, management of the patient with disseminated intravascular coagulation, prevention and managing of sepsis, obstetric emergencies in ICU, management of the multiorgan dysfunctioning, sedation in ICU, follow up and rehabilitation in critical illness,withdrawing of treatment, acute brain injury and resuscitation, end of life care, ethical issues in ICU |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation about critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Have knowledge about patient security in critical care nursing. | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Gas Exchange and Positioning, Physical Restraint | Related references |
| 2 | Management of Acute Respiratory Distress Syndrome | Related references |
| 3 | Alternative Ventilatory Models, Assessment/Management of the Weaning Process | Related references |
| 4 | Haemodynamic Management, Management of Acute Renal Failure in İntensive Care Units (ICU) | Related references |
| 5 | Care of The Patients With Acute Hepatic Disorders, | Related references |
| 6 | Management of The Patient with Disseminated Intravascular Coagulation | Related references |
| 7 | Prevention and Managing of Sepsis | Related references |
| 8 | Mid-Term Exam |  |
| 9 | Obstetric Emergencies in Intensive Care Units | Related references |
| 10 | Management of The Multiorgan Dysfunctioning | Related references |
| 11 | Sedation in Intensive Care Units | Related references |
| 12 | Follow Up and Rehabilitation in Critical Illness | Related references |
| 13 | Withdrawing of Treatment, Acute Brain Injury and Resuscitation, End of Life Care | Related references |
| 14 | Ethical Issues in Intensive Care Units | Related references |
| 15 | Evaluation of the Course |  |

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

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

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

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | x |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | x |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | x |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Health Policies | NHS358 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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

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

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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

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

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

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

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

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| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  | X |  |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  | x |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  |  | X |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  |  | x |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Occupational Health Nursing | NHS352 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about occupational health nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation about occupational health nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Have knowledge about security in occupational health nursing. | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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

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

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

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

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

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| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | x |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Forensic Nursing | NHS356 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide the necessary knowledge and skills on forensic nursing. |
| **Content** | Roles of nurses in the forensic medicine, standards of care for forensic nursing practice |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Analyze the different roles nurses fill within the forensic nursing practice. | 1,2,3,9 | 1,13 | 1,2 |
| Describe the components of the medical/forensic examination, including patient history, physical assessment, genital assessment, and collection of forensic evidence. | 1,2,3,9 | 1,13 | 1,2 |
| Identify forms of violence. | 1,2,3,9 | 1,13 | 1,2 |
| Interpret the psychodynamics of the victims and perpetrators of crime | 1,2,3,9 | 1,13 | 1,2 |
| Recognize the implications of laws related to interpersonal violence. | 1,2,3,9 | 1,13 | 1,2 |
| Identify elements of the criminal justice process. | 1,2,3,9 | 1,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study 5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion 16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Labratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation 9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of Forensic Nursing  Forensic Nursing Focus Areas | Related references |
| **2** | Nursing Legislations  Legal Responsibilities of Nursing | Related references |
| **3** | Criminal Law  Expert Witness, and Expert Institutions | Related references |
| **4** | Malpractise in Nursing and Case Study | Related references |
| **5** | Sexual offenses  Sexual Assault Nurse Examiner (S.A.N.E.) | Related references |
| **6** | Midterm 1  Cyber Crime | Related references |
| **7** | Death and Death After Changes  Autopsy and The Body Farm: Video and Slide Presentation | Related references |
| **8** | Child Abuse  Elderly Abuse | Related references |
| **9** | Drugs-Forensic Toxicology  Substance Abuse | Related references |
| **10** | Crime Scene Investigation and Evidence Collection | Related references |
| **11** | Midterm 2  Patient’ s Rights and Violence Against Health Workers | Related references |
| **12** | The concept of brain death and organ transplantation  Nursing approach towards euthanasia | Related references |
| **13** | Forensic Approaches to Blunt Force and \*Firearm Injuries | Related references |
| **14** | Domestic Violence and Women's Murders  Roles of The Forensic Psychiatric Nurse | Related references |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Forensic Nursing , [Virginia A. Lynch](http://www.barnesandnoble.com/c/virginia-a-lynch),2006  Forensic Nursing, Kelly M. Pyrek, 2006  Forensic Nursing: A Concise Manual [Donna Marie Bader](http://www.google.com.tr/search?hl=tr&tbo=p&tbm=bks&q=inauthor:%22Donna+Marie+Bader%22), [L. Sue Gabriel](http://www.google.com.tr/search?hl=tr&tbo=p&tbm=bks&q=inauthor:%22L.+Sue+Gabriel%22),2009 |
| **Additional Resources** | Forensic Nursing: A Handbook for Practice Rita Hammer,Barbara Moynihan, Ph.D.,Elaine M. Pagliaro,2009  Criminalistics an introduction to forensic science,Richard Saferstein,2004 |

