

**TR YEDITEPE UNIVERSITY**

**FACULTY OF HEALTH SCIENCES**

**DEPARTMENT OF NURSING**



**EDUCATION PROGRAM GUIDE**

2023

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15. **HISTORY OF THE DEPARTMENT**

TC Yeditepe University was established in Istanbul with the 39th article of the Law No. 2809 on the Organization of Higher Education Institutions, with the Law No. 4142 published in the Official Gazette dated 07.06.1996 and entered into force based on Article 130 of the Constitution. It is a foundation university with public legal personality, established by the Higher Education Law No. 2547, subject to the provisions of the Higher Education Law.

The knowledge and skills that should be acquired by the students in the development of the Nursing Department education program; Turkey Higher Education Council Qualifications Framework (TYYÇ), Nursing National Core Education Program (HUÇEP), Nursing Law No. 6283, Nursing Regulation published in the Official Gazette No. 27515, “Additional Regulation on Amending the Nursing Regulation” published in the Official Gazette No. 27910, It is based on the “Regulation on the Determination of the Minimum Education Conditions for Doctorate, Nursing, Midwifery, Dentistry, Veterinary, Pharmacy and Architecture Education Programs” published in the Official Gazette No. 26775. In addition, the knowledge, skills and competencies that students should acquire in the education program are clearly expressed on the basis of courses, taking into account the needs of the society, the needs of the students and the resources of the institution.

Student admission to graduate programs in nursing started in the 2013-2014 period. In graduate education; Nursing Fundamentals, Surgical Nursing, Internal Diseases Nursing, Obstetrics and Gynecology Nursing, Pediatric Nursing, Public Health Nursing, Mental Health and Diseases Nursing, Nursing Education, Nursing Leadership and Management elective courses. Preparations are being made for the start of the doctoral program in the 2020-21 academic year.

1. **MISSION AND VISION OF THE DEPARTMENT**

*Our vision;*

To raise leaders in the fields of nursing and health care by continuing nursing education at universal standards in order to lead professional development in the light of science and technology.

*Our Mission;*

To provide national and international education that supports the development of students in line with their abilities, encourages the production of care, education, management and research for the development, protection, treatment and rehabilitation of health within the scope of universal values and the needs of the society, and supports the training of professional leaders.

1. **INTRODUCTION TO THE SECTION**



In the structuring of the Nursing Department's education model, national and international developments in meeting the health care needs of the society were taken into account. The concepts, theories and principles specific to the nursing discipline, education, practice, research, management-based knowledge and skills are structured according to the "Classical Education Model" and published on the university website.

In the education program of the nursing department, a flexible classical nursing education model, based on the philosophy of integrative education, student-centered, supported by research and innovative approaches, patterned according to systems and from simple to complex subjects and practices is used.

Nursing Undergraduate Program education language is English. In order for our students to enter the department, they must successfully complete the Preparatory School or be successful in the relevant language proficiency exam of our university. Nursing Department Education Program consists of eight semesters. Starting from the first year, we enable our students to visit institutions, make observations and interviews, and take an active role in scientific activities within the scope of courses that allow them to get to know their profession and fields of study, in addition to basic science courses (Anatomy, Physiology, Microbiology, Pharmacology, etc.). Our professional applied courses; Basic Principles and Practices in Nursing, Internal Medicine Nursing, Surgical Nursing, Women's Health and Diseases Nursing, Child Health and Diseases Nursing, Mental Health and Diseases Nursing, Public Health Nursing, Nursing Education, Nursing Leadership and Management courses, with a holistic view of the individual. We aim to gain knowledge and skills for family and community health. While we provide our students with research knowledge and experience by providing one-to-one counseling with courses such as research methods, biostatistics, graduation thesis, we strengthen their adaptation to working life with internship applications in their senior year. Our program also increases the professional competencies of our students with its field and free elective courses (Geriatric Nursing, Operating Room Nursing, Oncology Nursing, etc.). Students who successfully complete the program are awarded a Bachelor's Diploma. There are clinical practice and post-graduation work opportunities in our university's hospitals. In our department, which has a strong academic staff who are highly experienced in the fields of nursing, our doctoral program will be added to our graduate programs that continue at the master's level.

