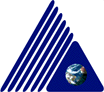
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**T.C. YEDITEPE UNIVERSITY**

**FACULTY OF HEALTH SCIENCES**

**NURSING DEPARTMENT**

**PROGRAM INFORMATION BUNDLE**

**(ENGLISH)**

**1 February, 2024**

**FACULTY OF HEALTH SCIENCES NURSING DEPARTMENT PROGRAM INFORMATION BUNDLE**

**HEAD OF DEPARTMENT AND ECTS COORDINATOR**

**Prof. Dr. Hediye Arslan Özkan**

Tel: (0216) 578 0000-3170

Faks: (0216) 578 0496

E-mail: [hediye.ozkan@yeditepe.edu.tr](mailto:hedarslan@gmail.com)

**Asst. Prof. İnci Kırtıl**

Tel: (0216) 578 0000-3255

Faks: (0216) 578 0496

E-mail: [inci.kirtil@yeditepe.edu.tr](mailto:inci.kirtil@yeditepe.edu.tr)

**PROGRAM INFORMATION**

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| Yeditepe University Faculty of Health Sciences, Department of Nursing started education in 2008. In addition to the undergraduate program, there is a Master's Program in Nursing. The department, which is the only nursing program in Turkey that offers education in English, offers courses such as Social Sensitivity, Critical Thinking, Article Evaluation, History of Civilization and Research, which aim to develop students' intellectual abilities. The department has double major agreements with the university's departments of Physiotherapy and Rehabilitation, Nutrition and Dietetics, Sociology, Psychology, Theater and Psychological Counseling and Guidance, as well as opportunities to minor in appropriate departments of the university.  **Program Goals**   1. To be trained as nurses who have scientific perspective, critical thinking and communication skills, are open to innovations, and are qualified at national and international level in health care. 2. Gains competence in nursing care, education, management and research. 3. With the awareness of professionalism, can take responsibility in the protection, development, treatment and rehabilitation of the health of the individual, family and society, and can work in health institutions at all levels and in every environment where people live. 4. Maintain their professional and personal development by gaining awareness of lifelong learning.   **Target**  As the Department of Nursing, our goal is to educate productive and happy individuals who will respond to the ever-changing and developing nursing services needs of the society by maintaining nursing education at universal standards; open to innovation, change, scientific developments and competition; respectful to universal human rights and values, who can be change agents in nursing care, education, research, management and leadership, who have scientific research knowledge and skills, who are autonomous, who can assume responsibility, who have professional self-confidence in national and international environments.  **Program Outcomes**   1. Gains basic theoretical and practical knowledge, skills and attitudes in nursing. 2. Meets the health care needs of the individual, family and community with an evidence-based and holistic approach in line with the nursing process. 3. Takes an active role in the health care delivery team. 4. Fulfills professional practices in line with nursing values, ethical principles and relevant regulations. 5. Follows scientific developments in the field by using at least one foreign language effectively. 6. Gains the ability to communicate effectively, write reports and make presentations. 7. Gains the awareness of the necessity of lifelong learning. 8. Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. 9. Uses critical thinking and clinical decision-making skills in professional practice. 10. Develops awareness of sensitivity to social and professional problems. |

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| **YEDİTEPE UNIVERSITY**  **FACULTY OF HEALTH SCIENCES**  **NURSING DEPARTMENT CURRICULUM PROGRAM** | | | | | | | | |
|  | | | | | | | | **Date: 01.02.2024** |
| FIRST SEMESTER (FALL) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| FHS | 103 | Health Psychology and Interpersonal Relationship |  | 3 | 0 | 0 | 3 | 6 |
| FHS | 121 | Anatomy I |  | 2 | 0 | 2 | 3 | 4 |
| FHS | 131 | Physiology I |  | 3 | 0 | 0 | 3 | 4 |
| HUM | 103 | Humanities |  | 2 | 0 | 0 | 2 | 3 |
| NHS | 101 | Introduction to Nursing |  | 3 | 2 | 0 | 4 | 6 |
| NUT | 109 | Nutritional Principles and Practices I |  | 2 | 0 | 2 | 3 | 5 |
| TKL | 201 | Turkish Language I |  | 2 | 0 | 0 | 2 | 2 |
|  | | Total | | 17 | 2 | 4 | 20 | 30 |
| SECOND SEMESTER (SPRING) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| FHS | 132 | Physiology II |  | 3 | 0 | 0 | 3 | 4 |
| FHS | 104 | Microbiology |  | 2 | 0 | 2 | 3 | 4 |
| FHS | 122 | Anatomy II |  | 2 | 0 | 2 | 3 | 4 |
| NHS | 102 | Fundamentals of Nursing I |  | 4 | 0 | 6 | 7 | 7 |
| TKL | 202 | Turkish Language II |  | 2 | 0 | 0 | 2 | 2 |
| XXX | XXX | Elective Area 1 |  | 2 | 4 | 0 | 4 | 4 |
| XXX | XXX | Elective Free 1 |  | 3 | 0 | 0 | 3 | 5 |
|  | | Total | | 18 | 4 | 10 | 25 | 30 |
| THIRD SEMESTER (FALL) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| NHS | 206 | Biochemistry |  | 2 | 0 | 0 | 2 | 3 |
| FHS | 202 | Principles of Pharmacology |  | 2 | 0 | 0 | 2 | 3 |
| NHS | 201 | Fundamentals of Nursing II | NHS 102 | 4 | 8 | 0 | 8 | 10 |
| NHS | 306 | Ethics in Nursing |  | 2 | 0 | 0 | 2 | 4 |
| XXX | XXX | Elective Free 2 |  | 3 | 0 | 0 | 3 | 5 |
| XXX | XXX | Elective Free 3 |  | 3 | 0 | 0 | 3 | 5 |
|  | | Total | | 16 | 8 | 0 | 20 | 30 |
| DÖRDÜNCÜ YARIYIL (BAHAR) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| NHS | 202 | Medical Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 204 | Surgical Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| FHS | 102 | General Pathology |  | 2 | 0 | 0 | 2 | 3 |
| XXX | XXX | Elective Free 4 |  | 3 | 0 | 0 | 3 | 5 |
|  | | Total | | 13 | 16 | 0 | 21 | 30 |
| FIFTH SEMESTER (FALL) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| FHS | 301 | Research Methodology in Health Sciences |  | 2 | 0 | 0 | 2 | 3 |
| HTR | 301 | History of Turkish Revolution I |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 301 | Pediatric Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 303 | Women Health Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| XXX | XXX | Elective Area 2 |  | 3 | 0 | 0 | 3 | 3 |
|  | | Total |  | 15 | 16 | 0 | 23 | 30 |
| SIXTH SEMESTER (SPRING) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| FHS | 312 | Biostatistics |  | 2 | 0 | 0 | 2 | 4 |
| HTR | 302 | History of Turkish Revolution II |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 302 | Psychiatric-Mental Health Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 208 | Education in Nursing |  | 2 | 2 | 0 | 3 | 4 |
| XXX | XXX | Elective Area 3 |  | 2 | 4 | 0 | 4 | 5 |
| XXX | XXX | Elective Area 4 |  | 3 | 0 | 0 | 3 | 4 |
|  | | Total | | 15 | 14 | 0 | 22 | 30 |
| SEVENTH SEMESTER (FALL) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| NHS | 401 | Public Health Nursing | NHS 201 | 4 | 8 | 0 | 8 | 10 |
| NHS | 403 | Leadership and Management in Nursing | NHS 201 | 3 | 4 | 0 | 5 | 6 |
| NHS | 409 | Planning Dissertation Study |  | 2 | 0 | 2 | 3 | 3 |
| NHS | 405 | Nursing Summer Practice\* |  | 0 | 8 | 0 | 4 | 6 |
| XXX | XXX | Elective Free 5 |  | 3 | 0 | 0 | 3 | 5 |
|  | | Total | | 12 | 20 | 2 | 23 | 30 |
| EIGHTH SEMESTER (SPRING) | | | | | | | | |
| Code | | Course | Precondition | T | P | L | C | E |
| NHS | 402 | Clinical Study |  | 2 | 24 | 0 | 14 | 16 |
| NHS | 410 | Implementing Dissertation Study |  | 2 | 0 | 2 | 3 | 4 |
| XXX | XXX | Elective Area 5 |  | 3 | 0 | 0 | 3 | 5 |
| XXX | XXX | Elective Free 6 |  | 3 | 0 | 0 | 3 | 5 |
|  | | Total | | 10 | 24 | 2 | 23 | 30 |

\* This course is conducted in 21 working days.

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| **TOTAL** | **Total Number of Courses** | **Total Theoretical Hours** | **Total Practical Hours** | **Total Lab Hours** | **C** | **E** |
| 44 | 116 | 104 | 18 | 177 | 240 |

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| **Elective Area Courses** | | | | | | | |
| **Code** | **Course** | **T** | **P** | **L** | **C** | **E** | **Semester** |
| NHS104 | Community Awareness | 2 | 4 | 0 | 4 | **4** | 2 |
| NHS310 | Emergency Care Nursing | 2 | 0 | 2 | 3 | **4** | 6 |
| NHS305 | Geriatric Nursing | 2 | 4 | 0 | 4 | **5** | 6 |
| NHS307 | Intensive Care Nursing | 3 | 0 | 0 | 3 | **3** | 5 |
| FHS404 | Methods of Article Critics in Health Sciences | 3 | 0 | 0 | 3 | **5** | 8 |
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| **Elective Free Courses** | | | | | | | |
| **Code** | **Course** | **T** | **P** | **L** | **C** | **E** | **Semester** |
| NHS355 | Health Promotion | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS358 | Health Policies | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS352 | Occupational Health Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS356 | Forensic Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS354 | Home Care Nursing | 3 | 0 | 0 | 3 | 5 | Both Semesters |
| NHS351 | Health Tourism and Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS353 | Sexual Health | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS304 | First Aid | 3 | 0 | 0 | 3 | 5 | Both Semesters |
| FHS212 | Critical Thinking Strategies | 3 | 0 | 0 | 3 | 5 | Both Semesters |
| NHS359 | Infection Control Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS360 | Perioperative Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS361 | Oncology Nursing | 3 | 0 | 0 | 3 | 5 | Fall |
| NHS362 | Innovation in Nursing | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS 363 | Communication in Patient Care | 3 | 0 | 0 | 3 | 5 | Spring |
| NHS 364 | Nursing Informatics | 3 | 0 | 0 | 3 | 5 | Fall |

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

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

This department is subordinate to the first stage degree system of 240 ECTS credits in the field of Nursing in higher education.

When the program is successfully completed and the program qualifications are provided, a Bachelor's degree in the field of "Nurse" title is obtained.

**Admission Requirements**

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

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

**Employment Opportunities of Graduates**

Our graduates find employment opportunities in many fields such as public or private sector inpatient treatment institutions, rehabilitation centers, outpatient diagnosis and treatment centers, centers providing training and consultancy services (universities, provincial health directorates, health education companies, ministry of health), organizations providing home care services, care and rehabilitation centers for elderly-child-disabled individuals, emergency health services, non-governmental organizations carrying out health projects. Since it is the only nursing program in Turkey that provides education in English, it can also create opportunities to work in international institutions and organizations.

Our department has double major and minor agreements with the departments of Physiotherapy and Rehabilitation, Nutrition and Dietetics, Sociology, Psychology and Psychological Counseling and Guidance of our university, and students with a certain GPA have the opportunity to receive a second diploma.

**Graduation Requirements**

There is no specific end-of-semester exam or final exam period at the end of the academic year or following the completion of the program in order to obtain the degree/complete the program. However, there are end-of-semester exams at the end of each semester, usually two weeks immediately following the end of the semester. Nursing practical training courses are carried out in various preventive and therapeutic health institutions, community health centers, schools, geriatric care homes, workplaces, etc.

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| **Course Category List** | **ECTS** |
| **Essential Health Sciences Courses** |  |
| Anatomy I | 4 |
| Physiology I | 4 |
| Health Psychology and Interpersonal Relationship | 6 |
| Biochemistry | 3 |
| Physiology II | 4 |
| Microbiology | 4 |
| Anatomy II | 4 |
| General Pathology | 3 |
| Principles of Pharmacology | 3 |
| Nutritional Principles and Practices I | 5 |
| Ethics in Nursing | 4 |
| Biostatistics | 4 |
| Research Methodology in Health Sciences | 3 |
| **Total** | **53** |
| **Professional / Field Courses** |  |
| Introduction to Nursing | 6 |
| Fundamentals of Nursing I | 7 |
| Fundamentals of Nursing II | 10 |
| Medical Nursing | 11 |
| Surgical Nursing | 11 |
| Education in Nursing | 4 |
| Pediatric Nursing | 11 |
| Women Health Nursing | 11 |
| Psychiatric-Mental Health Nursing | 11 |
| Public Health Nursing | 10 |
| Leadership and Management in Nursing | 6 |
| Planning Dissertation Study | 3 |
| Implementing Dissertation Study | 4 |
| Clinical Study | 16 |
| Nursing Summer Practice | 6 |
| Elective Area I | 4 |
| Elective Area II | 3 |
| Elective Area III | 5 |
| Elective Area IV | 4 |
| Elective Area V | 5 |
| **Elective Free Courses** |  |
| Elective Free I | 5 |
| Elective Free II | 5 |
| Elective Free III | 5 |
| Elective Free IV | 5 |
| Elective Free V | 5 |
| Elective Free VI | 5 |
| Elective Free VII | 5 |
| Elective Free VIII | 5 |
| **Total** | **187** |
| **Humanities, Communicative and Administrative Skills Courses** |  |
| History of Turkish Revolution I | 2 |
| History of Turkish Revolution I | 2 |
| Turkish Language I | 2 |
| Turkish Language II | 2 |
| Humanities | 3 |
| **Total** | **11** |
| **Total ECTS of All Courses** | **240** |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Health Psychology and Interpersonal Relationship | FHS103 | 1 | 3+0+0 | 3 | 6 |

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| **Precondition** | - |

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

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

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

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

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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** | Yeditepe University YuLearn |
| **Assignments** | - |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Active participation | 1 | 10 |
| Final exam | 1 | 50 |
| **Total** | **3** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 7 | 105 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 154 |
| **Total Work Load / 25 (h)** |  |  | 6.16 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Anatomy I | FHS121 | 1 | 2+2+0 | 3 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Aikaterini PANTELI |
| **Instructors** | Asst. Prof. Aikaterini PANTELI, Lec. Edibe Bilişli |
| **Assistants** | Dr. Ahmet Saç |
| **Goals** | To define the anatomy of the structures in the human body and to understand the tissues and organ systems in the human body anatomically. To learn the detailed structure of all systems, tissues and organs. |
| **Content** | Human Body Anatomy. Cells, tissues and organs. Muscular and skeletal system anatomy; bones, muscles and joints. Circulatory system, blood, heart and circulatory system anatomy. Lymphatic System anatomy, Respiratory system anatomy, upper and lower respiratory organs anatomy. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains human body anatomy at the level of system, cell, tissue and organ. | 1,2,3 | 1,2,4 | 1,2 |
| Introduction to anatomical terminology. Explains anatomical terms used for anatomical plans, location, direction and movements. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of axial and appendicular Skeletal systems. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of the muscular system regionally. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of the structures and organs of the cardiovascular system and their relationship with other systems. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of the structures and organs of the respiratory system and their relationship with other systems. | 1,2,3 | 1,2,4 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Human Anatomy, plans, movements and Anatomical terminology | Related literature |
| **2** | Axial Skeletal System: Skull, vertebrae, sternum, ribs and joints | Related literature |
| **3** | Appendicular Skeletal System: Bones and joints of the upper and lower extremities | Related literature |
| **4** | Introduction to the Muscular System: Head, neck and trunk muscles  Laboratory practice: Musculoskeletal System | Related literature |
| **5** | Muscles of the back, upper and lower extremities | Related literature |
| **6** | Laboratory practice: Musculoskeletal System | Related literature |
| **7** | Midterm exam |  |
| **8** | Cardiovascular System: surface anatomy of the heart, chambers, conduction system of the heart | Related literature |
| **9** | Circulation of the heart, vascular system of the whole body and lymphatic system | Related literature |
| **10** | Laboratory practice: Cardiovascular System | Related literature |
| **11** | Respiratory System: Upper respiratory tract structures and organs | Related literature |
| **12** | Lower respiratory tract structures and organs | Related literature |
| **13** | Laboratory practice: Respiratory System | Related literature |
| **14** | Course evaluation | Related literature |
| **15** | Final exam |  |