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| **MATERIAL SHARING** | |
| **Documents** | The news on written media, Laws and regulations |
| **Assignments** | - |
| **Exams** | Midterm and Final exam |

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  | X |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 5 | 5 | 5 |
| Mid-term/s | 1 | 1 | 15 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final | 1 | 1 | 15 |
| **Total Work Load** |  |  | 65 |
| **Total Work Load / 25 (h)** |  |  | 2,6 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Home Care Nursing | NHS354 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about home care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation about home care nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Have knowledge about patient security in home care nursing. | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Members of The Home Care Team (Nurse, Physician, Physical Therapist, Dietician, Social Worker, Psychologist) | Related references |
| 2 | Roles and Responsibilities of Home Care Nurse | Related references |
| 3 | Comprehensive Assessment in Home Care (Physical And Psychosocial Assessment of The Client, Family Assessment, Safety/Environmental Assessment) | Related references |
| 4 | Acute, Post-Acute, Rehabilitative and Long-Term Home Care | Related references |
| 5 | Infusion Therapy in Home Care | Related references |
| 6 | Postpartum Maternal and Child Care | Related references |
| 7 | Care of Mentally Disordered Patient | Related references |
| 8 | Mid-Term Exam |  |
| 9 | Hospice and Palliative Care | Related references |
| 10 | Complementary Therapies at Home | Related references |
| 11 | Management of Unexpected and Emergency Situations in Home Settings | Related references |
| 12 | Communication Strategies with The Patient and Family Members | Related references |
| 13 | Health Education and Consultation in Home Settings, Documentation | Related references |
| 14 | Caring for The Family Members | Related references |
| 15 | Legal And Ethical Issues in Home Care | Related references |

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

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

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

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

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| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | x |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Health Tourism and Nursing | NHS351 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about health tourism nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation about health tourism nursing. | 1,2,3 | 1,2,13 | 1,2 |
| Have knowledge about secure health tourism | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | World Health Tourism Market, | Related references |
| 2 | Economical Aspects of Health Tourism, | Related references |
| 3 | EU And Health Tourism, | Related references |
| 4 | Health Services For Health Travelers in Turkey, | Related references |
| 5 | Statistics For Medical Tourism in Turkey, Accredited Health Facilities in Turkey, | Related references |
| 6 | Elderly Care Facilities İn Turkey, | Related references |
| 7 | Hospitality in Health Tourism, | Related references |
| 8 | Mid-Term Exam |  |
| 9 | Cross-Cultural Nursing Issues (Cultural Values And Communication From International Perspective) | Related references |
| 10 | Similarities and Differences in Values between Turkey and Other Countries Including European Countries, US, Russia, Middle Eastern And Far Eastern Countries) in Health Tourism, | Related references |
| 11 | Flight Nursing in Health Tourism, | Related references |
| 12 | Hotel Nursing in Health Tourism, | Related references |
| 13 | Insurance Issues in Health Tourism, | Related references |
| 14 | Malpractice and Liability Laws In Turkey | Related references |
| 15 | Evaluation of the Course |  |

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

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

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

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

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| **COURSE’S CONTRIBUTION TO PROGRAM** | | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  | x |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  |  |  | x |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Reproductive Health | NHS353 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | Prof. Hediye Arslan Özkan |
| **Instructors** | Prof. Hediye Arslan Özkan |
| **Assistants** |  |
| **Goals** | The objective of the course is to provide necessary knowledge and skills on reproductive health. |
| **Content** | Human sexuality, The reproductivity and its relationship with health |