Our Nursing Department staff continues its education and training with a total of 16 academic staff, including 2 Professors, 3 Doctors, 3 Lecturers, 1 Laboratory Supervisor and 7 Research Assistants, and 4 administrative staff in our faculty.

|  |  |  |
| --- | --- | --- |
| iç mekan içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Prof. Dr. Hediye ARSLAN ÖZKAN**  Department of Nursing  head of department | kişi, iç mekan içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Doç. Prof. Üyesi Işıl IŞIK KÜPÇÜ**  Department of Nursing  Academician | kişi, iç mekan içeren bir resim  Açıklama otomatik olarak oluşturuldu    **Assist. Prof. Sevim SEN OLGAY**  Hemşirelik Bölümü  Akademisyen |
| **insan yüzü, kişi, şahıs, dudak, kaş içeren bir resim  Açıklama otomatik olarak oluşturuldu**  **Assist. Prof. İNCİ KIRTIL**  Department of Nursing  Academician | iç mekan içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Lecturer Selman ÇELİK**  Department of Nursing  Academician | kişi, adam içeren bir resim  Açıklama otomatik olarak oluşturuldu**Lecturer Volkan AYAZ**  Department of Nursing  Academician |
| ağaç, kıyafet, kişi, takım içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Lecturer Ayşenur KELEŞ**  Department of Nursing  Academician | iç mekan, duvar, kişi içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Res. Assist. Ceren ZEREN ERDEM**  Department of Nursing  Academician | kişi içeren bir resim  Açıklama otomatik olarak oluşturuldu **Res. Assist. Emir AVŞAR**  Department of Nursing  Academician |
| kişi, açık hava içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Res. Assist. Begüm KIRIK**  Department of Nursing  Academician | iç mekan içeren bir resim  Açıklama otomatik olarak oluşturuldu  **Res. Assist. Şevval Çağan**  Department of Nursing  Academician | **kişi içeren bir resim  Açıklama otomatik olarak oluşturuldu**  **Res. Assist. Çağla Ünal**  Department of Nursing  Academician |

Detailed information about the academicians of our department has been shared on the website of our university. ( <https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/akademik-kadro>)

|  |  |
| --- | --- |
| **Technical, Administrative and Servant Staff of the Faculty** | **Responsibilities** |
| Dilek Dogru Demirkurt | Faculty Secretary |
| Tulay Duzenli | Office Attendant |
| Demet Ertas | Expert Assist. |
| Yuksel Arslan | Expert Assist. |
| **Student Representatives** | **Responsibilities** |
| Ceren Çelik | 1st year Student Representative |
| Bahadır Doğan | 2nd year Student Representative |
| Ayşegül Yılmaz | 3rd Year Student Representative |
| Gamze Gülbahar Cömez | 4th Year Student Representative |

Students were admitted to graduate programs in nursing in 2013-2014. In graduate education; Nursing Fundamentals, Surgical Nursing, Internal Medicine Nursing, Obstetrics and Gynecology Nursing, Pediatric Nursing, Public Health Nursing, Mental Health and Diseases Nursing, Nursing Education, Nursing Leadership and Management elective courses. Preparations are being made for the start of the doctoral program in the 2019-20 academic year.

**Peer mentoring practice,** which started in our department this year , is designed to facilitate the adaptation processes of our 1st and 2nd grade students. Peer mentoring aims to facilitate the adaptation of students from different classes to university life and the department by communicating with each other. Within the scope of this application, 3rd and 4th grade students guide 1st and 2nd grade students. Being a peer mentor improves students' communication and personal skills, leadership and management qualities. Thanks to this application, our students have the opportunity to become a valued volunteer at the university and contribute positively to their resumes. Every year, the names of our peer-leading students are announced on our Facebook page. The names of our student representatives are posted on our faculty board.

***Student Handbook*** ", which helps with the orientation of our students, on our website ( [https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/forms](https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/formlar) ).