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

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Laboratory | 15 | 2 | 30 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 109 |
| **Total Work Load / 25 (h)** |  |  | 4,36 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Physiology I | FHS131 | 1 | 3 + 0 + 0 | 3 | 4 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explain the definitions of human physiology. | 1,2,3,4 | 1,2,3,25 | 1,2 |
| Explain the musculoskeletal system physiology. | 1,2,3,4 | 1,2,3,25 | 1,2 |
| Explain the cardiovascular system physiology. | 1,2,3,4 | 1,2,3,25 | 1,2 |
| Explain the respiratory system physiology. | 1,2,3,4 | 1,2,3,25 | 1,2 |
| Explain the urinary system physiology. | 1,2,3,4 | 1,2,3,25 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Principles Of Physiologic Function  Introduction to Physiology  Homeostasis, Osmosis and Body Fluids | Related literature |
| **2** | Principles Of Physiologic Function  Cell and Membrane Physiology Membrane Excitability | Related literature |
| **3** | Musculoscletal Physiology  Skeletal Muscle Physiology  Cardiac Muscle Physiology | Related literature |
| **4** | Musculoskletal Physiology  Smooth Muscle Physiology  Bone and Skin | Related literature |
| **5** | Cardiovascular System  Cardiac Excitation, Cardiac Mechanics | Related literature |
| **6** | Cardiovascular System  Blood and Vasculature | Related literature |
| **7** | Midterm exam |  |
| **8** | Cardiovascular System  Cardiovascular Regulation | Related literature |
| **9** | Cardiovascular System  Special Circulations | Related literature |
| **10** | Respiratory System  Lung Mechanics, Gas Exchange | Related literature |
| **11** | Respiratory System  Respiratory Regulation | Related literature |
| **12** | Urinary System  Filtration and Microturtion, Reabsorption and Secretion | Related literature |
| **13** | Urinary System  Urine Formation, Water and Electrolyte Balance | Related literature |
| **14** | General Review | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Physiology Linda S. Costanzo, Guyton Physiology, Lippincott Physiology |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Google Classroom |
| **Assignments** | - |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 109 |
| **Total Work Load / 25 (h)** |  |  | 4.36 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Introduction to Nursing | NHS101 | 1 | 3 + 0 + 2 | 4 | 6 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the nursing education process in Turkey. | 1,2,5,6,7,10 | 2, 6, 21, 26 | 1,7,13 |
| Defines the roles of the nurse as a member of the healthcare team. | 1,2,3,4,6 | 2, 6, 21, 26 | 1,7,12,13,15 |
| Explains the basic concepts of nursing, such as human, nursing, health / illness, environment, communication, ethics. | 1,2,4 | 2, 6, 21, 26 | 1,7,12,13 |
| Discusses the professional roles of nurses and differentiated nursing roles. | 1,2,6,7 | 2, 6, 21, 26 | 1,7,13,15,21 |
| Discusses the current situation of nursing in the world and in Turkey. | 1,2,4,5,6 | 2, 6, 21, 26 | 1,7,13 |
| Understands the necessity of nursing undergraduate education. | 1,2,4,5,6 | 2, 6, 21, 26 | 1,7,12 |
| Understands the basic competency criteria in nursing. | 1,2,5,7 | 2, 6, 21, 26 | 1,7,13,15 |
| Recognizes evidence-based practices. | 1,2,5,7 | 2, 6, 21, 26 | 1,7,13,15 |
| Understands the importance of career planning. | 1,5,6 | 2, 6, 21, 26 | 13,15,21 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of academic staff  Explanation of accreditation studies in our department  Explanation of course format  Explanation of individual assignments | Related literature |
| **2** | History of nursing care: from past to present  History of nursing education in Turkey | Related literature |
| **3** | Basic nursing concepts: Human | Related literature |
| **4** | Basic nursing concepts: Environment  Basic nursing concepts: Health & Disease | Related literature |
| **5** | Basic nursing concept: Nursing Care | Related literature |
| **6** | Basic nursing concepts: Communication  Basic nursing concepts: Ethics | Related literature |
| **7** | Contemporary roles of nurses  Nursing theories | Related literature |
| **8** | Conducting clinical site visits  Preparing Interviews in Nursing | Related literature |
| **9** | Evidence–based approach in nursing  International Nursing Examples  Planning the Future/Career Building in Nursing | Related literature |
| **10** | Presentations and discussions | Related literature |
| **11** | Presentations and discussions | Related literature |
| **12** | Presentations and discussions | Related literature |
| **13** | Presentations and discussions | Related literature |
| **14** | Presentations and discussions | Related literature |
| **15** | Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Şentürk S. (2012) Hemşirelik Tarihi Nobel Tıp Kitabevi, İstanbul. 2. Velioğlu P. (2012) Hemşirelikte Kavram ve Kuramlar. Akademi Basın ve Yayıncılık, İstanbul. 3. Burkhardt MA, Nathaniel AK. (2013) Çağdaş Hemşirelikte Etik. Çev Eds. Ş.Ecevit Alpar, N. Bahçecik, Ü. Karabacak, İstanbul Tıp Kitabevi, İstanbul. 4. Hemşirelik Esasları (2013) Eds. T. Atabek Aştı ve Ayişe Karadağ, Akademi basın Yayıncılık, İstanbul. 5. Pektekin Ç. (2013) Hemşirelik Felsefesi Kuramlar-Bakım Modelleri ve Politik Yaklaşımlar. İstanbul Tıp Kitabevi, İstanbul. 6. Arslan Özkan H.(2014) Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri, Akademi Basın  ve Yayıncılık, İstanbul 7. Hemşirelik Hizmetleri Yönetimi (2014) Eds. Ü. Tatar Baykal ve E.Ercan Türkmen. Akademi Basın Yayıncılık, İstanbul. |
| **Additional Resources** | Database - Clinical Key Student Foundation  Database - Nursing Reference Center |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Interview, Presentation |
| **Exams** | Midterm evaluation, Assisgnment evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm evaluation | 3 | 60 |
| Evaluation of group assignments and presentations (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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  | X |  |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  | X |  |  |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Laboratory (Practice Hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Midterm evaluation | 3 | 2 | 6 |
| Group assignments and presentations (final evaluation) | 1 | 2 | 2 |
| **Total Work Load** |  |  | 143 |
| **Total Work Load / 25 (h)** |  |  | 5.72 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Nutritional Principles and Practices I | NUT109 | 1 | 2+2+0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Gözde Dumlu Bilgin |
| **Instructors** | Asst. Prof. Gözde Dumlu Bilgin |
| **Assistants** | - |
| **Goals** | This course aims to teach students the basic principles of nutrition, the science of nutrition, food groups and the food pyramid. |
| **Content** | It aims to teach macro-nutrients (carbohydrate, protein and fats) and micro-nutrients (vitamins, minerals and water) with their chemical structures and uses in the body, along with their classification. It also aims to provide information on food safety principles, food labels and food safety laws |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the definitions and concepts related to nutrition and diet. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Defines food groups and knows recommended daily intakes for different age groups. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Knows how to calculate calories according to different nutrient distributions of foods and compares them with reference values. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explains the natural digestive tract of food. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explains the chemical structures of carbohydrates (such as starch, sugar and dietary fibers) and their functions in the body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explains the structures, nutritional sources, functions of proteins in the body, and describes the symptoms and/or diseases that may occur in their deficiency. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explain the structures, nutritional sources and functions of fats in the body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explains the types of vitamins and minerals, their nutritional sources, their functions in the body and defines the symptoms and/or diseases that may occur in their deficiency or excess intake. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |
| Explain the importance of water for the body. | 1,2,3,6,7,8,9,10 | 1,2,3 | 1,2,7,13 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Explanation of course content and purpose  Basics of nutrition principles | Related literature |
| **2** | A Healthy Diet/Digestion, Absorption and Transport | Related literature |
| **3** | Carbohydrates Overview | Related literature |
| **4** | Carbohydrates (Starch, Sugar and Dietary Fiber) | Related literature |
| **5** | Protein Overview | Related literature |
| **6** | Amino acids | Related literature |
| **7** | Midterm exam |  |
| **8** | Technical Tour |  |
| **9** | Lipids Overview | Related literature |
| **10** | Triglycerides, Phospholipids and Sterols | Related literature |
| **11** | Fat-soluble vitamins | Related literature |
| **12** | Water-soluble vitamins | Related literature |
| **13** | Water-soluble vitamins | Related literature |
| **14** | Water and Trace Elements | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | “Beslenme”, Prof.Dr.Ayşe Baysal  “Understanding Nutrition”, Whitney Rolfes  “Nutrition-Concepts &amp;amp; Controversies”, Frances Sienkiewicz Sizer, Ellie Whitney  “Culinary Nutrition-The Science and Practice of Healthy Cooking”, Jacqueline B.Marcus  “Krause’s Food and the Nutrition Care Process”, L.Kathleen Mahan, Sylvia Escott-Stump, Janice  L.Raymond  “Gıda Bilmeceleri” Zehra Sibel Özilgen  “How Food Works” Alfa Publishing |
| **Additional Resources** | http://www.eatright.org/ ( American Academy of Nutrition   and dietetics )  www.usda.gov (United States Department of Agriculture )  http://www.mypyramidonline.com/ ( Food pyramid )  http://www.hsph.harvard.edu/nutritionsource/ (Harvard School of Public health Nutrition Source)  http://www.tarim.gov.tr/ ( TR Ministry of Food, Agriculture and Livestock) |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Health promotion and development program planning |
| **Exams** | Midterm exam, Final exam, Quiz |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s (with Quiz) | 6 | 40 |
| Final exam | 1 | 60 |
| **Total** | **7** | **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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. | X |  |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. | X |  |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Laboratory | 15 | 2 | 30 |
| Midterm exam/s | 6 | 1 | 6 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 127 |
| **Total Work Load / 25 (h)** |  |  | 5.08 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Physiology II | FHS132 | 2 | 3 + 0 + 0 | 3 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Burcu Gemici Başol |
| **Instructors** | Prof. Dr. Burcu Gemici Başol |
| **Assistants** | - |
| **Goals** | This course aims to teach students nervous system physiology, gastrointestinal system physiology, reproductive system physiology, endocrine system physiology and metabolism physiology. |
| **Content** | Course content are nervous system, gastrointestinal system and absorption, reproductive system, endocrine system, and metabolism organs and hormones. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explain the nervous system physiology. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| Explain the gastrointestinal physiology. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| Explain the reproductive system physiology. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| Explain the endocrine system physiology. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |
| Explain the metabolism physiology. | 1,2,3,4,6,7,10 | 1,2,3 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Neurophysiology (Nervous System Organization, )Central Nervous System | Related literature |
| **2** | Neurophysiology (Autonomic Nervous System) | Related literature |
| **3** | Neurophysiology (Vision, Hearing and Balance, Taste, and Smell) | Related literature |
| **4** | Neurophysiology (Motor Control System) | Related literature |
| **5** | Gastrointestinal System Physiology (Principles and Signaling, Mouth, Esophagus and Stomach) | Related literature |
| **6** | Gastrointestinal System Physiology (Small and Large Intestines, Exocrine Pancreas and Liver) | Related literature |
| **7** | Midterm exam |  |
| **8** | Endocrine System Physiology  Endocrine Pancreas and Liver | Related literature |
| **9** | Endocrine System Physiology  Thyroid Hormones, Hormonal Regulation of Bone Metabolism | Related literature |
| **10** | Endocrine System & Reproductive System Physiology  (Adrenal Glands, Female and Male Glands) | Related literature |
| **11** | Reproductive System Physiology  Pregnancy and birth | Related literature |
| **12** | Metabolism Physiology  Thermal Stress and Fever | Related literature |
| **13** | Metabolism Physiology  Exercise | Related literature |
| **14** | General Overview | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Physiology Linda S. Costanzo, Guyton Physiology, Lippincott Physiology |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Google Classroom |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3.76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Microbiology | FHS104 | 2 | 2 + 2 + 0 | 3 | 4 |

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| **Precondition** | - |

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

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

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Medical Microbiology and History | Related literature |
| **2** | Terminology of microbiology,  relationship of microorganisms, pathogenesis  Laboratory: Laboratory Safety Principles and Procedures, Sample Collection, preparation and transport | Related literature |
| **3** | General Features of Bacteria  Lab: Gram positive bacteria | Related literature |
| **4** | Gram positive bacteria  Lab: Microscopy Methods in Diagnostic Microbiology | Related literature |
| **5** | Gram negative bacteria, Mycobacterium and anaerobic bacteria | Related literature |
| **6** | Antimicrobial Drugs Mechanism of Action and Resistance  Lab: Diagnosis of bacteria | Related literature |
| **7** | Midterm exam |  |
| **8** | Evaluation of midterm  General Characteristics of Viruses | Related literature |
| **9** | DNA and RNA Viruses | Related literature |
| **10** | Vaccination  Lab: Serology and Moleculer Methods in Diagnostic Microbiology | Related literature |
| **11** | Sterilization, Disinfection and Antisepsis | Related literature |
| **12** | General Characteristics of Parasites / Parasitic Infections | Related literature |
| **13** | General Characteristics of Fungal/Fungal Infections  Lab: Diagnostic Methods of Fungi and Parasites | Related literature |
| **14** | Overview | Related literature |
| **15** | Final exam  Evaluation of the course |  |

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

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Laboratory | 15 | 2 | 30 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 107 |
| **Total Work Load / 25 (h)** |  |  | 4.28 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Anatomy II | FHS122 | 2 | 2+2+0 | 3 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Aikaterini PANTELI |
| **Instructors** | Asst. Prof. Aikaterini PANTELI, Lec. Edibe Bilişli |
| **Assistants** | Dr. Ahmet Saç |
| **Goals** | To describe the anatomy of the human body's structures and identify the tissues and organ systems of the human body. |
| **Content** | Gastrointestinal system, anatomy of the oral cavity, esophagus, stomach, intestines, liver, biliary system, pancreas, spleen. Urinary system, anatomy of the kidneys, ureters, bladder and urethra. Genital System and genital organs anatomy, Endocrine system and the endocrine organs. Nervous system and the anatomy of the system organs and structures. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the anatomy of the gastrointestinal system. | 1,2,3 | 1,2,4 | 1,2 |
| Explain the anatomy of the urinary system. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of the genital system. | 1,2,3 | 1,2,4 | 1,2 |
| Explains the anatomy of the endocrine system. | 1,2,3 | 1,2,4 | 1,2 |
| Explain the anatomy of the nervous system. | 1,2,3 | 1,2,4 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Gastointestinal System: oral cavity, esophagus and abdominal cavity | Related literature |
| **2** | GI system: Peritoneum, stomach and intestines | Related literature |
| **3** | GI system: Liver, Biliary system, Pancreas and Spleen | Related literature |
| **4** | Laboratory Practice: Gastrointestinal system review | Related literature |
| **5** | Urinary System: The kidneys, ureters, bladder and urethra | Related literature |
| **6** | Genital System: Female and male genitalia | Related literature |
| **7** | Endocrine System: Thyroid, parathyroid, adrenal gland  Laboratory Practice: Urogenital and Endocrine systems review | Related literature |
| **8** | Midterm exam  Evaluation of the midterm exam |  |
| **9** | Introduction to nervous system, sensory organs and autonomic nervous system | Related literature |
| **10** | Nervous System: Spinal cord, plexuses and PNS | Related literature |
| **11** | NS: Brainstem, cranial nerves and cerebellum  Laboratory Practice: Nervous System Overview I | Related literature |
| **12** | NS: Diencephalon and Basal Nuclei | Related literature |
| **13** | NS: Cerebrum, limbic system and CNS circulation, meninges, ventricles  Laboratory Practice: Nervous System Overview II | Related literature |
| **14** | General Overview | Related literature |
| **15** | Final exam  Evaluation of the final exam |  |

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

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Laboratory | 15 | 2 | 30 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3.76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | | ***Credits*** | ***ECTS*** |
| Fundamentals of Nursing I | NHS102 | 2 | | 4+6+0 | 7 | 7 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the development of the nursing profession and its current position. | 1,3,8,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Defines the basic concepts, current methods, principles and rules of nursing and nursing care. | 1,2,3,4,7,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Explains the nurse's duties, authorities and responsibilities according to legal and ethical regulations. | 1,2,3,4,7,8,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Defines basic human needs and nursing care needs for them. | 1,2,4,7,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Explains the use of the nursing process in meeting the care needs of the individual in line with the basic human needs. | 1,2,4,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Performs nursing skills to meet basic human needs in a laboratory environment. | 1,2,4,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| While performing nursing skills, gives importance to ethical principles, the rights and values ​​of individuals. | 1,2,4,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |
| Expresses cooperation with the individual, family and other disciplines while performing nursing skills. | 1,2,3,9,10 | 1,2,3,4,10,11,  14,24,28 | 1,2,3 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Karagözoğlu Ş., Demiray A., Doğan P. (2022). Temel Hemşirelik Uygulama İçin Esaslar. Doğan. Nobel Kitabevi.Ankara. 2. Weber JN, Kelley JH (2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health. New York. 3. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 4. Hadaway L (2018). Infusion Therapy. Wolters Kluwer. Health. New York. 5. Potter AP, Perry AG, Stockert PA, Hall AM, Ostendorf WR (2017). Fundamentals of Nursing.  9th ed. St Louis, Missouri: Elseiver 6. Amar AF, Sekula LK (2016). A Practical Guide to Forensic NursingSigma Teta Tau International.  Indianapolis USA 7. Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul. |
| **Additional Resources** | DATABASE - CLINICAL KEY STUDENT FOUNDATION  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Laboratory practice exam | 1 | 20 |
| 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Laboratory | 15 | 6 | 90 |
| Midterm exam | 1 | 2 | 2 |
| Practice exam | 1 | 4 | 4 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 173 |
| **Total Work Load / 25 (h)** |  |  | 6.92 |
| **ECTS Credit of the Course** |  |  | 7 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Community Awareness | NHS104 | 2 | 2+0+4 | 4 | 4 |

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| **Precondition** | - |

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

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

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Akatay A, Harman S: Sivil Toplum Kuruluşları Yönetim, Yönetişim ve Gönüllülük. Ekin Yayınevi, İstanbul 2014. 2. Akbal İ: Sivil Toplum. Sivil toplum Kuruluşları ve Kamu Yönetiminde Karar Alma Üzerine Etkisi. I. Basım İstanbul 2017 3. Sivil Toplum Düşünce & Araştırma Dergisi. 4. Sivil Toplum Geliştirme Merkezi, [www.stgm.org.tr](http://www.stgm.org.tr) 5. STGM, STÖ'lerde Organizasyon Yapısı Belirleme, 2020. |
| **Additional Resources** | Database - Clinical Key Student Foundation  Database - Nursing Reference Center |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Assignments** | Society learning diaries |
| **Exams** | In-class group work (Midterm exam), presentation of the NGO work report (Final) |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| In-Class Group Work and Presentation | 1 | 50 |
| Participation in NGO acceptance and activities | 1 | 20 |
| Collecting sufficient data on NGOs | 1 | 10 |
| Presentation of NGO work report in class | 1 | 20 |
| **Total** | **4** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Practice | 15 | 4 | 60 |
| Midterm exam (In-class group work) | 1 | 2 | 2 |
| Final examination (Submission of the NGO work report) | 1 | 2 | 2 |
| **Total Work Load** |  |  | 109 |
| **Total Work Load / 25 (h)** |  |  | 4.36 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| General Pathology | FHS102 | 4 | 2+0+0 | 2 | 3 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the pathological conditions related to the field. | 1,2,7,9 | 1,2,3,11,21,24,25 | 1,2 |
| Uses pathology knowledge in applications related to his field. | 1,2,3,7,9 | 1,2,3,11,21,24,25 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Giving information about course content and syllabus | Related literature |
| **2** | Introduction to General Pathology | Related literature |
| **3** | Pathology Laboratory Studies I | Related literature |
| **4** | Pathology Laboratory Studies II | Related literature |
| **5** | Cell Pathology | Related literature |
| **6** | Inflammation, Healing and Regeneration | Related literature |
| **7** | Midterm exam |  |
| **8** | Circulatory Disorders | Related literature |
| **9** | Tumor Development, Stages and Types | Related literature |
| **10** | Immune System Disorders | Related literature |
| **11** | Genetic Disorders | Related literature |
| **12** | Nervous System Pathology | Related literature |
| **13** | Skeletal-Muscular System Pathology  Joint Diseases Pathology | Related literature |
| **14** | Environmental Pathology  Nutritional Pathology | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Kumar V., Abbas A., Fausto N., Aster C.J. ed. Robbins and Cotran, Pathological Basis of Disease, Philadelphia, PA. 8th ed. Saunders Elsevier Company, 2010.  2.Hatipoğlu,A.A.,(2007).Kanserde Erken Tanı ve Tarama Problemleri.Türkiye’de Kanser Kontrolü,Ankara:Onur Matbaacılık.  3.Yardım,N.,Mollahaliloğlu,S.,(2007).Türkiye’de Kanser Durumu ve Uluslar Arası Göstergeler ile Uyumun Değerlendirilmesi. Türkiye’de Kanser Kontrolü.Ankara: Onur Matbaacılık.  4. Yıldız,E.,(2008).Kanser ve Beslenme. Ankara: Klasmat Matbaacılık,1.bs.  5. Güllü,İ.,Zengin,N.,(2007).Kanserle Mücadelede Ulusal Kanser Danışma Kurulunun Önemi.Türkiye’de Kanser Kontrolü.Ankara:Onur Matbaacılık.  <https://guncelpatoloji.org/>  <https://www.turkpath.org.tr/>  <http://www.tpd.org.tr/>  <https://epd.org.tr/> |
| **Additional Resources** | Database - Clinical Key Student Foundation  Database - Nursing Reference Center  [Database - Elsevier Clinical Skills](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm/s exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Principles of Pharmacology | FHS202 | 3 | 2 + 0 + 0 | 2 | 3 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Dr. Salih Gümrü |
| **Instructors** | Dr. Salih Gümrü |
| **Assistants** | - |
| **Goals** | The aim of this course is to teach health sciences students the principles of pharmacology in addition to their basic professional competencies. |
| **Content** | The course content includes basic pharmacology (pharmacokinetics and pharmacodynamics) and a review of drug classes related to systems and disorders. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Students are expected to be able to evaluate any topic related to the principles of pharmacology and to make the necessary connections between their clinical routine and pharmacological knowledge. | 1,2,3 | 1,2,3,10 | 1,2 |
| Students are expected to be able to use their knowledge in the field of pharmacology within the scope of their own professional practice. | 1,2,3 | 1,2,3,10 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Pharmacology | Related literature |
| **2** | Pharmacodynamics | Related literature |
| **3** | Pharmacokinetics  Drug Interactions | Related literature |
| **4** | Routes of Administration | Related literature |
| **5** | Special Considerations in Pharmacology | Related literature |
| **6** | Neuropharmacology Part I: Autonomic Nervous System | Related literature |
| **7** | Neuropharmacology Part II: Autonomic Nervous System Related Drugs | Related literature |
| **8** | Midterm exam |  |
| **9** | Neuropharmacology Part III: Central Nervous System | Related literature |
| **10** | Cardiovascular System | Related literature |
| **11** | Pain & Inflammation | Related literature |
| **12** | Drugs For Endocrine System  Antibacterial Agents | Related literature |
| **13** | Musculoskeletal System Pharmacology  Drugs Affecting the Blood | Related literature |
| **14** | Drugs Used for Allergy & Respiratory System Diseases | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Lehne’s Pharmacology for Nursing Care, 10th edition (Authors: Jacqueline Rosenjack Burchum, Laura D.  Rosenthal), Elsevier Inc.  2. Illustrated Pharmacology for Nurses, 1st edition (Authors: Terje Simonsen, Jarle Aarbakke, Ian Kay, Iain Coleman, Paul Sinnott, Roy Lysaa), Hodder Arnold.  3. Lippincott's Illustrated Reviews Series – Pharmacology, 5th edition (Authors: Richard A. Harvey, Michelle A. Clark, Richard Finkel, Jose A. Rey, Karen Whalen, Harvey, Richard A.), Lippincott Williams & Wilkins.  4. Pharmacology for Nursing Care (Author: Richard A.Lehne 3. or 4. ed.)  5. Pharmacology Overview by Drug Class (Author: Jeff Fortner, Pharm. D.) |
| **Additional Resources** | - |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 77 |
| **Total Work Load / 25 (h)** |  |  | 3.08 |
| **ECTS Credit of the Course** |  |  | 3 |
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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Biochemistry | NHS206 | 3 | 2+0+0 | 2 | 3 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands biochemical reactions in living organism. | 1,2,8,10 | 1,2,3 | 1,2,7 |
| Explains the metabolism of living. | 1,2,8,10 | 1,2,3 | 1,2,7 |
| Establishes cause and effect relationship between biochemical reactions in the body. | 1,2,8,10 | 1,2,3 | 1,2,7 |
| Explains the biochemistry of diseases in the body. | 1,2,8,10 | 1,2,3 | 1,2,7 |
| Describes the relationship between the biochemical pathways in the organism and the disease. | 1,2,8,10 | 1,2,3 | 1,2,7 |
| Evaluates the relationships in different ways for each event in the organism. | 1,2,8,10 | 1,2,3 | 1,2,7 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Orientation | Related literature |
| **2** | Introduction to Biochemistry | Related literature |
| **3** | Proteins | Related literature |
| **4** | Enzymes | Related literature |
| **5** | Hemoglobin | Related literature |
| **6** | Membranes | Related literature |
| **7** | Structure of carbohydrates | Related literature |
| **8** | Midterm exam |  |
| **9** | Carbohydrates and Carbohydrate Metabolism | Related literature |
| **10** | Lipids | Related literature |
| **11** | Lipid metabolism | Related literature |
| **12** | TCA-ETC | Related literature |
| **13** | TCA-ETC | Related literature |
| **14** | Nitrogen Metabolism | Related literature |
| **15** | Evaluation of the Course  Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Course presentations |
| **Additional Resources** | 1. Instructurer’s Lecture Slides 2. Harper’s Illustrated Biochemistry 3. Principles of Biochemistry (Lehningen) 4. Lippincott’s Biochemistry |