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Have main information about reproductive health and main concepts | 1,2,3 | 1,2,13 | 1,2 |
| Know sexual health and sexuality concepts | 1,2,3 | 1,2,13 | 1,2 |
| Can make effective consultation to give quality reproductive service | 1,2,3 | 1,2,13 | 1,2 |
| Gain main information on safe sex, sexual function and disorders | 1,2,3 | 1,2,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture 2. Question-answer 3. Discussion 4. Labratory study  5. Field work 6. Clinical practice 7. Projects 8. Assesment/survey 9. Role playing 10. Demonstration 11. Brain storming 12. Home work 13. Case study /reports 14. Group work 15. Panel discussion  16. Seminary 17. Learning diaries 18. Term paper 19. Thesis 20. Progress reports 21. Presentation |
| **Assessment Methods:** | 1. Midterm 2. Final exam 3. Laboratory work assessment  4. Project study evaluation 5. Field work evaluation 6. Clinical practice evaluation 7.Assignment/reports evaluation 8. Seminary evaluation  9. Learning diary 10. Term paper evaluation 11. Thesis evaluation 12.Quiz 13. Presentation evaluation 14. Performance evaluation 15-Practice Exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Main oncepts:reproductive health,disease,sex,community sex,sexual directions,sexual sympathy | Related references |
| **2** | Reproductive health and rights and problems | Related references |
| **3** | Politics of reproductive health | Related references |
| **4** | Community health and effects on health | Related references |
| **5** | Sexuality,sexual health and sexual rıgths | Related references |
| **6** | Safety sex | Related references |
| **7** | Sexual violence | Related references |
| **8** | Midterm |  |
| **9** | İn women sexual function and disorders | Related references |
| **10** | İn men sexual function and disorders | Related references |
| **11** | The sexual sympathies | Related references |
| **12** | Yought and sex | Related references |
| **13** | The consultation skills on reproductive disorders | Related references |
| **14** | Multidisipliner approach and defend sexual health and rigths | Related references |
| **15** | Evaluation of the course | Related references |

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

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| **MATERIAL SHARING** | |
| **Documents** | CETAD PUBLICATONS |
| **Assignments** |  |
| **Exams** | Mid term and Final |

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| **1** | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| **2** | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| **3** | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| **4** | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| **5** | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| **6** | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  | X |  |  |  |
| **7** | Contribute to the development of nursing profession by using scientific principles and methods |  |  | X |  |  |  |
| **8** | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| **9** | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| **10** | Be role-model in their professional work and in general |  |  | X |  |  |  |
| **11** | Attend the professional and scientific activities, and who take active roles in the professional associations |  | X |  |  |  |  |
| **12** | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  | X |  |  |  |
| **13** | Sensitive to social problems and who can contribute the solutions |  |  |  | X |  |  |
| **14** | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 12 | 1 | 12 |
| Mid-terms | 1 | 1 | 10 |
| Quiz | - | - | - |
| Assignment | - | - | - |
| Final examination | 1 | 2 | 25 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| First Aid | NHS304 | - | 2 + 2 | 2 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To demonstrate an understanding of main structure and functions of human body systems, first aid and first aider concept, circumtances for first aid. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on first aid for victims with shock, cardio-pulmonary resuscitation, first aid for victims with bleedings, first aid in bone and soft tissue injuries, first aid for burns and frosbites, first aid for wounded victims, first aid for injuries, first aid for poisoning and animal/insect bites, first aid for victims with foreing objects in the body, first aid for drowning victims, and first aif for unconscious victims. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on triage techques. | 1,2,3,4,5 | 1,13 | 1,2 |
| To gain main knowledge and skill on transportation techques. | 1,2,3,4,5 | 1,13 | 1,2 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study  5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries     18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Laboratory work assessment  4. Project study evaluation     5. Field work evaluation   6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary evaluation  9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation  15-Practice Exam |