**Our department's internal and external stakeholders list**

|  |  |
| --- | --- |
| **Name** | **Institution** |
| **Internal Stakeholders** | |
| Head of Nursing Department | Yeditepe University SBF |
| Nursing Department Students | Yeditepe University SBF |
| Nursing Department Academic Staff | Yeditepe University SBF |
| Instructors Assigned from Other Faculties and Departments | Yeditepe University |
| Faculty of Health Sciences Administrative Staff | Yeditepe University |
| Dean of the Faculty of Health Sciences | Yeditepe University |
| Rectorate | Yeditepe University |
| **External Stakeholders** | |
| Birsen Civil  Ayşegül Şafak | Anadolu Medical Center Hospital Nursing Services Manager |
| Nazife Utlu Tan | Anadolu Medical Center Hospital Training Nurse |
| Hanife Tiryaki Şen  Havane Tembelo  Davut Köseoğlu (Şube Müdürü) | Istanbul Provincial Health Directorate Human Resources Branch Personnel Training Unit |
| Zekiye Tenzile Uğurlu  Şerife Bahtiyar Gürses | Yeditepe University Kosuyolu Hospital  Nursing Services Manager  Quality and Education Nurse |
| Ebru Cansoy  Çınar Topar Işık | Yeditepe University Kozyatağı Hospital Nursing Services Manager  Quality and Education Nurse |
| Sibel Afacan Karaman | Yeditepe University Dental Hospital Nursing Services Manager |
| Fikriye Işık  Nilay Ayyıldız  Saadet Doğar  Tuğba Demir | SB Dr. Lütfi Kırdar Training and Research Hospital  Training Nurse |
| Şeniz Soğukpınar | Fatih Sultan Mehmet Training and Research Hospital  Training Nurse |
| Serap Kahveci  Dilan Sahin | Sancaktepe Martyr Prof. Dr. İlhan Varank Training and Research Hospital  Training Nurse |
| Ayşe Güldür  Nurgul Akin Turgut | Sarıyer Şişli Etfal Training and Research Hospital  Education Nurses |
| Ozge Dikilitas | Eczacıbaşı Health Services Inc. |
| Didem Durak | Veni Vidi Ophthalmology Hospital |
| Aşkın Selvi | Istanbul University PhD Student,  Training and infection nurse at Beykent university hospital |
| Feyza Çetinkaya Kutun | Sultan Abdulhamit Han Training and Research Hospital  Nursing Services Manager |
| Fatma hn eğitim hemş | Haydarpasa Numune Training and Research Hospital |
| Ceyda Sardoğan  Selvihan Çetinkaya | Erenköy Psychiatric Hospital Clinical Psychology Specialist/Nurse  Erenköy Mental and Neurological Diseases Hospital Training Nurse |
| Özlem Erçin | HDI Insurance, Risk Assessment Specialist |
| \*Büşra Çubukçu  \*\*Derya Keçeci | Dr. Lütfi Kırdar City Hospital, Nurse  \*Yeditepe University graduate student  \*\*Marmara University PhD student |
| Kübra Taşhanlı | Goztepe Prof. Dr. Süleyman Yalçın City Hospital, Nurse  Yeditepe University graduate student |
| Gorkem Zeren | Koç University Hospital  Nuclear Medicine Nurse, Yeditepe University graduate student |
| Tuğçe Atak Meriç | Gedik University  Faculty Member |
| Tuğba Eryiğit | Gedik University  Faculty Member |
| Esra Uğur  Seçil Doğan | Head of THD Anatolian Branch  THD Anatolian Branch Treasurer |
| Ebru Kıraner | Intensive care nurses association |
| Özlem Karakaş | Yeditepe University Kozyatağı Hospital  Responsible Nurse |
| Didem Duman | Yeditepe University Koşuyolu Hospital  Responsible Nurse |
| Havva Ceylan | Fatih Sultan Mehmet Training and Research Hospital  Service Nurse |
| Alev Çetinkaya | Yeditepe University Kosuyolu Hospital  Operating Room Responsible Nurse |
| Hatice Dilara Oturbay | Yeditepe University Kosuyolu Hospital  Service Nurse |
| Kader Özkaya | Family Home Care Services |

**Communication and Transportation**

**Address:** İnönü Mah. Kayisdagi Cad. 326A26 August Settlement34755 Atasehir – Istanbul

[**Map**](https://www.google.com.tr/maps/place/Yeditepe+%C3%9Cniversitesi/@40.973041,29.1506553,17z/data=!3m1!4b1!4m5!3m4!1s0x14cac5efbd78551d:0x2dac4ac9e6f7c925!8m2!3d40.973041!4d29.152844)

Our department's social media accounts are as follows:

<https://www.facebook.com/groups/403141936508218/>

<https://www.instagram.com/yeditepehemsirelik/>

<https://open.spotify.com/show/21o8N1uMpxzCAsQ4RuZJzg>

1. **OBJECTIVES OF THE SECTION**
2. They are trained as nurses who have a scientific perspective, critical thinking and communication skills, are open to innovations, and are qualified in health care at national and international level.
3. They gain competence in nursing care, education, management and research.
4. With the awareness of professionalism, they can take responsibility for the protection, development, treatment and rehabilitation of the health of the individual, family and society, and they can work in all levels of health institutions and in every environment where people live.
5. By gaining the awareness of lifelong learning, they continue their professional and personal development.
6. **EDUCATIONAL PROGRAM OUTCOMES OF THE DEPARTMENT**
7. Gains basic knowledge, skills and attitudes towards theory and practice in nursing.
8. 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.
9. Takes an active role in the health care delivery team.
10. Performs professional practices in line with nursing values, ethical principles and relevant legislation.
11. Follows scientific developments in the field by using at least one foreign language effectively.
12. Gains the ability to communicate effectively, write reports and make presentations.
13. Gains awareness of the necessity of lifelong learning.
14. Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research.
15. Uses critical thinking and clinical decision making skills in professional practice.
16. Develops awareness of sensitivity to social and professional problems.

The following table shows that our Department's Education Program objectives and Program outcomes are highly compatible with each other.

**Table. Associating the Objectives of the Undergraduate Education Program and the Program Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Objectives of the Education Program (EPA) | | | |
| Program Outcomes (PÇ) | EPA 1 | EPA 2 | EPA 3 | EPA 4 |
| PO 1 | Y | Y | Y | Y |
| PO 2 | Y | Y | Y | Y |
| PO 3 | Y | Y | Y | Y |
| PO 4 | D | Y | Y | D |
| PO 5 | HE | Y | HE | Y |
| PO 6 | Y | Y | Y | Y |
| PO 7 | HE | HE | Y | Y |
| PO 8 | Y | Y | Y | Y |
| PO 9 | Y | Y | Y | Y |
| PO 10 | D | Y | Y | D |

\*D= Low, O=Medium, Y=High

1. **EDUCATIONAL OBJECTIVES OF THE DEPARTMENT**

**Year 1 Goals**

1. To know the nursing profession, its roles and responsibilities, the history of nursing care and education, the basic concepts of nursing, nursing theorists, ethical values, patient rights and nursing law, different health care systems and new nursing fields.
2. To learn the anatomical structure of the individual and the physiological mechanism of the body.
3. To understand the importance of protecting, maintaining and improving the physical, social and mental health status of the individual.
4. To know the basic concepts of health psychology and communication.
5. To provide information about the nursing profession, including the historical development of the profession, its current and future roles, and to gain the skills/initiatives that will be used to care for individuals in various care settings.
6. 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.
7. To get to know the society and non-governmental organizations dealing with social problems, to develop sensitivity to social problems and to contribute to their solution.

**2.Year Goals**

1. Education, teaching and learning approaches, learning theories, determining educational needs, determining the purpose, objectives and content of education, preparing teaching materials, patient education, health education and effective presentation techniques to gain knowledge, awareness and skills.
2. Gaining basic pharmacokinetic, pharmacodynamics, pharmacotherapy and toxicology knowledge and understanding safe and rational drug applications.
3. To gain knowledge and skills used in the management of the nursing process in various care settings.
4. To be able to define the structure of biomolecules, the main reactions in which they take place and undergo changes, the enzymes that initiate these reactions, their metabolic activities and control mechanisms and to establish their relations with each other.
5. Gaining information about the factors that cause diseases and their formation mechanisms, symptoms and findings within the scope of basic pathology knowledge.
6. To improve adult health for the prevention of chronic diseases, to provide knowledge, awareness and skills on the prevention, elimination, treatment, care, rehabilitation of acute and chronic health problems within the scope of adult health, and education of the patient and his family.
7. To gain knowledge of primary, secondary and tertiary protection methods as well as knowledge and skills for pre-, intra- and post-operative care to be applied to patients who will undergo surgical intervention.