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| **MATERIAL SHARING** | |
| **Documents** | Google Classroom |
| **Assignments** | Assignments |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Assignments | 9 | 10 |
| Final exam | 1 | 50 |
| **Total** | **11** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Midterm exam | 1 | 1 | 1 |
| Assignments | 9 | 1 | 9 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 72 |
| **Total Work Load / 25 (h)** |  |  | 2.88 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Fundamentals of Nursing II | NHS201 | 3 | 4+0+8 | 8 | 10 |

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| **Precondition** | NHS102 Fundamentals of Nursing I |

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

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

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to course  Clinical application orientation  Fluid needs and intravenous therapy | Related literature |
| **2** | Intravenous infusion  Blood transfusion | Related literature |
| **3** | Respiratory need | Related literature |
| **4** | Nutrition need | Related literature |
| **5** | Elimination need  Bowel elimination | Related literature |
| **6** | Elimination need  Bowel elimination | Related literature |
| **7** | Midterm exam |  |
| **8** | Midterm Exam Evaluation  Elimination need  Urinary elimination | Related literature |
| **9** | Elimination need  Urinary elimination | Related literature |
| **10** | Heat and cold therapies | Related literature |
| **11** | Perioperative nursing care | Related literature |
| **12** | Skin integrity and wound care | Related literature |
| **13** | Sleep and rest need | Related literature |
| **14** | End of life care | Related literature |
| **15** | Course evaluation  Final Exam  Final Exam Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Karagözoğlu Ş., Demiray A., Doğan P. (2022). Temel Hemşirelik Uygulama İçin Esaslar. Doğan.Nobel Kitabevi.Ankara. 2. Weber JN, Kelley JH (2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health.New York. 3. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 4. Hadaway L (2018). Infusion Therapy. Wolters Kluwer. Health. New York. 5. Potter AP, Perry AG, Stockert PA, Hall AM, Ostendorf WR (2017). Fundamentals of Nursing.  9th ed. St Louis, Missouri: Elseiver. 6. Amar AF, Sekula LK (2016). A Practical Guide to Forensic Nursing Sigma Teta Tau International.  Indianapolis USA. 7. Atabek Aşti T, Karadağ A (2012). Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Ed. Atabek Aşti T, Karadağ A., Akademi Basın ve Yayıncılık, İstanbul. |
| **Additional Resources** | DATABASE - CLINICAL KEY STUDENT FOUNDATION  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | - |
| **Exams** | Midterm exam, Final exam, Clinical practice evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 30 |
| Clinical practice evaluation | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  | X |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Midterm exam | 1 | 2 | 2 |
| Clinical practice evaluation | 1 | 4 | 4 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 248 |
| **Total Work Load / 25 (h)** |  |  | 9.92 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Medical Nursing | NHS202 | 4 | 4 + 0 + 8 | 8 | 11 |

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| **Precondition** | NHS201 Fundamentals of Nursing II |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Selman Çelik |
| **Instructors** | Lecturer Selman Çelik |
| **Assistants** | - |
| **Goals** | The aim of this course is to gain the necessary knowledge and skills related to internal medicine nursing, to synthesize information, and to use problem-solving skills effectively in situations that require nursing care. This course relates theoretical knowledge and practice by gaining knowledge, skills and attitudes towards nursing care within the scope of internal medicine. |
| **Content** | The course covers topics related to the development of adult health, prevention, elimination, treatment, care and rehabilitation of acute and chronic health problems within the scope of adult health. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the basic concepts of internal diseases and makes connections between decisions, defines risk factors and groups. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |
| Knows the etiology, signs and symptoms of internal sciences diseases, defines patient needs fully and accurately in acute and chronic conditions. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |
| Collects data and applies nursing care in a holistic way according to the ethical and professional rules required for the care of the patient. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |
| Can perform rehabilitation practices with a holistic approach. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |
| Fulfills the role of educator by ensuring the participation of the patient and family. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |
| They can transfer and evaluate what they have learned into practice. | 1,2,3,4,5,6,7,  8,9,10 | 1,2,3,5,10,13,22,  23,24,25,26 | 1,2,6,23 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Medical Nursing Course  Chronic Diseases | Related literature |
| **2** | Cardiovascular System Diseases and Nursing Care I | Related literature |
| **3** | Cardiovascular System Diseases and Nursing Care II | Related literature |
| **4** | Respiratory System Diseases and Nursing Care I | Related literature |
| **5** | Respiratory System Diseases and Nursing Care II | Related literature |
| **6** | Endocrine System - Metabolism Diseases and Nursing Care I | Related literature |
| **7** | Midterm exam |  |
| **8** | Midterm Exam Evaluation  Endocrine System - Metabolism Diseases and Nursing Care II | Related literature |
| **9** | Neurologic System Diseases and Nursing Care | Related literature |
| **10** | Oncologic Diseases and Nursing Care | Related literature |
| **11** | Blood Diseases and Nursing Care  Immune System Diseases and Nursing Care | Related literature |
| **12** | Urinary System Diseases and Nursing Care | Related literature |
| **13** | Gastrointestinal System Diseases and Nursing Care | Related literature |
| **14** | Rheumatic Diseases and Nursing Care | Related literature |
| **15** | Course evaluation  Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Enç N (2017). İç Hastalıkları Hemşireliği. Nobel Tıp Kitabevi 2. Akbayrak N, Erkal-Ilhan S, Ançel G, Albayrak A. (2007). Hemşirelik Bakım Planları. Alter Yayıncılık 3. Tüm Yönleriyle İç Hastalıkları Hemşireliği, Ed. Nermin Olgun, Selda Çelik, 2021 4. Olgu Senaryolarıyla İç Hastalıkları Hemşireliği, Ed. Serap Özer, 2019 5. Akdemir N, Birol L (2010). İç Hastalıkları ve Hemşirelik Bakımı. Sistem Ofset. 6. Bernadette-Mazurek M, Fineout-Overhold E. (2005). Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice. Lippincott Williams & Wilkins. 7. Bilotta K, Cohn S, Comerford KC, Wingrad P. (2007). Health Assessment Made Incredibly Visual. Lippincott Williams & Wilkins. 8. Brooker C, Nicol M. (2007). Nursing Adults. The Mosby. 9. Castledine G, Close A (2009). Oxford Handbook of Adult Nursing. Oxford University Press. 10. Dicenso A, Guyatt, G, Ciliska D. (2005). Evidence-based nursing: A guide to clinical practice, Elsevier Mosby 11. DiGiulio M, Jackson D. (2007). Medical-Surgical Nursing, McGraw Hill. 12. Endacott R, Jevon P, Cooper S (2009). Clinical Nursing Skills: Core & Advanced, Oxford University Press. 13. Holland K, Jenkins J, Solomon J, Whittam S (2008). Applying the Roper, Logan-Thirney Model in Practice. 5 th ed. Churchill & Livingstone, Elsevier. 14. Smeltzer SC, Bare BG, Hinkle JL, Cheever KH. (2008). Brunner & Suddarth’s Textbook of Medical-Surgical Nursing. Wolters Kluwer/Lippincott Williams & Wilkins. |
| **Additional Resources** | [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Case reports, care plans |
| **Exams** | Midterm exam, Final exam, Clinical practice evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 30 |
| Clinical practice and care plans | 2 | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 6 | 90 |
| Clinical practice | 15 | 8 | 120 |
| Case reports-care plans | 1 | 6 | 6 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 280 |
| **Total Work Load / 25 (h)** |  |  | 11.2 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Surgical Nursing | NHS204 | 4 | 4 + 0 + 8 | 8 | 11 |

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| **Precondition** | NHS201 Fundamentals of Nursing II |

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| **Course Language** | English | | | |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) | | | |
| **Course Type** | Compulsory | | | |
| **Course Coordinator** | Asst. Prof. İnci KIRTIL | | | |
| **Instructors** | Asst. Prof. İnci KIRTIL | | | |
| **Assistants** | - | | | |
| **Goals** | The aim of the course is to provide the student with knowledge and skills regarding the perioperative care of the patient who will undergo surgical intervention, and to plan and implement the holistic care of the surgical patient in line with current guideline recommendations and evidence-based practices. | | | |
| **Content** | The course includes current and evidence-based nursing care practices for surgical infections and prevention practices, wound healing and nursing care in burns, treatment and care interventions in hypovolemic shock, all surgical interventions applied to body systems, preoperative, intraoperative and postoperative periods of the surgical patient. | | | |
| **Learning Outcomes** | | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** | |
| Defines and explains the basic concepts of surgical nursing. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |
| Understands and explains the causes, risk factors, physiopathology, symptoms and possible interventions of diseases that affect different systems of the body and require surgical intervention. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |
| Plans and implements the perioperative nursing care practices of the patient undergoing surgical intervention with a holistic approach, in line with current guidelines and evidence-based practice recommendations. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |
| Defines and analyzes the complications and affecting factors related to surgical intervention by determining the priorities in the care of the surgical patient. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |
| By putting the surgical patient at the center of care, plans the training of the patient and family specific to the surgical intervention and applies it by using effective communication skills. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |
| Performs surgical nursing practices by complying with professional principles and ethical standards. | | 1,2,3,4,5,7,9,10 | 1,2,3,5,11,13,17,20,24,  25,26,27 | 1,2,6,20,22,23 | |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the Course  Surgery and Surgical Nursing  Surgical Site Infections and Nursing Care | Related literature |
| **2** | Wound Healing and Nursing Care | Related literature |
| **3** | Burn and Nursing Care  Fluid-Electrolyte & Acid-Base Imbalances | Related literature |
| **4** | Hypovolemic Shock and Nursing Care | Related literature |
| **5** | Preoperative Nursing Care | Related literature |
| **6** | Intraoperative Nursing Care | Related literature |
| **7** | Postoperative Nursing Care  Day Surgery Practices and Nursing Care | Related literature |
| **8** | Midterm Exam |  |
| **9** | Gastrointestinal System Surgery and Nursing Care  Hepatopancreatobiliary System Surgery and Nursing Care  Bariatric Surgery and Nursing Care | Related literature |
| **10** | Respiratory System Surgery and Nursing Care  Urinary System Surgery and Nursing Care | Related literature |
| **11** | Cardiac Surgery and Nursing Care  Vascular Surgery and Nursing Care | Related literature |
| **12** | Nervous System Surgery and Nursing Care  Musculoskeletal Surgery and Nursing Care | Related literature |
| **13** | Breast Surgery and Nursing Care  Endocrine Surgery and Nursing Care | Related literature |
| **14** | Pain Management in the Surgical Patient  Nutrition Management in the Surgical Patient  Course Evaluation | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Donaldson L, Ricciardi W, Sheridan S, Tartaglia R. Safety and Clinical Risk Management. E-book. Springer, 2021. 2. Perrin OK, Macleod EC. Understanding the Essentials of Critical Care Nursing. 3rd Edition. Pearson Education, 2018. 3. Fukushima R, Kaibori M. Enhanced Recovery After Surgery. E-book. Springer, 2018. 4. Farrell M. Smeltzer & Bare’s Textbook of Medical Surgical Nursing. 4th Edition. Wolters Kluwer Health Lippincott Williams % Wilkins, 2017. 5. Phillips M. Berry & Kohn’s Operating Room Technique. 13th Edition. Elsevier, 2017. 6. Aksoy G, Kanan N, Akyolcu N. Cerrahi Hemşireliği I-II. 2. Basım. Nobel Tıp Kitabevi, 2017. 7. Smith A, Kisiel M, Radford M. Oxford Handbook of Surgical Nursing. 1st Edition. Oxford University Press, 2016. 8. Williams SL, Hopper DP. Understanding Medical Surgical Nursing. 5th Edition. FA Davis Company, 2015. 9. Can G. Onkoloji Hemşireliği. Birinci Basım. Nobel Tıp Kitabevi, 2014. 10. Lewis LS, Dirksen RS, Heitkemper MM, Bucher L, Harding MM. Medical Surgical Nursing: Assessment and Management of Clinical Problems. 9th Edition. Mosby Elsevier Inc, 2014. |
| **Additional Resources** | [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Patient care plan, creating a nursing process appropriate to the case, patient education plan |
| **Exams** | Midterm exam, Clinical practice evaluation, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 30 |
| Clinical evaluation | 2 | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  | X |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 6 | 90 |
| Clinical practice | 15 | 8 | 120 |
| Midterm exam | 1 | 1 | 1 |
| Clinical practice evaluation | 2 | 4 | 8 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 280 |
| **Total Work Load / 25 (h)** |  |  | 11.2 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Education in Nursing | NHS208 | 6 | 2 + 0 + 2 | 3 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Sevim Şen Olgay |
| **Instructors** | Asst. Prof. Sevim Şen Olgay |
| **Assistants** | - |
| **Goals** | The aim of this course is to train nurses who can carry out health/patient education, in-service training and education of nursing students in line with the basic concepts, theories and principles of the education process and adopt lifelong learning within the scope of the nurse's educator role. It is aimed to provide students with knowledge, awareness and skills on these issues. |
| **Content** | This course includes; education, teaching and learning approaches, learning theories, determining educational needs, establishing educational goals and objectives, determining the educational content, preparing the education plan and preparing teaching materials, teaching methods, providing learning experiences and developing critical thinking, evaluation of learning and teaching evaluation of activity, patient education, health education and effective presentation techniques. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the basic concepts and theories about education. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,9,10,14,21,  23,24,25,27 | 1,2,12,13,21 |
| Determines the educational needs of the individual, family and society. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,9,10,14,21,  23,24,25,27 | 1,2,12,13,21 |
| Performs the planning phase in the education process. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,9,10,14,21,  23,24,25,27 | 1,2,12,13,21 |
| Performs the implementation phase in the education process. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,9,10,14,21,  23,24,25,27 | 1,2,12,13,21 |
| Performs the evaluation phase in the education process. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,9,10,14,21,  23,24,25,27 | 1,2,12,13,21 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Demirel, Ö. (2020). Eğitimde Program Geliştirme. Pegem Akademi (29. Baskı). 2. Bastable, B.S, (2019). Nurse as Educator. Jones&Barlet Learning (Fifth Edition). 3. Kocabatmaz, H. (2019). Yetişkin Eğitiminin Tanımı ve Kapsamı. In F. Ereş (Ed.), Yetişkin Eğitimi ve Hayat Boyu Öğrenme (1. Baskı, pp. 1–15). Pegem Akademi. 4. Pektekin, Ç. (2019). Sağlık Bilimlerinde Eğitim. İstanbul Tıp Kitabevi 5. Ormrod, E. J. (2019). Öğrenme Psikolojisi. Nobel Akademik Yayıncılık 6. Demirel, Ö, Kaya, Z. (2018). Eğitime Giriş. Pegem Akademi (18. Baskı). 7. Hacıalioğlu, N. (2013). Hemşirelikte Öğretim Öğrenme ve Eğitim (2. Baskı). Nobel Tıp Kitapevleri Ltd.Şti. 8. Ulusoy, A. (2013). Gelişim ve Öğrenme Psikolojisi. Anı Yayıncılık (8. Baskı) |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Education plan, presentation and materials |
| **Exams** | Midterm exam, TBL Quiz, Presentation evaluation, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s (Midterm 22%, TBL Quiz 8%) | 2 | 30 |
| Practice evaluation (Education presentation and materials) | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  | X |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  | X |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Clinical practice | 15 | 2 | 30 |
| Practice evaluation | 1 | 2 | 2 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 96 |
| **Total Work Load / 25 (h)** |  |  | 3.84 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Research Methodology in Health Sciences | FHS301 | 5 | 2 + 0 + 0 | 2 | 3 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** | - |
| **Goals** | The aim of this course is to enable the student to learn basic research information, to comprehend the way of accessing the scientific information source that they will use throughout education life, to understand the formation processes of scientific knowledge and to gain research skills, which is one of the most important roles of the nurse. |
| **Content** | The course content introduces the basic principles of research methodology and includes how to apply these principles to conduct research in the health sciences. How research-generated evidence is used to solve problems in everyday health care is given. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understand the conceptual foundations of research methodology. | 1,2,6,8 | 1,2,3,11,32 | 1,2 |
| Will be able to explain how basic research principles are applied in health science. | 1,2,8 | 1,2,3,11,32 | 1,2 |
| Understand how evidence-based practices are produced through research. | 1,2,8 | 1,2,3,11,32 | 1,2 |
| Will know how evidence will be implement the research in nursing science. | 1,2,8 | 1,2,3,11,32 | 1,2 |
| Will be able to comprehend the importance of making research knowledge a habit that he will use throughout his academic and clinical career. | 1,2,8 | 1,2,3,11,32 | 1,2 |
| Will learn the ways of accessing scientific information, databases, and accessing the right information with the right keywords. | 1,2,8 | 1,2,3,11,32 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to Research Methodology Science  Importance of Research and science | Related literature |
| **2** | Structure of Research Determine the Research Topic  Examine the Literature Using the databases | Related literature |
| **3** | Structure of Research’s Introduction  Purpose of the Research | Related literature |
| **4** | Types of Research-I | Related literature |
| **5** | Types of Research-II | Related literature |
| **6** | Types of Research - III | Related literature |
| **7** | Midterm Exam |  |
| **8** | Sample calculation methods and sampling | Related literature |
| **9** | Data Collecting Methods | Related literature |
| **10** | Data Analyses SPSS, Results Reporting | Related literature |
| **11** | Preparation of The Research Protocols, Limitations, Acknowledge | Related literature |
| **12** | Reporting the research, Synthesis of the results with literature  Systematic reviews and meta-analysis  Evidence based practices and article examples | Related literature |
| **13** | Errors and Bias in Health Studies  Ethical Issues | Related literature |
| **14** | Research Projects and project examples  Selecting the proper journals for research | Related literature |
| **15** | General Overview  Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Semra Erdoğan, Nursen Nahcivan, Nihal Esin; Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. 4th Edition. Nobel Tıp Kitabevleri 2020. 2. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher et al. 3. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof.Dr.Osman Hayran, 2013 4. Journal of Research in Nursing https://journals.sagepub.com/home/jrn 5. FNA’s Nursing Research and Evidence-Based Practice Conference Goes Virtual Again https://eds-s-ebscohost-com.lproxy.yeditepe.edu.tr/eds/pdfviewer/pdfviewer?vid=21&sid=005c726b-2e07-4a96-b201-8e22d653e68e%40redis 6. The Journal of Nursing Research <https://journals.lww.com/jnr-twna/pages/default.aspx> 7. Research in Nursing and Health https://onlinelibrary.wiley.com/journal/1098240x |
| **Additional Resources** | Database - Clinical Trials Database  Database - Wiley Online Library  Database - Cochrane Database  Database - Clinical Key Studies  Database - Nursing Reference Center  Database - Elsevier Clinical Skills |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 79 |
| **Total Work Load / 25 (h)** |  |  | 3.16 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Pediatric Nursing | NHS301 | 5 | 4 + 0 + 8 | 8 | 11 |