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | **1**. International Federation of Red Cross and Red Crescent Societies, International First Aid and Resuscitation Guidelines 2016  **2**. D.A. Zideman et al., Resuscitation 95 (2015) 278–287, European Resuscitation Council Guidelines for Resuscitation 2015, Section 9. First aid  **3.** T.C. Sağlık Bakanlığı İstanbul İl Sağlık Müdürlüğü, Acil Sağlık Hizmetleri Şubesi, Temel İlk Yardım Uygulamaları Eğitim Kitabı, İstanbul, 2011 |
| **Additional Resources** |  |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 25 |
| Quizzes | 2 | 15 |
| Final Exam | 1 | 60 |
| **Total** | 4 | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  |  | X |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  |  | X |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life | X |  |  |  |  |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  |  |  |
| 8 | Have basic writing and verbal communication skills |  |  | X |  |  |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  |  |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  | X |  |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  |  |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  | X |  |  |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  | X |  |  |  |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs | X |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | - | - | - |
| Labratory work | 11 | 2 | 22 |
| Mid-terms | 2 | 1 | 20 |
| Final examination | 1 | 1 | 10 |
| **Total Work Load** |  |  | 82 |
| **Total Work Load / 25 (h)** |  |  | 3.2 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Health  Education | FHS201 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | N.A |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective |
| **Course Coordinator** | Assist. Prof. Sevim Şen |
| **Instructors** | Assist. Prof. Sevim Şen |
| **Assistants** |  |
| **Goals** | The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. |
| **Content** | Provides information to promote health and prevent disease. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the importance of prevention, improvement andenhancement of the health of the society. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 2)Explains the evaluation of the individual based labile factors such as age, sex, physical activity status. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 3)Explains making individual based proposals and diet planning. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 4) Explains general information about different kinds of  diseases’of adulthood. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 5) Identifies the realtionship between medical nutrition therapy and diseases. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |
| 6) Explains supplementary nutritional therapy in diseases. | 1,2,7,9,10 | 1,2,3 | 1,2,3,4,5 |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case  Study |
| **Assessment Methods:** | 1:Writing Exam 2: Multiple Choice Test 3: Gap Filling  4: True-False 5: Oral Examination  6: Portfolio |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | DEFINITION OF HEALTH EDUCATION | Related articles |
| **2** | HEALTH BEHAVIOUR | Related articles |
| **3** | HEALTH SEEKING BEHAVIOUR | Related articles |
| **4** | HEALTH BEHAVIOUR MODEL | Related articles |
| **5** | HEALTH BELIEF MODEL | Related articles |
| **6** | THEORY OF PLANNED BEHAVIOUR | Related articles |
| **7** | MIDTERM | Related articles |
| **8** | TRANSTHEORITICAL MODEL | Related articles |
| **9** | PROCESSES OF CHANGE | Related articles |
| **10** | HEALTH PROMOTION,HEALTH SKILLS AND HEALTH STYLES | Related articles |
| **11** | PRINCPLES OF ADULT EDUCATION | Related articles |
| **12** | PRINCPLES OF ADULT EDUCATION | Related articles |
| **13** | FOOD FADISM AND QUACKERY | Related articles |
| **14** | PSYCHOSOCIAL DETERMINANTS OF HEALTH | Related articles |
| **15** | OVERWIEV |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | INSTRUCTURER’S LECTURE NOTES |
| **Additional Resources** | 1.Health education: theoretical concepts, effective strategies and core competencies, WHO, 2012  2. Sağlığı Geliştirme Programları, Teoriden Pratiğe, Carl I. Fertman, Diane D. Allensworth, T.C. Sağlık Bakanlığı & The Society For Public Health Education 2012  3. Engage in the Process of Change; Facts and Methods, WHO Europe 2012 |

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| **MATERIAL SHARING** | |
| **Documents** | LECTURE PRESENTATIONS |
| **Assignments** | Presentation |
| **Exams** | Midterm, Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 80 |
| Quizzes | - | - |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | To educate people in direct of the needs of our country. |  |  |  |  | X |  |
| 2 | To gain expertise in the health education. |  |  |  | X |  |  |
| 3 | To educate students and to make them as an expert in health education |  |  | X |  |  |  |
| 4 | To breed people who have ethics of the Health Education. |  |  | X |  |  |  |
| 5 | To instruct people and to make them as an expert in the fields of health education during pregnancy and lactating. |  | X |  |  |  |  |
| 6 | To instruct people about health problems of adulthood and to teach individual based appraches in health education related tothese issues. |  | X |  |  |  |  |
| 7 | To instruct people to be an expert making a plan on solutions and approaches for health problems. |  |  |  |  | X |  |
| 8 | To instruct students to be an expert in explaining and fighting with health education problems. |  |  | X |  |  |  |
| 9 | To get learn students to social construct and community’s health education. |  |  |  |  | X |  |
| 10 | To instruct students to be an expert current theories and follow new scientific recommendations. |  |  |  |  | X |  |
| 11 | To instruct students about health service systems. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 2 | 32 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 2 | 32 |
|  |  |  |  |
| Mid-terms | 1 | 2 | 2 |
| Homework | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 70 |
| **Total Work Load / 25 (h)** |  |  | 2.8 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Critical Thinking Strategies | FHS212 | - | 2 + 0 | 2 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Define the concept of critical thinking | 1,2,3,6,7,8,13 | 1,2,3,11,14 | 2,7 |
| Identify the common characteristics of a critical thinker | 1,2,3,6,7,8,13 | 1,2,3,11,14 | 2,7 |
| Describe factors that can positively and negatively impact critical thinking ability | 1,2,3,6,7,8,13 | 1,2,3,11,14 | 2,7 |
| Explain how to use the critical thinking skills in daily and work life | 1,2,3,6,7,8,13 | 1,2,3,11,14 | 2,7 |