**3.Year Goals**

1. To teach all steps of scientific research and biostatistics methods.
2. Protection and development of health for children, holistic care in line with the philosophy of basic health services, nursing care for sick children, characteristics of newborns and newborns with different diseases, nursing care of children with metabolic, hematological, cardiovascular, respiratory, gastrointestinal, urological and neurological problems, neglected and To gain knowledge and skills related to the management of common psychosocial problems among abused children and children.
3. Addressing reproductive health problems and affecting factors within the framework of gender equality and in line with ethical principles, evaluating women's health according to life stages, protecting and improving mother-fetus-newborn health in gynecological problems and prenatal, birth and postpartum periods, early in cases where health deviates from normal. To gain the necessary knowledge and skills to plan appropriate nursing care within the framework of evidence-based approaches for diagnosis, treatment and rehabilitation.
4. common mental illnesses (schizophrenia and other psychotic disorders, mood disorders, anxiety disorders and substance use disorders) that may occur during their lifetime, to protect and develop mental health, or to ensure the planning and implementation of nursing interventions for patients with chronic psychiatric problems.
5. To comprehend the philosophy of health and nursing and its relationship with ethics, to gain knowledge and skills regarding the roles and responsibilities in patient rights and ethical principles.
6. To provide the necessary knowledge and skills about the aging process and the biological, psychological and social changes that occur in this process and its reflections on nursing care.
7. To gain knowledge and skills on nursing care, patient and family approach, ethical and legal practices that should be applied in intensive care patients.
8. To gain knowledge and skills about the application areas of emergency care nurses, patient care and patient approaches.

**4.Year Goals**

1. To gain the ability to plan, implement and review scientific research.
2. To reinforce students' practical skills in all professional fields and to prepare them for professional life.
3. To help students understand the field of Public Health Nursing and specialize in this field, to know the duties and responsibilities of home care, environmental health, occupational health and safety, school health nursing to protect and improve the health of the community, to use the skills of effective health education and to practice nursing in the fields of public health. develop initiatives and skills
4. Fundamentals of effective nursing management, hospital and nursing services organizational structures, formulating the nursing workforce according to the level of dependency of the patients being cared for, effective use of communication techniques, use of scientific problem solving approach in managerial problems, total quality management, personal and professional leadership and new leadership To gain knowledge, awareness and skills in the subjects of approaches and clinical studies.
5. To develop awareness that will contribute to their professional practice through elective courses offered in specialized fields (Infection Control Nursing, Operating Room Nursing, Oncology Nursing, Innovation in Nursing, etc.) before graduation.
6. **CURRICULUM**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **YEDİTEPE UNIVERSITY** 2. **FACULTY OF HEALTH SCIENCE DEPARTMENT OF NURSING COURSE PROGRAM** | | | | | | | | |
| **Date:** | | | | | | | | **26.04.2023** |
| FIRST SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| 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 | Principles and Application  of Nutrition I |  | 2 | 0 | 2 | 3 | 5 |
| TKL | 201 | Turkish Language I |  | 2 | 0 | 0 | 2 | 2 |
|  | | Toplam | | 18 | 2 | 4 | 20 | 30 |
| SECOND SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 132 | Microbiology |  | 3 | 0 | 0 | 3 | 4 |
| FHS | 104 | Anatomy II |  | 2 | 0 | 2 | 3 | 4 |
| FHS | 122 | Physiology II |  | 2 | 0 | 2 | 3 | 4 |
| NHS | 102 | Fundamentals of Nursing I |  | 4 | 0 | 6 | 7 | 7 |
| TKL | 202 | Turkish Language II |  | 2 | 0 | 0 | 2 | 2 |
| XXX | XXX | Area Elective I |  | 2 | 4 | 0 | 4 | 4 |
| XXX | XXX | Free Elective II |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 16 | 4 | 10 | 25 | 30 |
| THIRD SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| 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 | 3 |
| XXX | XXX | Free Elective I |  | 3 | 0 | 0 | 3 | 5 |
| XXX | XXX | Free Elective III |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 16 | 10 | 0 | 20 | 30 |
| FOURTH SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 202 | Medical Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 204 | Surgical Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| FHS | 102 | Pathology |  | 2 | 0 | 0 | 2 | 3 |
| XXX | XXX | Free Elective IV |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 15 | 16 | 0 | 21 | 30 |
| FİFTH SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 301 | Research Methodology in Health Sciences |  | 2 | 0 | 0 | 2 | 3 |
| HTR | 301 | History of Turkish Revolution I |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 301 | Pediatric Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 303 | Women Health Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| XXX | XXX | Area Elective II |  | 3 | 0 | 0 | 3 | 3 |
|  | | Toplam |  | 14 | 16 | 0 | 23 | 30 |
| SİXTH SEMESTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| FHS | 312 | Biostatistics |  | 2 | 0 | 0 | 2 | 4 |
| HTR | 302 | History of Turkish Revolution II |  | 2 | 0 | 0 | 2 | 2 |
| NHS | 302 | Psychiatric-Mental Health Nursing | NHS 201 | 4 | 8 | 0 | 8 | 11 |
| NHS | 208 | Education in Nursing |  | 2 | 2 | 0 | 3 | 4 |
| XXX | XXX | Area Elective III |  | 2 | 4 | 0 | 4 | 5 |
| XXX | XXX | Area Elective IV |  | 2 | 0 | 2 | 3 | 4 |
|  | | Toplam | | 14 | 12 | 2 | 22 | 30 |
| SEVENTH SEMESTER (FALL) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| 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 | Free Elective Course V |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 12 | 20 | 2 | 23 | 30 |
| EIGHTH SEMSTER (SPRING) | | | | | | | | |
| CODE | | COURSE NAME | PRECONDITION | T | U | L | Y | A |
| NHS | 402 | Clinical Study |  | 2 | 24 | 0 | 14 | 16 |
| NHS | 410 | Implementing Dissertation Study |  | 2 | 0 | 2 | 3 | 4 |
| XXX | XXX | Area Elective V |  | 3 | 0 | 0 | 3 | 5 |
| XXX | XXX | Free Elective Course VI |  | 3 | 0 | 0 | 3 | 5 |
|  | | Toplam | | 10 | 24 | 2 | 23 | 30 |