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| **Precondition** | NHS201 Fundamentals of Nursing II |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Guest faculty member |
| **Instructors** | Guest faculty member |
| **Assistants** | - |
| **Goals** | The aim of this course is to provide nursing students with the necessary knowledge and skills for pediatric nursing. |
| **Content** | The content of the course is situation of child health all over the world and in our country, protection, maintenance and development of child health, growth, and development characteristics according to age periods, adequate and balanced nutrition for the healthy growth of the child according to age, characteristics of common system-based congenital and acquired diseases, these diseases and the child providing special nursing care, learning and applying the appropriate nursing approach to the hospitalized child. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands the historical and current issues and trends in child health and evaluate the situation of child health in the world and in Turkey. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |
| Learns the basic concepts of child health and diseases nursing. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |
| Comprehends and applies the physiopathology, treatment and nursing care of childhood diseases. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |
| Performs child health nursing practices with a holistic approach in accordance with professional principles and ethical standards. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |
| Uses effective communication skills with the child and family. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |
| Provides an evidence-based approach to the care of healthy and sick children. | 1-5,8,10 | 1,2,3,5,14,21,25 | 1,2,6,7,23 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | The Basis of Pediatric Nursing | Related literature |
| **2** | Growth and Development  Assessment of the Child and Family  Pain Assessment and Management in Children | Related literature |
| **3** | Approach to Hospitalized Child According to Developmental Stages  Stressors of Hospitalized Child and Nursing Approach  Pediatric Variations of Nursing Interventions  Children in need of protection in the world and in Turkey | Related literature |
| **4** | Health Promotion of the Newborn and Family  Nursing Care of the High-Risk Newborn and Family | Related literature |
| **5** | The Child with Respiratory Dysfunction and Nursing Care  Upper respiratory tract Infections  Infections of the lower airways | Related literature |
| **6** | The Child with Cardiovascular Dysfunction and Nursing Care  Childhood Communicable and Infectious Diseases Children | Related literature |
| **7** | Midterm Exam |  |
| **8** | The Child with Gastrointestinal Dysfunction and Nursing Care | Related literature |
| **9** | The Child with Endocrine Dysfunctions and Nursing Care  Disorders of thyroid function  Disorders of panceratid hormonal function | Related literature |
| **10** | The Child with Cerebral Dysfunction and Nursing Care | Related literature |
| **11** | The Child with Genitourinary Dysfunction and Nursing Care | Related literature |
| **12** | The Child with Hematologic or Immunologic Dysfunction and Nursing Care | Related literature |
| **13** | The Child with Musculoskeletal or Articular Dysfunction and Nursing Care  Neuromuscular Diseases | Related literature |
| **14** | General Overview | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Journal of Pediatric Nursing 2. The Journal of Pediatric Research 3. The Journal of Pediatric Care 4. Hockenberry, M. J., & Wilson, D. (2018). Wong's nursing care of infants and children-E-book: Elsevier Health Sciences. 5. Rudolf, M., Luder, A., & Jeavons, K. (2020). Essential Paediatrics and Child Health. John Wiley & Sons. 6. Yıldız S, Gözen D, Balcı S. Pediatri hemşireliği. Conk Z, Başbakkal Z, Bal-Yılmaz H, Bol Işık B, editors. Ankara: Akademisyen Kitapevi; 2013. p. 659-63. 7. McKinney, E. S., James, S. R., Murray, S. S., Nelson, K., & Ashwill, J. (2021). Maternal-child nursing-e-book. Elsevier Health Sciences. 8. Verklan, M. T., Walden, M., & Forest, S. (Eds.). (2020). Core curriculum for neonatal intensive care nursing e-book. Elsevier Health Sciences. 9. Walsh, B. K. (2018). Neonatal and Pediatric Respiratory Care-E-Book. Elsevier Health Sciences. 10. Marilyn, R., Friedman, B., & Vicky, R. J. (2019). Family nursing: Research, theory, and practice. Pearson. 11. Perry, S. E., Hockenberry, M. J., Cashion, M. C., Alden, K. R., Olshansky, E., & Lowdermilk, D. L. (2022). Maternal child nursing care-E-Book. Elsevier Health Sciences. |
| **Additional Resources** | DATABASE- CLINICAL KEY STUDIES  DATABASE-NURSING REFERENCE CENTER  DATABASE-ELSEVIER CLINICAL SKILLS |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Nursing care plans |
| **Exams** | Midterm exam, Final exam, Clinical practice evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 20 |
| Care plan and clinical practice evaluation (care plan %85, clinical practice evaluation %15) | 1 | 30 |
| Final exam | 1 | 50 |
| **Total** | **3** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Midterm exam | 1 | 2 | 2 |
| Care plan evaluation | 2 | 15 | 30 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 274 |
| **Total Work Load / 25 (h)** |  |  | 10.96 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Woman Health Nursing | NHS303 | 5 | 4 + 0 + 8 | 8 | 11 |

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| **Precondition** | NHS 201 Fundamentals of Nursing II |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands the importance of reproductive health in our country and in the world, associates it with women's and family health. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12 |
| Understands and evaluates the importance of considering and evaluating reproductive health and women's health throughout life. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12 |
| Relates female and male reproductive system anatomy and physiology | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12 |
| Gains theoretical knowledge about pregnancy, birth and postpartum period. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12 |
| Gains theoretical knowledge about gynecological diseases (climacteric, infections, bleeding, oncological problems, etc.) and analyzes care needs | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |
| Gains knowledge and skills about family planning and assisted reproductive techniques, evaluates training/counseling roles | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |
| Becomes aware of the care and practices related to the formation of pregnancy and intrauterine development. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |
| Discusses preventive and curative care initiatives for the health of mother and baby during and after birth | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |
| Understands the characteristics of nursing care, education and counseling specific to the climacteric period. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |
| Pelvic pain, bleeding, infection etc. develops awareness about planning and implementation of necessary care in oncological and gynecological problems. | 1-10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,6,7,12,22,23 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Yeşilçiçek Çalık K, Coşar Çetin F (Ed.) Normal Doğum ve Sonrası, Ankara nobel Tıp Kitabevi,2021 2. Arslan Özkan H, Bilgin Z: Kanıta Dayalı gebelik ve Doğum Yönetimi, Ankara Nobel Kitabevi, 2019, 3. Arslan Özkan H: Hemşirelik ve Ebelik İçin Kadın Sağlığı ve Hastalıkları, Akademisyen Kitabevi, 2019, Ankara 4. McKinney ES, James SR, Murray SS, Nelson KA, Ashwill JW: Maternal-Child Nursing, Fifth Edition, Elsevier, 2018, St.Louis. 5. AWHONN 6. CETAD 7. Kadın Sağlığı Hemşireliği Dergisi-KASHED 8. Türkiye Klinikleri -Kadın Sağlığı Hemşireliği Dergisi 9. ACOG Guidelines 10. RCOG Guidelines 11. WHO Guidelines |
| **Additional Resources** | Database - Clinical Key Student Foundation  Database - Nursing Reference Center  Database - Elsevier Clinical Skills  Database - Visible Body - Anatomy & Physiology 3D  Ryerson University Virtual Game Simulations |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Case reports |
| **Exams** | Midterm exam, Final exam, Clinical evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 3 | 30 |
| Clinical practice evaluation | 2 | 30 |
| Final exam | 1 | 40 |
| **Total** | **5** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Midterm exams | 3 | 3 | 9 |
| Clinical practice evaluation | 2 | 15 | 30 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 281 |
| **Total Work Load / 25 (h)** |  |  | 11.24 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | ***Code*** | ***Semester*** | ***T +L+P Hour*** | ***Credits*** | ***ECTS*** |
| Intensive Care Nursing | NHS307 | 5 | 3 + 0 + 0 | 3 | 3 |

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **Program outcomes** | **Teaching Methods** | **Assessment**  **Methods** |
| Explains the basic concepts of intensive care and the duties, authorities and responsibilities of the critical care nurse. | 1,2,3,4,5,7,9 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Summarizes situations that require intensive care for systems. | 1,2,4,5,7,9 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Implements nursing care by diagnosing and evaluating intensive care patients. | 1,2,3,4,8,9,10 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Defines the basic concepts and principles of the intensive care unit. | 1,2,3,4,5,7,9,10 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Expresses patient and employee safety issues in intensive care. | 1,2,3,5,7,8,9,10 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Applies therapeutic communication methods with patients and their families in intensive care. | 1,2,3,4,9,10 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Communicates with other disciplines by providing a multidisciplinary approach. | 1,2,3,4,5,6,7,8,9 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Lists technological tools and equipment used in intensive maintenance. | 1,2,3,7,8,9,10 | 1,2,3, 11,12,18,24,25 | 1,2,7 |
| Explains the risks and complications in intensive care units. | 1,2,3,4,5,7,8,9 | 1,2,3, 11,12,18,24,25 | 1,2,7 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Orientation week | Related references |
| **2** | Definition of Intensive Care, Physical Environment,  Roles and Duties of the Intensive Care Nurse  Ethical and Legal Situations in Intensive Care Patient Safety in Intensive Care-I (Medical Error) | Related references |
| **3** | Ethical and Legal Situations in Intensive Care Patient Safety in Intensive Care-I (Medical Error) | Related references |
| **4** | Patient Safety in Intensive Care –II | Related references |
| **5** | Patient Safety in Intensive Care –III  (Giving Blood and Blood Components, Drug Safety, Evaluation of Nutritional Risk, Delirium and Physical Restriction) | Related references |
| **6** | Infection Prevention and Control in Intensive Care | Related references |
| **7** | Physical Examination in Intensive Care Unit | Related references |
| **8** | Midterm Exam |  |
| **9** | Comprehensive Patient Monitoring in Intensive Care | Related references |
| **10** | Multiple system problems and care: Shack and management of the shock | Related references |
| **11** | Multiple system problems and care: Sepsis and its management, multiple organ failures | Related references |
| **12** | Transplantation patient and nursing care in intensive care  Project assignment submission | Related references |
| **13** | Special patient groups in Intensive Care: Child and Elderly patients | Related references |
| **14** | Psychosocial approach and communication with the patient and their family in Intensive Care | Related references |
| **15** | Employee safety in intensive care  Course evaluation  Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Yoğun Bakım Hemşireliği Dergisi https://dergipark.org.tr/tr/pub/ybhd 2. Enç N. “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri, 2021. 3. Çelik M.G., Altan H.A. “Yoğun Bakım Hemşireliği El Kitabı” Güneş Tıp Kitapevi, 2019. 4. Berger MM, “Critical Care Nutrition Therapy for Non-nutritionists” “Yoğun Bakım Hastalarında Nütrisyonel Tedavi” Çev.Ed: Aygencel G, Akademisyen Kitabevi, 2019. 5. Arbo J.E. “Acil Kritik Bakımda Karar Verme- Kanıta Dayalı El Kitabı” Çev. Ed: Işıl Özkoçak Turan I., Ayhan Özhasenekler A., Akademisyen Kitapevi, 2018. 6. Akyol. A.D “Yoğun Bakım Hemşireliği” İstanbul Tıp Kitapevi, 2017. 7. Morton P. G., Fontaine D.K., Critical Care Nursing: A Holistic Approach 11th Edition. Wolters Kluwer, 2017. 8. Simon E., “Critical Care Nursing Practice Guide-2nd edition” Jaypee Medical Publishers, 2017. 9. Karadakovan A., Eti Aslan F. “Dahili ve Cerrahi Hastalıklarda Bakım” Akademisyen Kitabevi, 2017 10. Eti Aslan F., Olgun N. “Yoğun Bakım – Seçilmiş Semptom ve Bulguların Yönetimi”, Akademisyen Kitabevi, 2016 11. Öztürk, H., Kahrıman, İ. “Tıbbi Hatalar ve Hasta Güvenliği Eğitim Rehberi” İstanbul Tıp Kitabevleri, 2016 12. Enç N. “Sağlık Tanılaması ve Fizik Muayene” Nobel Tıp Kitapevleri, 2015 13. Çelik S.” Erişkin Yoğun Bakım Hastalarında Temel Sorunlar ve Hemşirelik Bakımı” Nobel Tıp Kitabevleri, 2014. 14. Sezen A., Temiz G., Güngör M.D. “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri, 2014 |
| **Additional Resources** | Lecture notes to be provided by the lecturer  DATABASE - CLINICAL KEY STUDENT FOUNDATION  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Term paper |
| **Exams** | Midterm exam, Final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm exam (Midterm 60% + Term paper evaluation 40%) | 1 | 50 |
| Final exam | 1 | 50 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Midterm exam | 1 | 2 | 2 |
| Term paper evaluation | 1 | 8 | 8 |
| Final exam | 1 | 2 | 2 |
| **Total Workload** |  |  | 87 |
| **Total Work Load / 25 (h)** |  |  | 3.48 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Intensive Care Nursing | NHS307 | 5 | 3 + 0 + 0 | 3 | 3 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Area |
| **Course Coordinator** | Asst. Prof. İnci KIRTIL |
| **Instructors** | Asst. Prof. İnci KIRTIL |
| **Assistants** | - |
| **Goals** | In order to provide nursing care in the intensive care unit, to gain the knowledge and skills necessary for the planning, implementation and evaluation of appropriate nursing care within the framework of evidence-based approaches by learning the disease processes for systems, holistic care of the intensive care patient, the authority and responsibilities of the intensive care nurse, legal and ethical approaches, patient and employee safety, communication with the patient and his / her family, technological facilities used. |
| **Content** | The course includes the physical characteristics of intensive care, duties, authorities and responsibilities of the intensive care nurse, ethical principles in intensive care, patient safety elements, healthcare-associated infections in intensive care, pain, sedation, delirium in the intensive care patient, comprehensive patient monitoring in intensive care, monitoring and physical diagnosis, mechanical ventilation, nursing interventions in sepsis, SIRS and MODS, nutrition in the intensive care patient, care practices of the transplantation patient and current and evidence-based knowledge and practices for the care interventions of special patient groups. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Defines the basic concepts related to intensive care and the duties, authorities and responsibilities of the intensive care nurse. | 1,2,3,4,5,7,9 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Summarizes the conditions that constitute intensive care indications for systems. | 1,2,4,5,7,9 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Lists the steps of nursing diagnosis and follow-up in the intensive care patient. | 1,2,3,4,8,9,10 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Defines the basic concepts and principles of the intensive care unit. | 1,2,3,4,5,7,9,10 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Explains patient and employee safety issues in intensive care. | 1,2,3,5,7,8,9,10 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Defines therapeutic communication methods with patients and their families in intensive care unit. | 1,2,3,4,9,10 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Lists the principles of effective communication with other disciplines by providing a multidisciplinary approach. | 1,2,3,4,5,6,7,8,9 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Lists the technological tools and equipment used in intensive care. | 1,2,3,7,8,9,10 | 1,2,3,11,14, 24,25 | 1,2,21 |
| Explains the risks and complications in intensive care units. | 1,2,3,4,5,7,8,9 | 1,2,3,11,14, 24,25 | 1,2,21 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Orientation Week  Intensive Care Definition, Physical Environment  Roles and Duties of the Intensive Care Nurse | Related literature |
| **2** | Ethics in Intensive Care  Patient Safety in Intensive Care - I | Related literature |
| **3** | Patient Safety in Intensive Care - II | Related literature |
| **4** | Control and Prevention of Healthcare Associated Infections in Intensive Care - I | Related literature |
| **5** | Control and Prevention of Healthcare Associated Infections in Intensive Care - II | Related literature |
| **6** | Pain, Sedation, Delirium in Intensive Care Patient | Related literature |
| **7** | Midterm Exam |  |
| **8** | Physical Assessment / Examination in Intensive Care Unit | Related literature |
| **9** | Comprehensive Patient Monitoring, Hemodynamic Monitoring and Mechanical Ventilation Practices in Intensive Care Unit | Related literature |
| **10** | Multiple System Problems and Care: Shock, Sepsis, SIRS and MODS | Related literature |
| **11** | Transplantation Patient and Nursing Care in Intensive Care Unit | Related literature |
| **12** | Nutrition in the Intensive Care Patient | Related literature |
| **13** | Special Patient Groups in Intensive Care: Pediatric and Elderly Patients  Evaluation of Group Work | Related literature |
| **14** | Employee Safety in Intensive Care  Communication with Patient and Family in Intensive Care Unit  Evaluation of Group Work  Course Evaluation | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Enç N. (2021) “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri. 2. Çelik M.G., Altan H.A. (2019 ) “Yoğun Bakım Hemşireliği El Kitabı” Güneş Tıp Kitapevi. 3. Berger M.M. (2019) “Critical Care Nutrition Therapy for Non-nutritionists” “Yoğun Bakım Hastalarında Nütrisyonel Tedavi” Çev.Ed: Aygencel G, Akademisyen Kitabevi. 4. Arbo J.E. (2018) “Acil Kritik Bakımda Karar Verme- Kanıta Dayalı El Kitabı” Çev. Ed: Işıl Özkoçak Turan I., Ayhan Özhasenekler A., Akademisyen Kitapevi. 5. Akyol. A.D. (2017) “Yoğun Bakım Hemşireliği” İstanbul Tıp Kitapevi. 6. Morton P. G. Fontaine D.K., (2017) “Critical Care Nursing: A Holistic Approach “11th Edition. Wolters Kluwer. 7. Simon E. (2017) “Critical Care Nursing Practice Guide-2nd edition” Jaypee Medical Publishers. 8. Karadakovan A., Eti Aslan F. (2017) “Dahili ve Cerrahi Hastalıklarda Bakım” Akademisyen Kitabevi. 9. Eti Aslan F., Olgun N. (2016) “Yoğun Bakım – Seçilmiş Semptom ve Bulguların Yönetimi”, Akademisyen Kitabevi. 10. Öztürk H, Kahrıman İ. (2016) “Tıbbi Hatalar ve Hasta Güvenliği Eğitim Rehberi” İstanbul Tıp Kitabevleri. 11. Enç N. (2015) “Sağlık Tanılaması ve Fizik Muayene” Nobel Tıp Kitapevleri. 12. Çelik S.” (2014) Erişkin Yoğun Bakım Hastalarında Temel Sorunlar ve Hemşirelik Bakımı” Nobel Tıp Kitabevleri. 13. Sezen A, Temiz G, Güngör MD. (2014) “Yoğun Bakım Hemşireliği” Nobel Tıp Kitabevleri. |
| **Additional Resources** | DATABASE - CLINICAL KEY STUDENT FOUNDATION  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Group work |
| **Exams** | Midterm exam, Final exam, Evaluation of group work |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 30 |
| Evaluation of group work | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Midterm exam | 1 | 1 | 1 |
| Evaluation of group work | 1 | 10 | 10 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 87 |
| **Total Work Load / 25 (h)** |  |  | 3,48 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Biostatistics | FHS312 | 6 | 2 + 0 + 0 | 2 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** | - |
| **Goals** | Teaches the principles of statistics. Also teaches how to collecting, classifying and summarizing the data. Explains the principles of biostatistic. Teaches how to use the biostatistics in health sciences. |
| **Content** | Content of the course includes basic statistical concepts, appropriate descriptive statistics for data, tables and graphs, theoretical distributions and sample distribution, concepts of standard error and confidence intervals, hypothesis testing, correlation and simple linear regression analysis methods. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the fundamental statistical concepts, counts descriptive statistics according to data. | 1,2,8 | 1,2,3,10,25,33 | 1,2 |
| Makes proper tables and graphics. | 1,2,8 | 1,2,3,10,25,33 | 1,2 |
| Knows the fundamental concepts of theoritical distributions and sampling distributions, standart error and confidential intervals. | 1,2,8 | 1,2,3,10,25,33 | 1,2 |
| Selects proper hypothesis test, applies and interpretes it. | 1,2,8 | 1,2,3,10,25,33 | 1,2 |
| Knows correlation and simple linear regression methods. | 1,2,8 | 1,2,3,10,25,33 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Basic Statistical Concepts | Related literature |
| **2** | Classifying The Data | Related literature |
| **3** | Arranging The Data | Related literature |
| **4** | Tables And Graphics | Related literature |
| **5** | Summarizing The Data | Related literature |
| **6** | Theoretical Distributions | Related literature |
| **7** | Midterm exam |  |
| **8** | Sampling Methods | Related literature |
| **9** | Calculating Sample Size | Related literature |
| **10** | Hypothesis Tests | Related literature |
| **11** | Parametric Tests | Related literature |
| **12** | Parametric Tests | Related literature |
| **13** | Non Parametric Tests | Related literature |
| **14** | Correlation Analysis | Related literature |
| **15** | Course Evaluation  Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Clinical Epidemiology, The Essentials, Fifth Edition, 2014, Robert H. Fletcher ve ark. 2. Sağlık Araştırmaları için Temel İstatistik, Dr. Murat Hayran, Dr. Mutlu Hayran, Med- Litera tıbbi Yazım, Yeni Baskı, 2018. 3. Sağlık Bilimlerinde Araştırma ve İstatistik Yöntemler, Prof. Dr. Osman Hayran, Prof. Dr. Hanefi Özbek, SPSS Uygulama Örnekleri İle Genişletilmiş İkinci Baskı ), 2018. 4. Sosyal Bilimlerde SPSS ile veri Analizi, Beril Durmuş, Murat Çinko, E. Serra Yurtkoru, Beta Yayınları, 2018. 5. Ma, S., Mittlboeck , M., Rubio, FJ ve Liu, CC (2022). Biyostatistik Üzerine 2. özel sayı. Hesaplamalı İstatistikler ve Veri Analizi, 107681. |
| **Additional Resources** | Database - Elsevier Clinical Skills  Database – Medline/Pubmed |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 94 |
| **Total Work Load / 25 (h)** |  |  | 3.76 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Psychiatric-Mental Health Nursing | NHS302 | 6 | 4 + 0 + 8 | 8 | 11 |