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| **Teaching Methods:** | 1. Lecture         2. Question-answer     3. Discussion    4. Labratory study    5. Field work 6. Clinical practice     7. Projects         8. Assesment/survey       9. Role playing    10. Demonstration    11. Brain storming       12. Home work   13. Case study /reports  14. Group work          15. Panel discussion  16. Seminary         17. Learning diaries 18. Term paper     19. Thesis      20. Progress reports     21. Presentation |
| **Assessment Methods:** | 1. Midterm        2. Final exam         3. Labratory work assessment  4. Project study evaluation     5. Field work evaluation  6. Clinical practice evaluation      7.Assignment/reports evaluation   8. Seminary  evaluation   9. Learning diary    10. Term paper evaluation      11. Thesis evaluation    12.Quiz    13. Presentation evaluation   14. Performance evaluation   15. Practice exam |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course introduction / What is thinking and critical thinking? | Related Literature |
| **2** | Beginning to Think Critically | Related Literature |
| **3** | Thinking in New Boxes | Related Literature |
| **4** | Mind Map | Related Literature |
| **5** | Six Hat Thinking Model | Related Literature |
| **6** | Six Hat Thinking Model | Related Literature |
| **7** | Discussion and exercise | Related Literature |
| **8** | MIDTERM OVERVIEW | Related Literature |
| **9** | Deductive Validity and Inductive Force | Related Literature |
| **10** | History and philosophy (theories) of  thinking | Related Literature |
| **11** | History and philosophy (theories) of  thinking | Related Literature |
| **12** | History and philosophy (theories) of  thinking | Related Literature |
| **13** | Critical thinking exercises- The dilemma of theory and practice | Related Literature |
| **14** | Truth, Knowledge and Belief | Related Literature |
| **15** | GENERAL OVERVIEW | Related Literature |

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

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

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

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

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Have basic knowledge and skills for the nursing activities and interventions |  |  |  |  | X |  |
| 2 | Aware of and competent to practice professional roles and responsibilities |  |  |  |  | X |  |
| 3 | Competent to assess, diagnose, apply evidence-based and right interventions, evaluate  outcomes toward the health related needs of individual, family and community |  |  |  |  | X |  |
| 4 | Competent to work in a team and apply the team work principles during the professional practices |  |  | X |  |  |  |
| 5 | Apply ethical principles and rules into their professional practices |  |  | X |  |  |  |
| 6 | Have life-long learning information and skills and who can apply this knowledge in their professional life |  |  |  |  | X |  |
| 7 | Contribute to the development of nursing profession by using scientific principles and methods |  |  |  |  | X |  |
| 8 | Have basic writing and verbal communication skills |  |  |  |  | X |  |
| 9 | Produce policies to contribute to the development of health services and who take into account the national and international Laws, Directories and Legislations |  |  | X |  |  |  |
| 10 | Be role-model in their professional work and in general |  |  |  | X |  |  |
| 11 | Attend the professional and scientific activities, and who take active roles in the professional associations |  |  | X |  |  |  |
| 12 | Believe in universal social rights and who are respectful to the values of individuals, families and community |  |  |  | X |  |  |
| 13 | Sensitive to social problems and who can contribute the solutions |  |  |  |  | X |  |
| 14 | Follow the improvements of knowledge and technology and who are sensitive to the changing health needs |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 5 | 1 | 5 |
| Assignments / Quizzes / Classroom activities | 1 | 1 | 15 |
| Final examination | 1 | 2 | 20 |
| **Total Work Load** |  |  | 70 |
| **Total Work Load / 25 (h)** |  |  | 2.8 |
| **ECTS Credit of the Course** |  |  | 3 |