\*This course is conducted in 21 working days.

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area Elective Courses** | | | | | | | |
| **Code** | **Name** | **T** | **A** | **L** | **Y** | **E** | **SEMESTER** |
| NHS104 | Community Awareness | 2 | 4 | 0 | **4** | **4** | 2 |
| NHS307 | Intensive Care Nursing | 3 | 0 | 0 | **3** | **3** | 5 |
| NHS305 | Geriatric Nursing | 2 | 4 | 0 | **4** | **5** | 6 |
| NHS310 | Emergency Care Nursing | 2 | 0 | 2 | **3** | **4** | 6 |
| FHS404 | Methods of Article Critics in Health Sciences | 3 | 0 | 0 | **3** | **5** | 8 |

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

1. **COURSE CONTENTS**

The Bologna information package, which includes the course contents of our department, is available on our website.

<https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/ders-tanimlari>

1. **EVIDENCE-BASED PRACTICE RESOURCES AND GUIDES**

Evidence-based application resources and guides on course basis are given in the table below.

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| --- | --- |
| **COURSE NAME AND CODE** | **Evidence-Based Practice Resources and Guides** |
| **NHS 101 Nursing Introduction** | Arslan Özkan H. (2014) Fundamentals of Science, Philosophy and Care in Nursing, Akademi Press and Publishing, Istanbul.  Turkiye Klinikleri Journal of Nursing Sciences https://www.turkiyeklinikleri.com/journal/hemsirelik-bilimleri-dergisi/81/tr-index.html  Fundamentals of Nursing, Science and Art of Nursing, pp: 58-74. (Aştı T., Karadağ A.)  Nursing Theories and Models, Florence Nightingale: Environmental Theory, pp: 96-120. (Karadağ A., Caliskan N., Baykara Z.)  Arslan-Ozkan, I. & Okumus, H. (2012). A MODEL WHERE CARE AND HEALING COME COME: WATSON'S HUMAN CARE MODEL. Journal of Research and Development in Nursing, 14 (2), 61-72. Retrieved from https://dergipark.org.tr/tr/pub/hemarge/issue/52724/695455  Research in Nursing: Process, Practice and Criticism, Nobel Medicine Bookstore, Ankara. (Erdogan S., Nahcivan N., Esin N.)  Stevens, K., (May 31, 2013) "The Impact of Evidence-Based Practice in Nursing and the Next Big Ideas" OJIN: The Online Journal of Issues in Nursing Vol. 18, No. 2, Manuscript 4.  Cochrane Collaboration: https://www.cochrane.org/  Campbell Collaboration: https://campbellcollaboration.org/  Joanna Briggs Institute: https://joannabriggs.org  York University Center for Evidence-Based Nursing: https://www.york.ac.uk/crd/  International Council of Nurses. Definition and characteristics of the role. 2008. URL: http://www.icn.ch/  Kırıkkaleli, Z., Şahin, N. Nursing Education Abroad from Past to Present. JAREN 2019;5(1):67-72. doi:10.5222/jaren.2019.00719 |
| **FHS103 Health Psychology and Interpersonal Relations** | Yorulmaz, H., Keçeci, N., Tatar, A. (2014). The effect of disease perception on quality of life in patients with chronic renal failure. Literature Symposium, 1, 40-45.  <http://www.literatursempozyum.com/pdf/m_1395405292.pdf>  Karagülle, Ç., Can Çiçek, S.(2020) "The Effect of Disease Perception on Quality of Life of Individuals with Chronic Obstructive Pulmonary Disease." Turkish Journal of Science and Health 1, no. 2 (2020): 36-49.  <https://dergipark.org.tr/en/pub/tfsd/issue/55578/748884>  Badahdah, AM, Khamis, F., & Al Mahyijari, N. (2020). The psychological well-being of physicians during COVID-19 outbreak in Oman. Psychiatry research, 289, 113053. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7203026/>  Ma, Y., Rosenheck, R., & He, H. (2020). Psychological stress among health care professionals during the 2019 novel coronavirus disease Outbreak: Cases from online consulting customers. Intensive and Critical Care Nursing, 61, 102905.  [https://www.sciencedirect.com/science/article/pii/S0964339720301087?casa\_token=VMrdJe8zNCgAAAAA:HIDaKF1XhuVRvaRaz6s-i6WUtRHHofUG4etuZOGFTfkk0sY-67CknIJyfLcMKIyHByLIQ](https://www.sciencedirect.com/science/article/pii/S0964339720301087?casa_token=VMrdJe8zNCgAAAAA:HIDaKF1XhuVRvaRaz6s-i6WUtRHHofUG4etuZOGFTfkk0sY-67CJyfLcMKIyHByLIQzJdP0SknI)  Hunt, PA, Denieffe, S., & Gooney, M. (2017). Burnout and its relationship to empathy: a review of the literature. Journal of Research in Nursing, 22(1-2), 7-22.  https://journals.sagepub.com/doi/pdf/10.1177/1744987116678902 |
| **NHS102 Fundamental Principles and Practices in Nursing I** | Büyükyılmaz, F., Çulha, Y., & Karaman, A. (2018). Safe practice recommendations for the prevention of complications in subcutaneous drug injections. *GOP Taksim EAH JAREN* , *4* (2), 108-11.  Çiftçi, B., & Avşar, G. (2017). Site selection in subcutaneous heparin applications. *Acıbadem University Journal of Health Sciences* , (4), 192-197.  Usach, I., Martinez, R., Festini, T., & Peris, JE (2019). Subcutaneous injection of drugs: literature review of factors influencing pain sensation at the injection site. *Advances in therapy* , *36* (11), 2986-2996.  Najafidolatabad, S., Malekzadeh, J., & Mohebbinovbandegani, Z. (2010). Comparison of the pain severity, drug leakage and ecchymosis rates caused by the application on tramadol intramuscular injection in Z-track and air-lock techniques. *Investigación y Educación en Enfermería* , *28* (2), 24-33.  Tanioka, T., Takase, K., Yasuhara, Y., Zhao, Y., Noda, C., Hisashige, S., & Locsin, R. (2018). Efficacy and safety in intramuscular injection techniques using ultrasonographic data. *Health* , *10* (3), 334-350.  Nickel, B. (2019). Peripheral intravenous access: applying infusion therapy standards of practice to improve patient safety. *Critical care nurse* , *39* (1), 61-71.  Gorski, LA (2021). A look at 2021 infusion therapy standards of practice. *Home healthcare now* , *39* (2), 62-71.  Ciapponi, A., Nievas, SEF, Seijo, M., Rodríguez, MB, Vietto, V., García-Perdomo, HA, ... & Garcia-Elorrio, E. (2021). Reducing medication errors for adults in hospital settings. *Cochrane Database of Systematic Reviews* , (11).  Gonçalves-Bradley, DC, Lannin, NA, Clemson, L., Cameron, ID, & Shepperd, S. (2022). Discharge planning from hospital. *Cochrane database of systematic reviews* , (2).  Weiss, ME, Bobay, KL, Bahr, SJ, Costa, L., Hughes, RG, & Holland, DE A Model for Hospital Discharge Preparation from Case Management to Care Transition. JONA [Internet]. 2015 [cited 2019 Jul 23]; 45 (12): 606-614.  Zao, A. (2018). The Role of Early Mobilization in the Intensive Care. *Int J Physiatry* , *4* , 014.  