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| **Precondition** | NHS 201 Fundamentals of Nursing II |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understanding the basic principles needed to communicate with people with mental illness. | 1,2,3,4,7,9,10 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To be able to discuss different methods in psychiatric treatment approaches. | 1,2,3,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To know the concepts and principles of mental health. | 1,2,3,4,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To determine mental health and psychiatric nursing care standards. | 1,2,3,10 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To introduce students to the professional role of the mental health nurse in communicating with patients, friends, faculty and health professionals. | 1,2,3,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| Define the nurse's role in the treatment and prevention of mental illness. | 1,2,3,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To describe the effects of biopsychosocial and cultural factors and the health system on individuals with psychiatric illness. | 1,2,3,6,8,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| Knowing communication skills related to mental health and psychiatric nursing practices and using these skills in clinical practice. | 1,2,3,6,9 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To express that they understand the importance of cooperation with other health professionals in the delivery of nursing care to individuals with mental illness. | 1,2,3,9,10 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To have information about health policy and social organizations for individuals with mental disorders. | 1,2,3,4,6,10 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |
| To provide effective nursing care by identifying the problems of patients with mental health disorders. | 1,2,3,4,6,10 | 1,2,4,5,8,13,24,25,26 | 1,2,6,13,18,19,  20,21,23 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of the course, talking about goals and expectations, explanations for clinical practice  Definition of mental health and disorder, history of psychiatry, stigma, defense mechanisms of the ego | Related literature |
| **2** | Diagnosis and classification in mental disorders, Psychiatric signs and findings | Related literature |
| **3** | Evaluation of the psychiatric patient, observation, interview | Related literature |
| **4** | Schizophrenia and other psychotic disorders | Related literature |
| **5** | Nursing approach in schizophrenia and other psychotic disorders | Related literature |
| **6** | Nursing approach in schizophrenia and other psychotic disorders II | Related literature |
| **7** | Substance use disorders and nursing approach, personality disorders | Related literature |
| **8** | Midterm exam |  |
| **9** | Midterm exam evaluation  Mood disorders | Related literature |
| **10** | Anxiety disorders (OCD, PTSD, GAD, Specific phobia, social phobia, panic disorder) | Related literature |
| **11** | Nursing approach to the patient with anxiety disorder | Related literature |
| **12** | Treatment models in psychiatry: Therapeutic environment, consultation liaison psychiatry services, community mental health services | Related literature |
| **13** | Group Presentations: psychosocial problems and approach in patients with chronic kidney failure, psychosocial problems and approach in heart diseases | Related literature |
| **14** | Group Presentations: psychosocial problems and approach in cancer patients, psychosocial problems and approach in diabetes patients  Course evaluation | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Marks, D. F., Murray, M., Evans, B., Willig, C., Sykes, C. M., & Woodall, C. (2005). Health psychology: Theory, research and practice. Sage. 2. Priest, H. (2012). An introduction to psychological care in nursing and the health professions. Routledge. 3. Pryjmachuk, S. (Ed.). (2011). Mental Health Nursing: An Evidence Based Introduction. Sage. 4. Schultz, J. M., & Videbeck, S. L. (2009). Lippincott's manual of psychiatric nursing care plans. Lippincott Williams & Wilkins. 5. Steinberg, D. (2003). Models for mental disorder: conceptual models in psychiatry. John Wiley & Sons. 6. Straussner, S. L. A. (Ed.). (2004). Clinical work with substance-abusing clients. Guilford Publications. 7. Woodward, S., & Mestecky, A. M. (2011). Neuroscience Nursing: evidence-based practice. Blackwell Pub. 8. Yalom, I. (2015). Grup psikoterapisinin teori ve pratiği, İstanbul: Kabalcı Yayınevi. 9. Yufit, R. I., & Lester, D. (Eds.). (2004). Assessment, treatment, and prevention of suicidal behavior. John Wiley & Sons. 10. Blackburn, I. M. D., Depresyon ve Başaçıkma Yolları, B. (2008). çev. Nesrin H. Şahin, R. Neslihan Ruhancı. İstanbul: Remzi Kitabevi. 11. Bynum, W. F., Porter, R., & Shepherd, M. (Eds.). (2004). The anatomy of madness: Essays in the history of psychiatry. Taylor & Francis. 12. Can, G. (2010). Onkoloji Hemşireliğinde Kanıta Dayalı Bakım. İstanbul Konsensusu, Nobel Tıp Kitabevleri. 13. Corsini, R. J., & Wedding, D. (2012). Modern psikoterapiler. İstanbul: Kaknüs Yayınları. 14. Çam, O., & Engin, E. (2014). Ruh Sağlığı ve hastalıkları hemşireliği bakım sanatı. İstanbul Tıp Kitabevi. 15. Duffy, K. G., & Wong, F. Y. (2000). Community psychology. Allyn & Bacon. 16. Eshun, S., & Gurung, R. A. (Eds.). (2009). Culture and mental health: Sociocultural influences, theory, and practice. John Wiley & Sons. 17. Fortinash, K. M., & Worret, P. A. H. (2012). Psychiatric Mental Health Nursing. Elsevier Health Sciences. 18. Foucault, M. (2006). History of madness. Routledge. 19. Gelder, M. G., Cowen, P., & Harrison, P. J. (2006). Shorter Oxford textbook of psychiatry. Oxford University Press, USA. 20. Gurung, R. A. (2013). Health psychology: A cultural approach. Cengage Learning. [Belmont, CA](http://yordam.yeditepe.edu.tr/yordambt/yordam.php) : [Thomson Wadsworth](http://yordam.yeditepe.edu.tr/yordambt/yordam.php) 21. Gürhan, N.(ed.) (2016) Ruh Sağlığı ve psikiyatri Hemşireliği, Nobel Tıp Kitabevleri, Ankara 22. Halgin, R. P., & Whitbourne, S. K. (2003). Abnormal psychology: Clinical perspectives on psychological disorders. New York: McGraw-Hill. 23. Keltner, N. L. (2011). Psychiatric nursing. Elsevier Health Sciences. 24. Köroğlu, E. (2005). DSM-IV-TR tanı ölçütleri başvuru el kitabı. Ankara, Hekimler Yayın Birliği. 25. Maj, M., López-Ibor, J. J., Sartorius, N., Sato, M., & Okasha, A. (Eds.). (2005). Early detection and management of mental disorders. John Wiley & Sons. 26. Babaoğlu, A. (2002). Psikiyatri tarihi. Okuyan Us Yayınları. 27. Beck, A. T., Freeman, A., Davis, D. D., Yalçın, Ö., & Akçay, E. N. (2013). Kişilik bozukluklarının bilişsel terapisi. Litera. 28. Bennett, P. (2003). Abnormal and clinical psychology: An introductory textbook. McGraw-Hill Education (UK). |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YUlearn |
| **Assignments** | Case reports, observation reports, interview reports, group work and presentation |
| **Exams** | Midterm exam, Final exam, Clinical practice evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 20 |
| Clinical practice evaluation (therapeutic communication with patients; case studies-care plan discussion; clinical practice performance) | 1 | 40 |
| Group presentation and class participation | 1 | 10 |
| Final exam | 1 | 30 |
| **Total** | **4** | **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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  | X |  |  |
| **3** | Takes an active role in the health care delivery team. |  | X |  |  |  |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  | X |  |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  | X |  |  |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  | X |  |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  | X |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  | X |  |  |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Midterm exam | 2 | 2 | 4 |
| Presentation and practice evaluation | 2 | 15 | 30 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 276 |
| **Total Work Load / 25 (h)** |  |  | 11.04 |
| **ECTS Credit of the Course** |  |  | 11 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Ethics in Nursing | NHS306 | 3 | 2+0+0 | 2 | 4 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains concepts and theories related to ethics. | 1,4,8,10 | 1,2,3,11,13, 14,21 | 1,2,13 |
| Explains the types of ethical problems and the resources to be used in solving them in field of health and research (ethical principles, patient rights, ethical problem solving method, and ethic committee). | 1,2,3,4,7,8,9,10 | 1,2,3,11,13, 14,21 | 1,2,13 |
| Considers human/patient rights in nursing practices. | 1,3,4,9 | 1,2,3,11,13, 14,21 | 1,2,13 |
| Analyzes ethical problems that may be encountered in the life process and health care process. | 1,2,3,4,5,7,8,9,10 | 1,2,3,11,13, 14,21 | 1,2,13 |
| Develops sensitivity to ethical issues. | 1,4,7,9,10 | 1,2,3,11,13, 14,21 | 1,2,13 |
| Provides health care services taking into account ethical principles. | 1,2,3,4,8,9,10 | 1,2,3,11,13, 14,21 | 1,2,13 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Robinson S. and Doody O. (2022). Nursing & Healthcare Ethics. Sixth Edition. Elsevier Health Sciences Inc. 2. Puka B. (2020). Essential Law and Ethics in Nursing: Patients, Rights and Decision-Making. Taylor & Francis Inc. 3. B. Butts J. and L Rıch K. (2020). Nursing Ethics: Across the Curriculum and Into Practice. Jones Barlett Learning Inc. Fıfth Edition. 4. Yıldırım Keskin, A. (2020). Hemşirelikte Etik Yaklaşımlar. Akademisyen Kitabevi. 5. Anne Scott P. (2018). Key Concepts and Issues in Nursing Ethics. Springer International Publishing. 6. Hogan M (2018). Nursing Fundamentals Reviews and Rationals. Pearsn Education Inc. USA 7. Arslan Özkan H. (2014). Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri. Akademi Basın. 8. Şendir M. (2014). Hemşirelik Felsefesi. Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı (Editörler: Türkinaz Atabek Aşti, Ayişe Karadağ). Akademi Basın ve Yayıncılık: 103-112. 9. Alpar Ş.E., Bahçecik N.,Karabacak Ü. (2013). Çağdaş Hemşirelikte Etik. (Margaret A. Burkhardt and Alvita K. Nathaniel) İstanbul Tıp Kitapevi .Üçüncü Baskı. 10. Terakye G., Ocakçı A.F. (2013). Etik Konulardan Seçmeler. İstanbul Tıp Kitapevi. |
| **Additional Resources** | DATABASE - NURSING REFERENCE CENTER  Google Scholar  PubMed |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Preparation of group presentations |
| **Exams** | Midterm exam, Group work and presentation (term performance), Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 30 |
| Group work and presentation (term performance) | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  | X |  |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  | X |  |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  | X |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Midterm exam | 1 | 2 | 2 |
| Group study and presentation | 1 | 4 | 4 |
| Final exam | 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 INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Emergency Care Nursing | NHS310 | 6 | 2 + 2 + 0 | 3 | 4 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Area |
| **Course Coordinator** | Asst. Prof. İnci KIRTIL |
| **Instructors** | Asst. Prof. İnci KIRTIL |
| **Assistants** | - |
| **Goals** | The aim of the course is to provide the student with knowledge about the duties, authorities, roles and responsibilities of the emergency care nurse in the team in the diagnosis, treatment and monitoring of conditions and patients requiring emergency care and to develop critical thinking and decision-making skills and to gain the ability to plan and implement holistic care of the patient in need of emergency care in line with current practices. |
| **Content** | Course content; basic concepts of emergency care nursing, legal regulations, triage practices, diseases that affect different systems or parts of the body and require emergency care, types of trauma to systems, roles, duties, powers and responsibilities of the nurse in situations requiring emergency care, risk factors, signs and symptoms, treatment methods and nursing interventions in diseases requiring emergency care. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Defines and explains the basic concepts and legal principles of emergency care nursing. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Understands and explains the causes, risk factors, physiopathology, symptoms and interventions that can be applied to problems that affect different systems / parts of the body and require emergency care. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Plans and implements nursing care practices of the patient in situations requiring emergency care with a holistic approach in line with current practice recommendations. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Defines the situations requiring emergency care and lists the necessary nursing interventions specific to each situation. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Explains the basic principles and practices of triage, gains triage application skills. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Defines the complications that may occur due to trauma / diseases and the factors affecting them by determining the priorities in the care of the emergency patient. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Gains awareness of effective communication skills, critical thinking, decision making and team communication in emergency care. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |
| Realizes emergency care nursing practices by complying with professional principles and ethical standards. | 1,2,3,4,5,7,9,10 | 1,2,3,4,10,11,24,25 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction and Course Description  Basic Concepts and Definitions in Emergency Care  Emergency Care Nursing  Architecture, Organization and Management of Emergency Care Units | Related literature |
| **2** | Reasons for Re-admission to the Emergency Department  Approach to the Emergency Patient and Family  Issues Related to End of Life Care in Emergency Units  Employee Safety in Emergency Units | Related literature |
| **3** | Determination of Priorities in Emergency Care: Triage  Nursing Assessment in Emergency Care Units | Related literature |
| **4** | Pain Assessment and Pain Management in Emergency Units | Related literature |
| **5** | Cardiovascular System Emergencies and Trauma  Respiratory System Emergencies  Thoracic Trauma | Related literature |
| **6** | Basic Life Support | Related literature |
| **7** | Basic Life Support | Related literature |
| **8** | Midterm exam |  |
| **9** | Patient Safety in Emergency Care Units  Legal Process and Practices in Emergency Care Units | Related literature |
| **10** | Gastrointestinal System Emergencies  Abdominal and Genitourinary Trauma  Nephrological Emergencies | Related literature |
| **11** | Traumatic Brain Injuries  Spinal Trauma  Orthopedic and Neurovascular Trauma  Neurological Emergencies | Related literature |
| **12** | Emergencies Related to Metabolic-Endocrine and Fluid-Electrolyte/Acid-Base Disorders | Related literature |
| **13** | Intoxications  Animal Bites and Stings  Emergency Care in Burns and Frostbite | Related literature |
| **14** | Environmental Emergencies  Natural Disasters, Chemical, Biological, Radiological and Nuclear Disasters (CBRN)  Course Evaluation | Related literature |
| **15** | Final exam  Final exam evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Eti Aslan F, Olgun N. Erişkinlerde Acil Bakım. Akademisyen Tıp Kitabevi, I. Basım, Ankara, 2014. 2. Malone ML, Capezuti AE, Palmer MR. Acute Car efor Elders, A Model for Interdisciplinary Care. Springer Publishing, E-book, New York, 2014. 3. Lewis LS, Dirksen RS, Heitkemper MM, Bucher L, Harding MM. Medical Surgical Nursing: Assessment and Management of Clinical Problems. 9th Edition. Mosby Elsevier Inc, 2014. 4. Smith EC, Como JJ. Trauma Anesthesia. Cambridge University Press, Second Edition, Cambridge, 2015. 5. Tscheschlog AB, Jauch A. Emergency Nursing Made Incredibly Easy. Wolters Kluwer, Second Edition, China, 2015. 6. Solheim J. Emergency Nursing: The Profession, The Pathway, The Practice. Sigma Theta Tau International Publishing, First Edition, Indianapolis, 2016. 7. Crouch R, Charters A, Dawood M, Bennett P. Oxford Handbook of Emergency Nursing. Oxford Medical Publications, Second Edition, Oxford, 2017. 8. Farrell M. Smeltzer & Bare’s Textbook of Medical Surgical Nursing. 4th Edition. Wolters Kluwer Health Lippincott Williams & Wilkins, 2017. 9. Ignatavicius DD, Workman LM, Rebar RC, Heimgartner MN. Medical Surgical Nursing: Concepts for Interprofessional Collaborative Care. Elsevier, Canada, 2018. |
| **Additional Resources** | DATABASE - EBSCO eBook Academic Collection  DATABASE - ELSEVIER SCIENCE DIRECT  DATABASE - NURSING REFERENCE CENTER |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam/s | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Laboratory work | 15 | 2 | 30 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 107 |
| **Total Work Load / 25 (h)** |  |  | 4.28 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Geriatrics Nursing | NHS305 | 6 | 2 + 0 + 4 | 4 | 5 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows and interprets the basic concepts of the elderly and aging and the health indicators of the elderly in our country. | 1,2,3,4,5,6,7,8,9,10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,14 |
| Explains the duties and responsibilities of nurses in institutions and organizations that care for the elderly. | 1,2,3,4,5,6,7,8,9,10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,14 |
| Applies the health problems/needs of the elderly person and the methods used in health diagnosis. | 1,2,3,4,5,6,7,8,9,10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,16 |
| Uses the principles of comprehensive geriatric assessment and clinical decision making in determining the physiological and psychological state of the elderly individual. | 1,2,3,4,5,6,7,8,9,10 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,16,17 |
| Knows the principles of drug management, the importance, and effects of drug administration in the elderly and monitors the changes. | 1,2,3,4,5,6,7 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,16,17 |
| Knows the institutions/organizations that care for the elderly and the health and social services offered and cooperates for the benefit of the elderly individual. | 1,2,3,4,5,6,7 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,16,17 |
| Develops sensitivity to the individual, spiritual, social, and cultural differences of older individuals. | 1,2,3,4,5,6,7 | 2, 4, 8, 10, 13, 21, 22, 24, 25, 26 | 1,2,5,6,7,9,16,17 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course syllabus  Explanations on clinical applications  Determination of presentation groups and topics  Introduction to Geriatric Nursing  Communication with older people | Related literature |
| **2** | Comprehensive Geriatric Evaluation  Presentation preparations | Related literature |
| **3** | Comprehensive Geriatric Evaluation  Presentation preparations | Related literature |
| **4** | End-of-Life Care, Values and Beliefs in the Elderly  Group Presentation | Related literature |
| **5** | Mental Health in the Elderly  Group Presentation | Related literature |
| **6** | Sleep and Rest in the Elderly  Group Presentation | Related literature |
| **7** | Nutritional Needs of the Elderly  Group Presentation | Related literature |
| **8** | Midterm Exam |  |
| **9** | Prevention and management of common geriatric syndromes  Video Case Presentation | Related literature |
| **10** | Medical care for the elderly  Video Case Preparation | Related literature |
| **11** | Activity and Exercise  Video Case Preparation | Related literature |
| **12** | Creating a Safe Environment and Preventing Falls  Ethical Issues and the Elderly  Video Case Presentation | Related literature |
| **13** | Neglect and Abuse in Elderly Care  Home Care of the Elderly  Video Case Presentation | Related literature |
| **14** | Sample Video Case Presentation | Related literature |
| **15** | General Evaluation of the Course  Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Ülger Z, Erdinçler D, Karan MA; Geriatri: Yaşlı Sağlığı ve Hastalıkları, Hipokrat kitabevi, 2021. 2. Yıldırım, A. (2021). Sosyal Politika Kapsamında Türkiye’de Yaşlanmaya İlişkin Ulusal Düzeydeki Düzenlemeler. Manas Sosyal Araştırmalar Dergisi, 10(3), 1889-1909. 3. Çavuş FÖ: Yaşlılara Yönelik Evde Bakım Hizmetlerinin Değerlendirilmesi.H.Ü.Sosyal Bil.Enst. Yüksek Lisans Tezi, Ankara 2013. 4. Karadakovan A. Yaşlı Sağlığı ve Bakımı. Akademisyen Kitabevi, İstanbul, 2014. 5. Karadakovan A. Yaşlı Bakım Hemşireliği. Nobel Yayın Dağıtım, İstanbul, 2015. 6. Kaptan G. Geriatriye Çok Yönlü Bakış. Nobel Tıp Kitabevi, İstanbul, 2016. 7. Aslan D., Kutsal Yeşim. Güncel Geriatri El Kitabı. Nobel Tıp Kitabevi, İstanbul, 2017. 8. Kapucu S. Geriatri Hemşireliği. Hipokrat Kitabevi, İstanbul, 2019. |
| **Additional Resources** | Database - Clinical Key Student Foundation  Database - Nursing Reference Center  Database - Elsevier Clinical Skills  Ryerson University Virtual Game Simulations |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Assignments** | Case reports, video case preparation |
| **Exams** | Midterm exam, Final exam, Practice exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 30 |
| Clinical practice exam | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Clinical practice | 15 | 4 | 60 |
| Midterm exam | 1 | 2 | 2 |
| Reports evaluation | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 126 |
| **Total Work Load / 25 (h)** |  |  | 5.04 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Nursing Summer Practice | NHS405 | 7 | 0 + 0 + 8 | 4 | 6 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Define the clinical roles and responsibilities of the nurse in the context of internal diseases, surgical diseases, pediatric health and diseases and women's health and disease nursing. | 1-4, 6-8, 10 | 2, 3, 5, 12, 13 | 6, 20, 22, 23 |
| Plans and applies care for individuals with internal diseases or surgical diseases. | 1-4, 6-8, 10 | 2, 3, 5, 12, 13 | 6, 20, 22, 23 |
| Plan, implement and define all nursing activities for women's health and diseases. | 1-8, 10 | 2, 3, 5, 12, 13 | 6, 20, 22, 23 |
| Can plan, apply and define all nursing activities for child health and diseases. | 1-10 | 2, 3, 5, 12, 13 | 6, 20, 22, 23 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Karadakovan A, Eti Aslan F(Eds).(2022). Dahili ve Cerrahi Hastalıklarda Bakım Akademisyen Kitabevi, Ankara.  2.Erdemir, F. ve ark. (2019). Çocuk Sağlığı ve Hastalıkları Hemşireliği Kurumsal Çerçeve ve Uygulama Rehberi. Nobel Tıp Kitabevi. İstanbul.  3. Arslan Özkan, H. (2019). Hemşirelik ve Ebelik İçin Kadın Sağlığı ve Hastalıkları. Akademisyen Kitabevi. Ankara.  4. Harding M M. et all. (2019). Study Guide for Lewis' Medical-Surgical Nursing - E-Book. Elsevier Health Sciences Inc  5. Leifer G. (2018). Study Guide for Introduction to Maternity and Pediatric Nursing. Elsevier - Health Sciences Division Inc.  6. Aksoy G.,Kanan N.,Akyolcu N.(2017). Cerrahi Hemşireliği I-II. Nobel Tıp Kitabevleri. İstanbul  7. Aksoy G.,Kanan N.,Akyolcu N.(2017). Cerrahi Hemşireliği Klinik Uygulama Rehberi. Nobel Tıp Kitabevleri. İstanbul  8. Sole, Klein, Moseley (2017). Introduction to Critical Care Nursing. Elsevier  9. Can G. (2016). Onkoloji Hemşireliği. Nobel Tıp Kitabevleri, İstanbul. |
| **Additional Resources** | Database-Clinical Trials Database  Database-Wiley Online Library  Database-Cochrane Database  Database - Clinical Key Studies  Database - Nursing Reference Center  Database - Elsevier Clinical Skills |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Assignments** | Care plan |
| **Exams** | Care plan evaluation, performance evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Reports evaluation | 1 | 60 |
| Clinical/Performance evaluation | 1 | 40 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | - | - | - |
| Hours for off-the-classroom study (Pre-study, practice) | 21 | 7.5 | 157.5 |
| Care plan/case report evaluation | 1 | 2 | 2 |
| Clinical/Performance evaluation | 1 | 1 | 1 |
| **Total Work Load** |  |  | 160.5 |
| **Total Work Load / 25 (h)** |  |  | 6.42 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | | |
| **Course** | ***Code*** | | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Methods of Article Critics in Health Sciences | | FHS404 | 8 | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Area |
| **Course Coordinator** | Lecturer Ayşenur Keleş |
| **Instructors** | Lecturer Ayşenur Keleş |
| **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** | Research criticism includes the summary of the research, the characteristics of the research design including sample, method and material, and data analysis, the strengths and weaknesses of the research, the validity and reliability, the presentation of the findings, the discussion and interpretation of the results. |

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

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

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

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

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Article critics assignments |
| **Exams** | Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm report evaluation | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Assignments | 2 | 12 | 24 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 116 |
| **Total Work Load / 25 (h)** |  |  | 4.64 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Public Health Nursing | NHS401 | 7 | 4+0+8 | 8 | 10 |

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| **Precondition** | NHS201 Fundamentals of Nursing II |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Lecturer Volkan Ayaz |
| **Instructors** | Lecturer Volkan Ayaz |
| **Assistants** | - |
| **Goals** | The aim of the course is to help students understand and specialize in the field of Public Health Nursing and to develop students' nursing initiatives and skills in the fields of public health. |
| **Content** | Course content, health protection and promotion, population and health, public health concept and historical development, organization of health services in Turkey, definition of public health nursing, roles and responsibilities, community diagnoses, factors affecting health, health protection and development, early diagnosis and screening, social role of health nurse in school health services, home visits, purpose and importance, health education and counseling, follow-up of healthy children and adolescents, follow-up of women and pregnant women aged 15-49, accidents and their importance, monitoring of elderly and chronic diseases, occupational health nursing, occupational health and safety, communicable disease control and immunization. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the basic philosophy of public health nursing. | 1,2,3,4,5,9,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Becomes aware of the areas where the public health nurse serves. | 1,2,3,6,9,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Understands the responsibility of public health nurse in environmental health services. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Understands the responsibility of public health nurse in occupational health and safety services. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Understands the responsibility of public health nurse in school health services. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,20,  21,22,23 |
| Understands the responsibility of public health nurse in infectious diseases. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Understands the responsibility of public health nurse in health education. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Gains the ability to give accurate and effective health education. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Becomes aware of the ethical problems of public health nursing. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |
| Can follow the changing and evolving role of the public health nurse. | 1,2,3,5,10 | 1,2,3,5,6,13,14,20,  21,23,25,33 | 1,2,5,6,7,13,14,20,  21,22,23 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Allender, J., Rector, C., Rector, C., & Warner, K. (2021). Toplum ve halk sağlığı hemşireliği: Halkın sağlığını geliştirmek. Lippincott Williams & Wilkins. 2. Erkin, Ö., Kalkım, A., Göl, İ. (Ed.) (2021). Halk Sağlık Hemşireliği. Çukurova Nobel Tıp Kitabevi. 3. Stanhope, M. ve Lancaster, J. (2021). Toplum/halk sağlığı hemşireliği-E-kitapta nüfus sağlığının temelleri. Elsevier Sağlık Bilimleri. 4. Kutan Fenercioğlu A, Turfaner Sipahioğlu N. (2020). Birinci basamakta kronik hastalık bakım modeli \_ Birinci basmakta kronik hastalık takibi ve Kronik Hasta Bakımı. Türkiye Klinikleri, s.100-6. 5. Brooks, SK, Weston, D. ve Greenberg, N. (2020). Bulaşıcı hastalık salgınlarının hamile kadınlar üzerindeki psikolojik etkisi: hızlı kanıt incelemesi. 6. Butt, M., Mohammed, R., Butt, E., Butt, S., & Xiang, J. (2020). Pakistan'daki aşılama çabaları neden küresel aşılama ve bulaşıcı hastalık kontrolü standartlarına ulaşamadı? 7. Stanhope, M. ve Lancaster, J. (2019). Halk sağlığı hemşireliği e-kitabı: Toplumda nüfus merkezli sağlık hizmeti. Elsevier Sağlık Bilimleri. 8. Kolbe, LJ (2019). Hem halk sağlığını hem de eğitimi iyileştirme stratejisi olarak okul sağlığı. 9. Maresova, P., Javanmardi, E., Barakovic, S., Barakovic Husic, J., Tomsone, S., Krejcar, O. ve Kuca, K. (2019). Kronik hastalıkların sonuçları ve yaşlılıkla ilişkili diğer sınırlamalar – bir kapsam belirleme incelemesi. 10. Sanyaolu, A., Okorie, C., Qi, X., Locke, J. ve Rehman, S. (2019). Amerika Birleşik Devletleri'nde çocukluk ve ergen obezitesi: bir halk sağlığı sorunu. 11. Kaakinen, JR, Coehlo, DP, Steele, R. ve Robinson, M. (2018). Aile sağlığı hemşireliği: Teori, uygulama ve araştırma. FA Davis. 12. Erci, B., Avcı, İ. A., Aylaz, R., Çevirme , A., Güngörmüş , Z., Dilek, K. , ... & Yıldız , E. (2016). Halk sağlık çizimliği. Anadolu Nobel Tıp Kitapevleri. 13. Nies, MA ve McEwen, M. (2014). Toplum/halk sağlığı hemşireliği-E-kitap: toplumların sağlığını teşvik etmek. Elsevier Sağlık Bilimleri. 14. Kökçü, AT (2014). Türkiye'de Cumhuriyet dönemi sağlık politikaları. |
| **Additional Resources** | VERİTABANI - ELSEVIER KLİNİK BECERİLERİ  VERİTABANI - KLİNİK ANAHTAR ÖĞRENCİ VAKFI  VERİTABANI - WILEY  VERİTABANI – MEDLINE/PUBMED |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Case reports |
| **Exams** | Midterm exam, Final exam, Clinical practice evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 15 |
| Group presentations | 1 | 10 |
| Final exam | 1 | 25 |
| Health screening | 1 | 10 |
| Health education | 1 | 15 |
| Case management | 1 | 10 |
| Personal features | 1 | 7.5 |
| Rotation reports | 1 | 7.5 |
| **Total** | **8** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 25 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 75 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Clinical practice | 15 | 8 | 120 |
| Clinical evaluation | 1 | 10 | 10 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 254 |
| **Total Work Load / 25 (h)** |  |  | 10.16 |
| **ECTS Credit of the Course** |  |  | 10 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Leadership and Management in Nursing | NHS403 | 7 | 3+0+4 | 5 | 6 |

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| **Precondition** | NHS201 Fundamentals of Nursing II |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Sevim Şen Olgay |
| **Instructors** | Asst. Prof. Sevim Şen Olgay |
| **Assistants** | - |
| **Goals** | This course gives the ability to transfer information about nursing services management into practice. |
| **Content** | It is to provide the student with the knowledge, skills and attitude to manage and lead nursing services, taking into account the changing needs in the light of the basic concepts and theory, legal and ethical principles of management and nursing management, which will enable them to provide safe, evidence-based and quality care in every environment where nursing service is provided. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Defines the principles of effective nursing management. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Interprets organizational structures of hospital and nursing services in line with organizational principles. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Formulates the nursing workforce according to the level of dependency of the patients being cared for. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Uses communication techniques effectively. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Uses scientific problem-solving approach in managerial problems. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Evaluates total quality management and nursing quality standards. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Willing to develop managerial and leadership skills. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |
| Discusses the legal regulations related to health and nursing. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,20,23,25,31,32 | 1,2,6,7,12,21 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course Introduction and Orientation  Basic Concepts and Theories in Management | Related literature |
| **2** | Management Process, Health and Nursing Services Management | Related literature |
| **3** | Communication Management  Time Management  Meeting Management | Related literature |
| **4** | Conflict Management and Teamwork | Related literature |
| **5** | Problem Solving and Decision Making **-** TBL | Related literature |
| **6** | Change Management | Related literature |
| **7** | Student Activity Group Work  Health Policies and Legal Regulations  Leadership, Power and Power Supplies - TBL | Related literature |
| **8** | Midterm exam |  |
| **9** | Quality Management in Health Services | Related literature |
| **10** | Human Resources Management I | Related literature |
| **11** | Human Resources Management II | Related literature |
| **12** | Human Resources Management III | Related literature |
| **13** | Patient and Employee Safety | Related literature |
| **14** | Disaster Management | Related literature |
| **15** | Course evaluation  Final exam  Final Exam Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Tatar Baykal Ü. ve Ercan Türkmen E. (Ed.) (2014/ 2022). Hemşirelik Hizmetleri Yönetimi. Akademi Basın ve Yayıncılık, İstanbul. 2. Weberg, D. Porter-OGrady, T., Mangold, K., Malloch, K. (2018). Leadership in Nursing Practice, Jones & Bartlett Learning Management and Leadership for Nurse Administrators. 3. Koçel, T. (2018). İşletme Yöneticiliği. İstanbul, 17. Baskı, Beta Yayıncılık 4. Bahçecik, A.N., Öztürk, H. (Eds). (2017). Hemşirelikte Liderlik Rolleri ve Yönetim İşlevleri, Nobel Tıp Kitabevi. 5. Ekici, D. (2016). Sağlık Hizmetinde Yönetsel Sorunların Analizi, Sim Matbaacılık, Ankara 6. Hemşirelik ve sağlık personelleriyle ilgili yasal mevzuat ve düzenlemeler. 7. Uyer, G., Kocaman, G. (2016). Hemşirelik Hizmetleri Yönetimi El Kitabı. İstanbul, Koç Üniversitesi Yayınları. 8. Sabuncuoğlu Z. İnsan Kaynakları Yönetimi, Alfa Aktüel, 2008. 9. Swansburg R.C., Swansburg R.J. Introduction to Management and Leadership for Nurse Managers. Third Edition, London, 2002. 10. Yoder-Wise P.S. Leading Managing in Nursing Second Edition, Mosby, ST. Louis, 2000. 11. Huber D. Leadership and Nursing Care Management Philedelphia, 2000. |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Practice reports |
| **Exams** | Midterm exam, Quiz, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 15 |
| TBL Quiz | 2 | 15 |
| Student activity group work | 1 | 10 |
| Clinical practice evaluation | 1 | 30 |
| Final evaluation | 1 | 30 |
| **Total** | **6** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Clinical practice | 15 | 4 | 60 |
| Midterm exam | 1 | 2 | 2 |
| TBL-Quiz | 2 | 1 | 2 |
| Clinical practice evaluation | 2 | 6 | 12 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 168 |
| **Total Work Load / 25 (h)** |  |  | 6.72 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Planning Dissertation Study | NHS409 | 7 | 2+2+0 | 3 | 3 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan  Assoc. Prof. Işıl Işık  Asst. Prof. Sevim Şen Olgay  Asst. Prof. İnci Kırtıl  Lec. Selman Çelik  Lec. Volkan Ayaz  Lec. Ayşenur Keleş |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan  Assoc. Prof. Işıl Işık  Asst. Prof. Sevim Şen Olgay  Asst. Prof. İnci Kırtıl  Lec. Selman Çelik  Lec. Volkan Ayaz  Lec. Ayşenur Keleş |
| **Assistants** | - |
| **Goals** | The aim of this course is to provide students with scientific research knowledge and skills by determining a specific research topic. |
| **Content** | The course includes the scientific research process, determining the research topic, reviewing the literature, critical reading of the literature, preparing the research proposal, creating and writing the introduction section, creating and writing the method section, creating and writing the general information section, and making the preliminary application of the research. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the scientific research process. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |
| Determines the research topic by making an effective literature review. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |
| Makes critical reading of the literature. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |
| Prepares a research proposal by doing group work. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |
| Forms the introduction, general information and method part of the research. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |
| Makes the preliminary application of the research. | 1-10 | 1,2,3,11,14,18,19 | 4,10,11,14,21 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course and presentation of the course  Explanation of the content and purpose of the course | Related literature |
| **2** | Literature review  Determining the research topic together with the instructor | Related literature |
| **3** | Literature review  Determining the research topic together with the instructor | Related literature |
| **4** | Determining the theoretical framework of the research | Related literature |
| **5** | Determining the theoretical framework of the research | Related literature |
| **6** | Writing the theoretical framework of the research | Related literature |
| **7** | Writing the method part of the research | Related literature |
| **8** | Preparation of the research plan | Related literature |
| **9** | Planning the research methodology | Related literature |
| **10** | Planning the research methodology | Related literature |
| **11** | Planning the research methodology | Related literature |
| **12** | Writing the research design | Related literature |
| **13** | Implementation of the preliminary study | Related literature |
| **14** | Evaluation of the results of the pilot study in the presence of an instructor  Discussion | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Patricia A. Grady PRF, Ada Sue Hinshaw PRF. (2017) Using Nursing Research to Shape Health Policy. Springer Publishing Company 2. Dr. Joyce Fitzpatrick. (2018) Encyclopedia of Nursing Research. Vol Fourth edition. Springer Publishing Company. 3. Grove, S. K., Gray, J. R. (2018). Understanding nursing research e-book: Building an evidence-based practice. Elsevier Health Sciences. Daniel, Wayne W., and Chad L. Cross. (2018) Biostatistics: A foundation for analysis in the health sciences. Wiley Library. 4. Erdoğan. S, Nahcivan. N, Esin. N (2020) Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik, Nobel Tıp Kitabevleri. 4.Baskı. ISBN 9786053353461 5. Yeditepe University Institute of Health Sciences Thesis Writing Guide 6. Chinn, P. L., Kramer, M. K., & Sitzman, K. (2021). Knowledge development in nursing e-book: Theory and process. Elsevier Health Sciences. |
| **Additional Resources** | Google Scholar  Cochrane Library  Joanna Briggs Institute  Pubmed  TR Ulakbim  [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Term project |
| **Exams** | Term performance evaluation, Final project evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Term performance evaluation | 1 | 40 |
| Final project evaluation | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Term performance evaluation | 1 | 4 | 4 |
| Final project evaluation | 1 | 2 | 2 |
| **Total Work Load** |  |  | 81 |
| **Total Work Load / 25 (h)** |  |  | 3.24 |
| **ECTS Credit of the Course** |  |  | 3 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Clinical Study | NHS402 | 8 | 2 + 0 + 24 | 14 | 16 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Asst. Prof. Sevim Şen Olgay |
| **Instructors** | Asst. Prof. Sevim Şen Olgay |
| **Assistants** | - |
| **Goals** | The aim of this course is to enable the students to master the skills and gain professional experience in a real environment before graduating and reinforce the skills acquired in internal medicine, surgical diseases, pediatric health and diseases and women's health and diseases nursing courses before graduation. |
| **Content** | This course includes patient care and preparation and discussion of care plans in various clinical settings (emergency, intensive care, pediatric, internal medicine, surgery clinics). |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Describes the nursing role and responsibilities in different units of the hospital. | 1-4,6-8,10 | 3,5,13,21,27 | 5,6,13,20,22,23 |
| Able to plan and apply patient-spesific nursing care plan for the patient with complex problems. | 1-4,6-8,10 | 3,5,13,21,27 | 5,6,13,20,22,23 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Patricia A. Grady PRF, Ada Sue Hinshaw PRF. (2017) Using Nursing Research to Shape Health Policy. Springer Publishing Company 2. Dr. Joyce Fitzpatrick PMRFF. (2018) Encyclopedia of Nursing Research. Vol Fourth edition. Springer Publishing Company. 3. Grove, S. K., & Gray, J. R. (2018). Understanding nursing research e-book: Building an evidence-based practice. Elsevier Health Sciences. Daniel, Wayne W., and Chad L. Cross. (2018) Biostatistics: a foundation for analysis in the health sciences. Wiley. 4. Erdoğan. S, Nahcivan. N, Esin. N (2020) Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik, Nobel Tıp Kitabevleri. 4.Baskı. ISBN 9786053353461 5. Chinn, P. L., Kramer, M. K., & Sitzman, K. (2021). Knowledge development in nursing e-book: Theory and process. Elsevier Health Sciences. 6. Keszler, M., Suresh, G., & Goldsmith, J. P. (Eds.). (2021). Goldsmith’s Assisted Ventilation of the Neonate-E-Book: An Evidence-Based Approach to Newborn Respiratory Care. Elsevier Health Sciences. 7. Kauffman, T. L., Scott, R. W., Barr, J. O., & Moran, M. L. (Eds.). (2014). A comprehensive guide to geriatric rehabilitation: [previously entitled Geriatric Rehabilitation Manual]. Elsevier Health Sciences. |
| **Additional Resources** | Database - Clinical Trials Database  Database - Wiley Online Library  Database - Cochrane Database  Database - Clinical Key Studies  Database - Nursing Reference Center  Database - Elsevier Clinical Skills |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Assignments** | Preparing a nursing care plan |
| **Exams** | Evaluation of care plan reports, performance evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Clinical practice evaluation | 1 | 10 |
| Presentation of case report / nursing care plan | 1 | 60 |
| Case presentation | 1 | 30 |
| **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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  | X |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  | X |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  |  | X |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 2 | 30 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Case report / Nursing care plan | 1 | 2 | 2 |
| Clinical practice | 15 | 24 | 360 |
| **Total Work Load** |  |  | 407 |
| **Total Work Load / 25 (h)** |  |  | 16.28 |
| **ECTS Credit of the Course** |  |  | 16 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Implementing Dissertation Study | NHS410 | 8 | 2+2+0 | 3 | 4 |

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| **Precondition : -** |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan  Assoc. Prof. Işıl Işık  Asst. Prof. Sevim Şen Olgay  Asst. Prof. İnci Kırtıl  Lec. Selman Çelik  Lec. Volkan Ayaz  Lec. Ayşenur Keleş |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan  Assoc. Prof. Işıl Işık  Asst. Prof. Sevim Şen  Asst. Prof. İnci Kırtıl  Lec. Selman Çelik  Lec. Volkan Ayaz  Lec. Ayşenur Keleş |
| **Assistants** | - |
| **Goals** | The objective of course to acquire research knowledge and skills on a special topic by using professional knowledge and skills. |
| **Content** | The course includes applying the research and obtaining the data, analyzing the data with appropriate tests, creating the findings, reporting the discussion, conclusion and recommendations sections of the research. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| To be able to collect and analysis the data of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |
| Discusses the sections of the findings, discussing, results and recommendations of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |
| Writes the sections of the findings, discussing, results and recommendations of the scientific research. | 1-10 | 1,2,3,11,18,19 | 11,14 |
| Puts all of their work in the form of a graduation thesis into print. | 1-10 | 1,2,3,11,18,19 | 11,14 |

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

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| **WEEKLY 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 “results” section | Related literature |
| **9** | Discussing and writing the “results” section | Related literature |
| **10** | Discussing and writing the “discussion” section | Related literature |
| **11** | Discussing and writing the “discussion” section | Related literature |
| **12** | Discussing and writing the “conclusions” and “recommendations”  sections | Related literature |
| **13** | Discussing and writing the “conclusions” and “recommendations”  sections | Related literature |
| **14** | Submitting the research report | Related literature |
| **15** | Final evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Patricia A. Grady PRF, Ada Sue Hinshaw PRF. (2017) Using Nursing Research to Shape Health Policy. Springer Publishing Company 2. Dr. Joyce Fitzpatrick. (2018) Encyclopedia of Nursing Research. Vol Fourth edition. Springer Publishing Company. 3. Grove, S. K., Gray, J. R. (2018). Understanding nursing research e-book: Building an evidence-based practice. Elsevier Health Sciences. Daniel, Wayne W., and Chad L. Cross. (2018) Biostatistics: A foundation for analysis in the health sciences. Wiley Library. 4. Erdoğan. S, Nahcivan. N, Esin. N (2020) Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik, Nobel Tıp Kitabevleri. 4.Baskı. ISBN 9786053353461 5. Yeditepe University Institute of Health Sciences Thesis Writing Guide 6. Chinn, P. L., Kramer, M. K., & Sitzman, K. (2021). Knowledge development in nursing e-book: Theory and process. Elsevier Health Sciences. |
| **Additional Resources** | Google Scholar  Joanna Briggs Institute  Pubmed  TR Ulakbim  [Database - Clinical Trials Database](about:blank)  [Database - Wiley Online Library](about:blank)  [Database - Cochrane Database](about:blank)  [Database - Clinical Key Studies](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [Database - Nursing Reference Center](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [Database - Elsevier Clinical Skills](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Graduation dissertation (research proposal, introduction, results, discussion, conclusion) |
| **Exams** | Dissertation evaluation, process evaluation, performance evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Process evaluation | 1 | 50 |
| Dissertation evaluation | 1 | 50 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 60 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Process evaluation | 1 | 10 | 10 |
| Dissertation evaluation | 1 | 20 | 20 |
| **Total Work Load** |  |  | 105 |
| **Total Work Load / 25 (h)** |  |  | 4.2 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Health Promotion | NHS355 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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

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

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course  Health assessment-health history | Related literature |
| **2** | Assessment of health according to Gordon's functional health patterns, physical examination from head to toe | Related literature |
| **3** | Assessment of health according to Gordon's functional health patterns, physical examination from head to toe | Related literature |
| **4** | Common health promotion models | Related literature |
| **5** | Health literacy and the role of the media in health promotion | Related literature |
| **6** | The importance of a supportive environment in promoting health | Related literature |
| **7** | The importance of a supportive environment in promoting health | Related literature |
| **8** | Physical activity and health promotion- Yoga | Related literature |
| **9** | Tobbaco/substance use and health promotion | Related literature |
| **10** | The individual and environmental holistic approach to health promotion and the community holistic approach to health promotion | Related literature |
| **11** | Rational use of drugs | Related literature |
| **12** | Interpersonal relationships and health | Related literature |
| **13** | Nutrition and health promotion | Related literature |
| **14** | Health program development and general course evaluation | Related literature |
| **15** | Final exam |  |

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

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn, Google Classroom |
| **Assignments** | Health promotion physical examination practice |
| **Exams** | Final exam, assignment evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Practice/Clinical evaluation (Video assignment) | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Assignment evaluation | 1 | 20 | 20 |
| Final exam | 1 | 3 | 3 |
| **Total Work Load** |  |  | 113 |
| **Total Work Load / 25 (h)** |  |  | 4.52 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Health Policies | NHS358 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** | - |
| **Goals** | The course aims to provide the necessary competence for nurses to gain awareness about health policies and to take part in the development of new health policies. |
| **Content** | This course includes; innovative systems for course, science, technology and health; international and national public health, demographic view; access to health services: health manpower, health care delivery and budgeting, social security systems, long-term care policies, pharmacies policies; health care evaluation: cost, outcomes and policies; communication skills for political success; the impact of values on the political agenda; the power of the media in the formulation of health policies; mobilizing society to reduce health illiteracy; health policies and professional ethical principles. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Knows the basic concepts of health policies. | 1,2,3 | 1,2,13 | 1,2 |
| Understands the importance of nursing in the development of health policies. | 1,2,3 | 1,2,13 | 1,2 |
| Discuss the effects of health policies on the development of community health. | 1,2,3 | 1,2,13 | 1,2 |

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Papers given by the course instructor |
| **Additional Resources** | Relevant databases, national and international research papers |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Occupational Health Nursing | NHS352 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Lec. Selman Çelik |
| **Instructors** | Lec. Selman Çelik |
| **Assistants** | - |
| **Goals** | To gain knowledge and understanding about the duties and responsibilities of the Occupational Health nurse and their application areas. |
| **Content** | Occupational health nurse's roles and responsibilities, situations that threaten health in the workplace, workplace safety, work accidents, occupational diseases, strategic planning in occupational health services, institutional evaluation and management of health services, laws, regulations and statutes related to occupational health. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands and knows the concepts related to occupational health. | 1,2,3 | 1,2,3,24,26,31 | 1,2 |
| Can give advice on occupational health. | 1,2,3 | 1,2,3,24,26,31 | 1,2 |
| Defines and explains workplace safety issues. | 1,2,3 | 1,2,3,24,26,31 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Giving information about course content and course syllabus | Related literature |
| **2** | Basic Concepts of Occupational Health and Introduction to Occupational Health Nursing | Related literature |
| **3** | Introduction to Occupational Health Nursing and Its Historical Development | Related literature |
| **4** | Roles and Responsibilities of Occupational Health Nurses | Related literature |
| **5** | Hazardous Conditions at Work Settings | Related literature |
| **6** | Occupational Safety | Related literature |
| **7** | Occupational Safety (Continued)  Occupational safety film screening | Related literature |
| **8** | Midterm Exam |  |
| **9** | Work Accidents | Related literature |
| **10** | Occupational Diseases | Related literature |
| **11** | Regular Health Screenings in Occupational Health Practices | Related literature |
| **12** | Health Education in Occupational Health Practices  Strategic Planning in Occupational Health Services | Related literature |
| **13** | Institutional Evaluation and Management of Health Services | Related literature |
| **14** | Laws And Regulations Related to Occupational Health | Related literature |
| **15** | Final Exam |  |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Forensic Nursing | NHS356 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Recognizes the signs and symptoms of forensic cases during nursing diagnosis and practice. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |
| Explains the process of systematic collection of forensic evidence (gathering evidence, maintaining the integrity of the evidence, recording, reporting). | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |
| Knows the duties, responsibilities and different roles of nurses in clinical forensic medicine cases. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |
| Explains the elements of medical and forensic examination. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |
| Explains the types of violence and what needs to be considered in the identification of victims of violence. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |
| Knows the psychological characteristics and nursing approaches of the victims and perpetrators of violence. | 1,2,3,4,5,6,7,9,10 | 1,2,3,11,21,24,25 | 1,2,13 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course syllabus introduction | Related literature |
| **2** | Historical development of forensic nursing and working areas, roles and responsibilities of forensic nursing | Related literature |
| **3** | Forensic Nursing in Clinical Medicine Services | Related literature |
| **4** | Responsibilities of Nurses in Injuries | Related literature |
| **5** | Domestic Violence | Related literature |
| **6** | Domestic Violence - Continue | Related literature |
| **7** | Midterm Exam |  |
| **8** | Evaluation of the Midterm Exam  Sudden Infant Death Syndrome | Related literature |
| **9** | Care for the Forensic Psychiatry Patient | Related literature |
| **10** | Forensic toxicology | Related literature |
| **11** | Legal Responsibilities of the Nurse | Related literature |
| **12** | Criminal Science | Related literature |
| **13** | Euthanasia | Related literature |
| **14** | Exitus Examination and Autopsy in Forensic Medicine | Related literature |
| **15** | Course Evaluation  Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Scannell J. M. (2020) Adli Hemşirelik Hakkında Bilmemiz Gerekenler Çev. Ed: Ekşi Uymaz P., Akgün M., Manav G. Akademisyen Kitabevi. 2. Polat O. (2020) Adli Psikolojiye Giriş Seçkin Yayıncılık (3. Ed) 3. Kalfoğlu E.A, Köprülü A.Ş., Hamzaoğlu N. (2019) Adli Hemşirelik. Akademisyen Kitabevi. 4. East K. (2019). The Perceived Effectiveness of Sexual Assault Nurse Examiner (SANE) Training for Rural Nurses. Sigma Work Environments Events.  Meredith S.(2018) Fast Facts About Forensic NursingHornor G., & Zeno R. (2018). Child Sexual Abuse Perpetrators: What Forensic Nurses Need to Know. Journal of forensic nursing, 14(4), 206-213.  1. Weber J.N., Kelley J.H.(2018). Health Assessment in Nursing. Sixth Edition. Wolters Kluwer Health. New York. 2. Potter P.A., Perry A.G. (2017). Fundamentals of Nursing. Mosby Inc. USA 3. Price B., Maguire K. (2016). Core curriculum for forensic nursing. International Association of Forensic Nurses  Amar A., Sekula L. K. (2015). A Practical Guide to Forensic Nursing: Incorporating Forensic Principles Into Nursing Practice. Sigma Theta Tau International. Indianapolis USA.  1. American Nurses association (2014). Forensic Nursing: Scope and Standards of Practice.2nd Ed., MD: Nursesbookks.org 2. Hammer R., Moynihan B., Pagliaro E.M. (2013) Forensic Nursing: A Handbook for Practice. 2 Ed. Jones & Bartlett Publishers, USA. 3. American Association of Legal Nurse Consultants: www.aalnc.org. |
| **Additional Resources** | DATABASE - EBSCO eBook Academic Collection  DATABASE - ELSEVIER SCIENCE DIRECT  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Student’s presentations |
| **Exams** | Midterm exam, Final exam, Presentation evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 30 |
| Presentation evaluation | 1 | 20 |
| Final exam | 1 | 50 |
| **Total** | **3** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Presentation evaluation | 1 | 1 | 1 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Home Care Nursing | NHS354 | - | 3+ 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Will be able to explain the basic concepts of home care. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |
| Knows the history and development process of Home Care Nursing. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |
| Knows the duties and responsibilities of nurses in home care services. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |
| To determine the needs of the individual, family and society for home care services. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |
| Provides home care consultancy. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |
| To dominant in the follow-up and safety of the patient receiving home care. | 1,2,3 | 1,2,3,11,24,25 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Giving information about course content and syllabus | Related literature |
| **2** | Definition of home care and basic concepts | Related literature |
| **3** | Roles and responsibilities of the home care nurse | Related literature |
| **4** | Scope of home care service | Related literature |
| **5** | Acute, post-acute, rehabilitative and long-term home care services for different patient groups I | Related literature |
| **6** | Acute, post-acute, rehabilitative and long-term home care services for different patient groups II | Related literature |
| **7** | Acute, post-acute, rehabilitative and long-term home care services for different patient groups III | Related literature |
| **8** | Midterm exam |  |
| **9** | First aid at home | Related literature |
| **10** | Complementary health practices in home care | Related literature |
| **11** | Communication with patients and family members | Related literature |
| **12** | Legal and ethical dimensions of home care | Related literature |
| **13** | Hospice and palliative care | Related literature |
| **14** | Course Evaluation | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Erci B (Eds), Halk Sağlığı Hemşireliği. Fırat Matbaacılık; 2009. 2. Erdoğan S. (2001). Evde bakım süreci. Evde Bakım Hemşireliği Eğitim Programı, İ.Ü.Florence Nightingale HYO ve Eczacıbaşı Sağlık Hizmetleri İşbirliği, 1-28 Ocak 2001, İstanbul. 3. Evde Bakım Derneği (2008). II. Ulusal Evde Bakım Kongresi Sonuç Bildirisi. 4. http://evdebakim.org.tr/ 5. <http://www.ttb.org.tr/> 6. <http://ichastaliklaridergisi.org/> |
| **Additional Resources** | [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Health Tourism and Nursing | NHS351 | **-** | 3+ 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Lec. Selman Çelik |
| **Instructors** | Lec. Selman Çelik |
| **Assistants** | - |
| **Goals** | The aim of the course is to give information about the duties and responsibilities of the nurse and application areas in health tourism nursing. |
| **Content** | Course contains, world health tourism market, economic dimension of health tourism, EU and health tourism, services for health tourism in Turkey, health tourism statistics in Turkey, major accredited health institutions in our country, centers for elderly care in Turkey, hospitality services, health tourism intercultural nursing issues (international perspective, cultural values ​​and communication, differences and similarities between Turkey and European countries, America, Russia, middle east countries, far east countries), health tourism and flight nursing, hotel nursing in health tourism, insurance in health tourism Related topics cover other issues related to malpractice and liabilities in Turkey. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands and knows the concepts related to health tourism. | 1,2,3,4,5,10 | 1,2,24,25,26 | 1,2 |
| Provides consultancy on health tourism. | 1,2,3,4,5,6,7 | 1,2,24,25,26 | 1,2 |
| Has a command of safe health tourism. | 1,2,3,4,5,8,9,10 | 1,2,24,25,26 | 1,2 |
| To have an idea about intermediary institutions and their certification. | 1,2,3,4,5,6,7 | 1,2,24,25,26 | 1,2 |
| Can give information about Medical, Thermal, Elderly and Disabled tourism. | 1,2,3,4,5,6,7 | 1,2,24,25,26 | 1,2 |
| To have an idea about flight nurse and hotel nurse. | 1,2,3,4,5,6,7 | 1,2,24,25,26 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Giving information about course content and course syllabus | Related literature |
| **2** | Tourism, Health, Safety, Tourist Health Concepts | Related literature |
| **3** | Health and Tourism Relationship | Related literature |
| **4** | Applications in Turkey and the World Health Tourism | Related literature |
| **5** | Turkey health tourism statistics  Major accredited health organizations in our country  Intermediary institutions and certification in health tourism | Related literature |
| **6** | Businesses engaged in health tourism activities  Main institutions and organizations related to tourist health, their duties, authorities and responsibilities | Related literature |
| **7** | Midterm Exam |  |
| **8** | Medical Tourism | Related literature |
| **9** | Thermal Tourism | Related literature |
| **10** | Elderly and Disabled Tourism | Related literature |
| **11** | Intercultural Nursing Issues in Health Tourism (Cultural Values ​​and Communication from an International Perspective)  Problems and solutions for health tourism and tourist health | Related literature |
| **12** | Health Tourism and Flight Nursing | Related literature |
| **13** | Hotel Services and Hotel Nursing in Health Tourism | Related literature |
| **14** | General Evaluation | Related literature |
| **15** | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Lecture notes to be provided by the instructor  2. Tontuş HÖ. Sağlık Turizmi Tanıtımı ve Sağlık Hizmetlerinin Pazarlanması İlkeleri Üzerine Değerlendirme. Journal of Multidisciplinary Academic Tourism. 2018, Vol. 3, No. 1, pp: 67 – 88. <https://dergipark.org.tr/en/download/article-file/522461>  3. Connel, J. (2006). Medical Tourism: Sea, Sun, Sand and Surgery. Tourism Management, 27, 1093- 1100.  4. Smith, M., Puczkó, L. (2009) Health and Wellness Tourism, Oxford, UK: Elsevier Ltd.  5.  <http://www.saturk.gov.tr/images/pdf/tyst/02.pdf>  6. <https://saglikturizmi.saglik.gov.tr/TR,175/saglik-turizmi-hakkinda.html> |
| **Additional Resources** | [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Sexual Health | NHS353 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Prof. Dr. Hediye Arslan Özkan |
| **Instructors** | Prof. Dr. Hediye Arslan Özkan |
| **Assistants** | - |
| **Goals** | The aim of the course is for students to understand the reproductive and sexual health problems of the society in which they live, to develop sensitivity and to gain knowledge and understanding of solutions. |
| **Content** | The course includes understanding the concept of reproductive health in line with current developments, examining the issues of sexuality, sexual identity, sexual rights, evaluating approaches to sexual problems in all life stages, analyzing sexual dysfunctions and its social importance, understanding the principles of a multidisciplinary approach to sexuality and reproductive health counseling. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands reproductive health concepts | 1,2,3,5,10 | 2,4,10,13,21,24,25,26 | 1,2 |
| Discusses sexual health issues according to life periods | 1,2,3,6,7 | 2,10,13,21,24,25,26 | 1,2 |
| Knows safe sexual life, sexual functions and disorders | 1,2,3,5 | 2,10,13,21,24,25,26 | 1,2 |
| Gains views on sexual health counseling and multidisciplinary approach | 1,2,3,4,6,7,8,9,10 | 2,4,10,13,21,24,25,26 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course syllabus presentation  Basic concepts: Reproductive health, disease, sexuality, sexual tendencies | Related literature |
| **2** | Basic concepts: Reproductive health, disease, sexuality, sexual tendencies | Related literature |
| **3** | Physiology and neuro-endocrinology of sexuality | Related literature |
| **4** | Female and male sexuality in life periods | Related literature |
| **5** | Sexual dysfunctions and psycho-sexual problems | Related literature |
| **6** | Sexual dysfunctions and psycho-sexual problems | Related literature |
| **7** | Sexual identity and orientations, problems experienced in special groups | Related literature |
| **8** | How sexual health should be evaluated, anamnesis from couples and sexual health screenings | Related literature |
| **9** | Midterm Exam  Evaluation of midterm exam |  |
| **10** | Reproductive and sexual rights | Related literature |
| **11** | Sexual education - counseling, models used | Related literature |
| **12** | Sexual education - counseling, models used | Related literature |
| **13** | Case Discussions and Sexual Health Education Presentation | Related literature |
| **14** | Case Discussions and Sexual Health Education Presentation | Related literature |
| **15** | Final Exam  Course Evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Family Planning, A Global Handbook for Providers, WHO, 2022. 2. Yeşilçiçek Çalık K, Coşar Çetin F (Ed.) Normal Doğum ve Sonrası, Ankara nobel Tıp Kitabevi,2021 3. Textbook of Female Sexual Function and Dysfunction Diagnosis and Treatment, 2018. 4. AWHONN yayınları 5. CETAD Yayınları 6. Kadın Sağlığı Hemşireliği Dergisi-KASHED 7. Türkiye Klinikleri -Kadın Sağlığı Hemşireliği Dergisi 8. ACOG Guidelines 9. RCOG Guidelines 10. WHO Guidelines |
| **Additional Resources** | DATABASE - CLINICAL KEY STUDENT FOUNDATION  DATABASE - NURSING REFERENCE CENTER  DATABASE - ELSEVIER CLINICAL SKILLS  DATABASE - VISIBLE BODY - ANATOMY & PHYSIOLOGY 3D  Ryerson University Virtual Game Simulations |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Preparing a sexual health education program |
| **Exams** | Midterm exam, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| First Aid | NHS304 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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

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

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

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

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. G.D. Perkins et al. European Resuscitation Council Guidelines for Resuscitation: 2017 update, Resuscitation 123 (2018) 43–50. 2. International Federation of Red Cross and Red Crescent Societies, International First Aid and Resuscitation Guidelines 2016 3. D.A. Zideman et al., Resuscitation 95 (2015) 278–287, European Resuscitation Council Guidelines for Resuscitation 2015, Section 9. First aid 4. T.C. Sağlık Bakanlığı İstanbul İl Sağlık Müdürlüğü, Acil Sağlık Hizmetleri Şubesi, Temel İlk Yardım Uygulamaları Eğitim Kitabı, İstanbul, 2011. |
| **Additional Resources** | DATABASE - ELSEVIER CLINICAL SKILLS |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Critical Thinking Strategies | FHS212 | - | 3 + 0 + 0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | - |
| **Instructors** | - |
| **Assistants** | - |
| **Goals** | The course aims to give the student the ability to think critically about life events, professional problems and situations and to develop solutions for situations before graduating. |
| **Content** | This course will provide an overview of the concept of critical thinking and facilitate the student's ability to use this skill in the business environment. It focuses on improving the professional behavior of the student by applying critical thinking strategies specific to problem solving for basic human life patterns. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Defines the concept of critical thinking. | 1,2 | 1,2,3,11,14 | 1,2 |
| Identifies the common characteristics of a critical thinker. | 1,2,6 | 1,2,3,11,14 | 1,2 |
| Describes factors that can positively and negatively impact critical thinking ability. | 1,2,6,7 | 1,2,3,11,14 | 1,2 |
| Explains how to use the critical thinking skills in daily and work life. | 1,2,7,9 | 1,2,3,11,14 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction: what is thinking and why is it important? | Related literature |
| **2** | Critical thinking processes and features | Related literature |
| **3** | The place and importance of critical thinking in life: thinking outside the box | Related literature |
| **4** | Mind map | Related literature |
| **5** | Six hat thinking technique as a critical thinking method | Related literature |
| **6** | Six hats technique as a critical thinking method: case discussion | Related literature |
| **7** | Midterm exam |  |
| **8** | Problem solving through critical thinking-logic | Related literature |
| **9** | Argument evaluation - logical fallacies | Related literature |
| **10** | History and philosophy of thinking | Related literature |
| **11** | History and philosophy of thinking | Related literature |
| **12** | Critical thinking exercises-theory and practical dilemma | Related literature |
| **13** | Critical thinking exercises - distinguishing between good, bad and interesting in a topic | Related literature |
| **14** | Truth, knowledge and belief | Related literature |
| **15** | General overview  Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 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. |
| **Additional Resources** | - |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Asst. Prof. İnci KIRTIL |
| **Instructors** | Asst. Prof. İnci KIRTIL |
| **Assistants** | - |
| **Goals** | The aim of the course is to provide the necessary knowledge and skills to plan appropriate nursing care within the framework of the definition, etiology, standart control precautions, and evidence-based approaches to nursing practices and current guideline recommendations. |
| **Content** | This course includes basic concepts in infection control nursing, definition, history and epidemiology of healthcare-associated infections, types of healthcare-associated infections, etiologies, current guide recommendations for prevention, care bundles and evidence-based nursing practices, isolation precautions, sterilization and disinfection methods and their importance and infection control practices in special units. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Comprehend the definition, history, epidemiology, types and importance of healthcare-associated infections. | 1,2,3,4,7,10 | 1,2,3,11,13,14,  21,24,25 | 1,2,13,22 |
| Explain the duties, authorities and responsibilities of the infection control nurse who is involved in the control of healthcare-associated infections. | 1,2,3,6 | 1,2,3,11,13,14,  21,24,25 | 1,2,13,22 |
| Explains evidence-based measures to be implemented in the prevention and control of healthcare-associated infections and discusses them in line with current guideline recommendations. | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,11,13,14,  21,24,25 | 1,2,13,22 |
| Defines sterilization, disinfection and isolation precautions in the prevention and control of infections. | 1,2,3,7 | 1,2,3,11,13,14,  21,24,25 | 1,2,13,22 |
| Explains and discusses infection control practices in special units. | 1,2,3,7 | 1,2,3,11,13,14,  21,24,25 | 1,2,13,22 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course and the syllabus | Related literature |
| **2** | Basic concepts in infection control nursing | Related literature |
| **3** | Definition, epidemiology and types of healthcare associated infections  Transmission routes and prevention measures of healthcare-associated infections | Related literature |
| **4** | Surgical site infections and nursing care | Related literature |
| **5** | Catheter-related urinary tract infections and nursing care | Related literature |
| **6** | Healthcare-associated respiratory tract infections and nursing care | Related literature |
| **7** | Intravenous catheter-related bloodstream infections and nursing care | Related literature |
| **8** | Midterm exam |  |
| **9** | Multidrug resistant microorganisms and nursing care  Antimicrobial management programs | Related literature |
| **10** | Isolation precautions for the prevention of healthcare-associated infections | Related literature |
| **11** | The role and importance of sterilization and disinfection in the prevention of healthcare-associated infections  Waste management in health institutions | Related literature |
| **12** | Infection control in special units I | Related literature |
| **13** | Infection control in in special units II | Related literature |
| **14** | Presentation and discussion of cases prepared by groups  Course evaluation | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Australian Guidelines for the Prevention and Control of Infection in Healthcare. Australian Commission on Safety and Quality in Health Care, National Health and Medical Research Council, 2019. 2. Perçin Renders D, Metin YD. Dezenfeksiyon Antisepsi Sterilizasyon Rehberi. Dezenfeksiyon Antisepsi Sterilizasyon Derneği, 2019. 3. Soule MB, Arias MK. The APIC/JCR Infection Prevention and Control Workbook. The Joint Commission Resources, Third Edition, 2017. 4. Ross S, Furrows S. Rapid Infection Control Nursing. Wiley Publication, 2014. 5. Bearman MLG, Stevens M, Edmond BM, Wenzel PR. A Guide to Infection Control in the Hospital. The International Society for Infectious Diseases, Fifth Edition, 2014. 6. CDC ve WHO Güncel Enfeksiyon Önleme ve Kontrol Rehberleri 7. Sağlık Bakanlığı Güncel Enfeksiyon Önleme ve Kontrol Rehberleri |
| **Additional Resources** | International and national guidelines |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Healthcare-associated infection-themed case preparation and presentation |
| **Exams** | Midterm exam, Final exam, Presentation of student cases and discussion in the classroom |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Case presentation | 1 | 20 |
| 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  | X |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  | X |  |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  | X |  |  |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  |  |  | X |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  | X |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  |  |  | X |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Preparing case study and presentation | 1 | 8 | 8 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.6 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Perioperative Nursing | NHS360 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Asst. Prof. İnci KIRTIL |
| **Instructors** | Asst. Prof. İnci KIRTIL |
| **Assistants** | - |
| **Goals** | This course aims to explain the roles, competencies, application areas and standards of the nurse working in the operating rooms, which are different from the other units of the hospital with their operating principles, physical and technological structures and to provide knowledge, skills and attitudes towards the operating room units and evidence-based practices of perioperative nursing. |
| **Content** | This course includes the basic concepts of surgery and perioperative nursing, historical development processes, roles and responsibilities of the operating room nurse and surgical team members, safe surgical practices, patient, employee/staff and environmental safety principles, processes for tools, equipment and technologies used in the operating room, and special surgical modalities. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Explains the roles, authorities and responsibilities of the perioperative nursing. | 1,2,3,4,5,7,9,10 | 1,2,3,11,24,25 | 1,2 |
| Knows the operating room unit and perioperative nursing concepts. | 1,2,3,4,5,7,9,10 | 1,2,3,11,24,25 | 1,2 |
| Identify and implements initiatives to ensure patient, employee/staff and environmental safety in the operating room. | 1,2,3,4,5,7,9,10 | 1,2,3,11,24,25 | 1,2 |
| Recognizes frequently used tools, equipment and technologies in operating rooms, knows process management and identifies risks related to them. | 1,2,3,4,5,7,9,10 | 1,2,3,11,24,25 | 1,2 |
| Determines and applies the nursing care of the surgical patient in the intraoperative process in line with the current evidence-based guideline recommendations. | 1,2,3,4,5,7,9,10 | 1,2,3,11,24,25 | 1,2 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to the course | Related literature |
| **2** | Basic concepts in perioperative nursing | Related literature |
| **3** | Patient safety in the operating room | Related literature |
| **4** | Employee / Staff safety in the operating room | Related literature |
| **5** | Environmental / Workplace safety in the operating room | Related literature |
| **6** | Nursing records and forms used in the operating room  Surgical instruments and equipment used in the operating room | Related literature |
| **7** | The design and physical environment of the operating room  Asepsis and infection control in the operating room | Related literature |
| **8** | Midterm exam |  |
| **9** | Operating room cleaning and disinfection  Waste management in the operating room | Related literature |
| **10** | Sterilization, disinfection and decontamination processes in the operating room  The functioning of the Central Sterilization Unit (CSU) | Related literature |
| **11** | Positioning and patient transport in the operating room  Intraoperatively-acquired pressure injuries (IPIs) | Related literature |
| **12** | Body temperature changes and control in the operating room | Related literature |
| **13** | Bleeding control in the operating room  Drains and dressings  Specimen handling | Related literature |
| **14** | Special surgical modalities  Course evaluation | Related literature |
| **15** | Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Donaldson L, Ricciardi W, Sheridan S, Tartaglia R. Textbook of Patient Safety and Clinical Risk Management. Springer, 2021. 2. The European Operating Room Nurses Association (EORNA) Best Practice for Perioperative Care, Second Edition, 2020. 3. Rothrock CJ, McEven RD. Alexander's Care of the Patient in Surgery. Elsevier, 16th Edition, 2019. 4. Perçin Renders D, Metin YD. Dezenfeksiyon Antisepsi Sterilizasyon Rehberi. Dezenfeksiyon Antisepsi Sterilizasyon Derneği, 2019. 5. The Association of Perioperative Registered Nurses (AORN) Guidelines 6. Phillips N. Berry & Kohn’s Operating Room Technique. Elsevier, Thirteenth Edition, 2017. 7. Van Giersbergen M, Kaymakçı Ş. Ameliyathane Hemşireliği. Meta Basım Matbaacılık Hizmetleri, Birinci Basım, 2015. |
| **Additional Resources** | Google Scholar  Pubmed  TR Ulakbim  [DATABASE - CLINICAL KEY STUDENT FOUNDATION](http://lproxy.yeditepe.edu.tr/login?url=https://www.clinicalkey.com/student)  [DATABASE - NURSING REFERENCE CENTER](http://lproxy.yeditepe.edu.tr/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=nup)  [DATABASE - ELSEVIER CLINICAL SKILLS](http://lproxy.yeditepe.edu.tr/login?url=https://lms.elsevierperformancemanager.com/ContentArea/NursingSkills?virtualname=YUNIV) |

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 1 | 1 |
| Final exam | 1 | 1 | 1 |
| **Total Work Load** |  |  | 122 |
| **Total Work Load / 25 (h)** |  |  | 4.88 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Oncology Nursing | NHS361 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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

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

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

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

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

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

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Final exam | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Innovation in Nursing | NHS362 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Defines innovation and understands its importance. | 1,2,3 | 1, 2, 3, 7, 14, 24, 26 | 1,2,4 |
| Understands the links between innovation and entrepreneurship. | 4,5,7 | 1, 2, 3, 7, 14, 24, 26 | 1,2,4 |
| Follows practices related to innovation and creativity in nursing. | 6,7,8 | 1, 2, 3, 7, 14, 24, 26 | 1,2,4 |
| Follow recent studies labor issues related to innovation throughout Turkey and the world. | 8,9,10 | 1, 2, 3, 7, 14, 24, 26 | 1,2,4 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction to innovation | Related literature |
| **2** | Creativity, invention, history of inventions and examples | Related literature |
| **3** | Creative personality traits and creative thinkin | Related literature |
| **4** | Innovative applications examples in the health sector | Related literature |
| **5** | Entrepreneurship in health, marketing and commercialization, examples of funding in Turkey and Europe | Related literature |
| **6** | TUBITAK Project Sample | Related literature |
| **7** | Midterm exam |  |
| **8** | Discussion of Midterm Exam Questions  Innovation needs of today's health sector, computer technologies and health | Related literature |
| **9** | Innovative applications in the healthcare industry, artificial intelligence | Related literature |
| **10** | Patent applications and TTO office and incubation center activities of our university | Related literature |
| **11** | Health informatics and communication technologies, TUBITAK sample | Related literature |
| **12** | Group Presentations | Related literature |
| **13** | Group Presentations | Related literature |
| **14** | Group Presentations | Related literature |
| **15** | Group Presentations  Course evaluation  Final exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Pamela G. Reed, PhD, RN, FAAN; Nelma B. Crawford Shearer, PhD, RN, FAAN. Edition: Second edition. New York, NY: Springer Publishing Company. 2018. eBook 2. Ron Immink. Series: Business Book Series, no. 02. Cork Ireland: NuBooks. 2017 3. Scott Bales; Hannes van Rensburg. [N.p.] : Morgan James Publishing. 2019. 4. Jonathan Reuvid. London: University of Buckingham Press. 2020. 5. David Masumba 2019 Leadership for Innovation: Three Essential Skill Sets for Leading Employee-Driven Innovation 6. Kim Chandler McDonald (2013) Innovation: How Innovators Think, Act and Change Our World 7. <https://www.tubitak.gov.tr/en> |
| **Additional Resources** | TUBITAK  Database-Wiley Online Library  Database - Nursing Reference Center  Database - Elsevier Clinical Skills |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Project presentations |
| **Exams** | Midterm exam, Final exam, Evaluation of group project presentations |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Evaluation of group project presentations | 1 | 30 |
| Midterm exam | 1 | 20 |
| Final exam | 1 | 50 |
| **Total** | **3** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Evaluation of group project presentations | 1 | 15 | 15 |
| Midterm exam | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 124 |
| **Total Work Load / 25 (h)** |  |  | 4.96 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Communication in Patient Care | NHS 363 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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| **Course Language** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Elective Free |
| **Course Coordinator** | Lec. Ayşenur Keleş |
| **Instructors** | Lec. Ayşenur Keleş |
| **Assistants** | - |
| **Goals** | This course aims to enable nursing students to reach the level of giving care by using their communication skills with terminologies specific to patient care processes and by mastering digital technologies in international areas. Within the scope of the course, the student will develop literacy and speaking skills, learn professional terms, understand what he reads, synthesize his professional knowledge and skills with critical thinking methods, and gain the ability to use appropriate communication techniques and achieve international quality standards in patient care. |
| **Content** | This course is designed to train nurses who will improve the communication skills of the individuals and teams they care for in the hospital environment, use the digital nursing care systems in patient care, improve the quality of care by having a good command of the terms belonging to different cultures in care practices, and be able to do case management. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Evaluation Methods** |
| Understands the importance of communication skills in order to graduate as an international nurse. | 1-5, 8,10 | 1,2,3,10,11,14,24,25,27,33 | 2,13,14 |
| Have knowledge of international terminology specific to nursing care. | 1-5, 8,10 | 1,2,3,10,11,14,25,24,27,33 | 2,13,14 |
| Effectively use documents with foreign terminology used in maintenance processes. | 1-5, 8,10 | 1,2,3,10,11,14,25,24,27,33 | 2,13,14 |
| Be able to provide education and counseling to patients from different cultures at the international level. | 1-5, 8,10 | 1,2,3,10,11,14,25,24,27,33 | 2,13,14 |

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Course Introduction  Accepting patients, taking patient history, active listening strategies, recording findings, describing body parts according to the history | Related literature |
| **2** | Patient admission  Evaluation of systems  Recording the initial assessment history and findings | Related literature |
| **3** | Providing patient information and education about diagnostic tests, treatment applications  Discharge Training | Related literature |
| **4** | Communication with the adult patient  Communication with the difficult patient | Related literature |
| **5** | Communication with vulnerable patient group  Therapeutic communication in the pediatric patient  Communication with the geriatric patient | Related literature |
| **6** | Communication with patients with disabilities  Approach to the patient in the terminal period, communication with the patient and the patient's relatives | Related literature |
| **7** | Midterm exam |  |
| **8** | Communication with patients and their relatives in perioperative periods  Preoperative preparation and patient education | Related literature |
| **9** | Postoperative patient admission and patient education | Related literature |
| **10** | Informing the patient about drug administration  Information on effects, side effects and adverse effects | Related literature |
| **11** | Providing medication use education  Drug-drug and drug-nutrient interactions, dose calculation | Related literature |
| **12** | Communication in critical situations (disaster, epidemic, accident, etc.) | Related literature |
| **13** | Attending ward meeting, intra-team communication, patient handover, shift handover | Related literature |
| **14** | The use of digital technologies in hospital communication,  Compatibility of nurse-patient, nurse-other staff communication with digital technology | Related literature |
| **15** | Course evaluation |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Allum. V, McGarr. P, Cambridge English For Nursing, Cambridge University Press, Intermediate Plus, 1st Edition. ISBN 978-0521715409 2. Lohumi, S., Lohumi, R. (2021). Communicative English for Nurses, -E-Book. Elsevier Health Sciences. 3. Staples, S. (2015). The discourse of nurse-patient interactions: Contrasting the communicative styles of US and international nurses (Vol. 72). John Benjamins Publishing Company. 4. Arakelian, C., Bartram, M., Magnall, A. (2018). Hospital English: The brilliant learning workbook for international nurses. Routledge. 5. Lohumi, S. (2015). English for nurses. Elsevier Health Sciences 6. Tinambunan, T. R., Lubis, S. (2013). The Analysis of Translation Equivalence on Bilingual Book Active English for Nurses. Jurnal Kajian Linguistik, 10(2), 319-330. |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Patient education |
| **Exams** | Midterm evaluation, Final exam |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Classroom performance evaluation | 1 | 30 |
| Patient education presentation | 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'S CONTRIBUTION TO PROGRAM OUTCOMES** | | | | | | |
| **No** | **Program Learning Outcomes** | **Contribution** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **1** | Gains theoretical and practical basic knowledge, skills and attitudes in nursing. |  |  |  |  | X |
| **2** | It meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  | X |
| **3** | Takes an active role in the health care delivery team. |  |  |  |  | X |
| **4** | Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  | X |  |  |
| **5** | Follows scientific developments in the field by using at least one foreign language effectively. |  |  |  |  | X |
| **6** | Gain the ability to communicate effectively, write reports and make presentations. |  |  |  |  | X |
| **7** | Gains the awareness of the necessity of lifelong learning. |  |  | X |  |  |
| **8** | Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  | X |  |  |  |
| **9** | Uses critical thinking and clinical decision making skills in professional practice. |  |  |  | X |  |
| **10** | Develops awareness of sensitivity to social and professional problems. |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 5 | 75 |
| Assignment | 1 | 3 | 3 |
| Final exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course** | ***Code*** | ***Semester*** | ***T+L+P Hours*** | ***Credits*** | ***ECTS*** |
| Nursing Informatics | NHS364 | - | 3+0+0 | 3 | 5 |

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| **Precondition** | - |

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

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

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

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| **WEEKLY COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| **1** | Introduction of the curriculum and sharing of course-related responsibilities-Basic Concepts in Informatics, The effect and future of technology on nursing services | Related literature |
| **2** | Introduction to Health Information Systems, information technology and the internet | Related literature |
| **3** | Health Information Systems in the World and in Turkey – Electronic Health Records | Related literature |
| **4** | Clinical decision support systems, electronic patient records and clinical informatics | Related literature |
| **5** | Roles and Competencies of the Informatics Nurse, Health informatics applications | Related literature |
| **6** | Nursing Classification Systems-1 | Related literature |
| **7** | Nursing Classification Systems-2 | Related literature |
| **8** | Midterm exam |  |
| **9** | Evaluation of midterm exam questions  Informatics in nursing management | Related literature |
| **10** | Clinical decision support systems, electronic patient records and clinical informatics | Related literature |
| **11** | Data collection, data processing, data mining | Related literature |
| **12** | E-health, Telemedicine, Telehealth, Telenursing | Related literature |
| **13** | Security and privacy in health information systems | Related literature |
| **14** | Protection of personal health data, legal and ethical issues | Related literature |
| **15** | The future of informatics and nursing informatics in an international perspective  Course evaluation  Final exam |  |

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

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| **MATERIAL SHARING** | |
| **Documents** | Yeditepe University YULearn |
| **Assignments** | Video/content preparation |
| **Exams** | Midterm exam, Assignment/report evaluation |

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| **EVALUATION SYSTEM** | | |
| **IN-TERM STUDIES** | **Number** | **PERCENTAGE** |
| Midterm exam | 1 | 40 |
| Assignment/report evaluation | 1 | 60 |
| **Total** | **2** | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Workload (Hour)** |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Assignment/report evaluation | 1 | 10 | 10 |
| Midterm exam | 1 | 2 | 2 |
| **Total Work Load** |  |  | 117 |
| **Total Work Load / 25 (h)** |  |  | 4.68 |
| **ECTS Credit of the Course** |  |  | 5 |