BARIŞ, VK, İNTEPELER, Ş. S., NEXT, S., & RASTGEL, H. (2020). Evaluation of the psychometric properties of the ITAKI Fall Risk Scale. *Dokuz Eylul University Faculty of Nursing Electronic Journal* , *13* (4), 214-221.  Itakî II Fall Risk Scale. General Directorate of Health Services, Department of Quality in Health, Accreditation and Employee Rights.  Gillespie, BM, Walker, RM, Latimer, SL, Thalib, L., Whitty, JA, McInnes, E., & Chaboyer, WP (2020). Repositioning for pressure injury prevention in adults. Cochrane Database of Systematic Reviews, (6).  Centers for Disease Control and Prevention, & Center for Disease Control and Prevention NCfipac. (2017). Algorithm for fall risk screening, assessment, and intervention. *Center for Disease Control and Prevention NCfipac, editor. USA: Center for Disease Control and Prevention, National Center for Injury Prevention and Control* .  Rocha, AM, Martinez, BP, da Silva, VM, & Junior, LF (2017). Early mobilization: Why, what for and how?. *Medicina Intensiva* , *41* (7), 429-436.  Wu, X., Li, Z., Cao, J., Jiao, J., Wang, Y., Liu, G., ... & Wan, X. (2018). The association between major complications of immobility during hospitalization and quality of life among bedridden patients: a 3 month prospective multi-center study. *PLoS One* , *13* (10), e0205729.  Huang, C., Ma, Y., Wang, C., Jiang, M., Yuet Foon, L., Lv, L., & Han, L. (2021). Predictive validity of the braden scale for pressure injury risk assessment in adults: A systematic review and meta‐analysis. *Nursing open* , *8* (5), 2194-2207.  Hyun, S., Moffatt-Bruce, S., Cooper, C., Hixon, B., & Kaewprag, P. (2019). 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| **NHS 104 Community Sensitivity** | Regulation on the Organization and Duties of the General Directorate of Civil Society Relations of the Ministry of Interior  Regulation No. 25591 on Inspectors of Associations of the Ministry of Interior  Turkish Ministry of Internal Affairs, General Directorate of Civil Society Relations; https://www.siviltoplum.gov.tr/ |
| **NHS 201 Fundamental Principles and Practices in Nursing II** | Gorski, LA, Hadaway, L., Hagle, ME, Broadhurst, D., Clare, S., Kleidon, T., ... & Alexander, M. (2021). Infusion therapy standards of practice. *Journal of Infusion Nursing* , *44* (1S), S1-S224.  Nickel, B. (2019). Peripheral intravenous administration of high-risk infusions in critical care: a risk-benefit analysis. *Critical Care Nurse* , *39* (6), 16-28.  World Health Organization. (2016). Medication errors.  Ansel, B., Boyce, M., & Embree, JL (2017). Extending short peripheral catheter dwell time. *Journal of infusion nursing* , *40* (3), 143-146.  Franchini, M., Marano, G., Mengoli, C., Pupella, S., Vaglio, S., Muñoz, M., & Liumbruno, GM (2017). Red blood cell transfusion policy: a critical literature review. *Blood Transfusion* , *15* (4), 307.  Chatterjee, S., Wetterslev, J., Sharma, A., Lichstein, E., & Mukherjee, D. (2013). Association of blood transfusion with increased mortality in myocardial infarction: a meta-analysis and diversity-adjusted study sequential analysis. *JAMA internal medicine* , *173* (2), 132-139.  Carson, JL, Stanworth, SJ, Alexander, JH, Roubinian, N., Fergusson, DA, Triulzi, DJ, ... & Hebert, PC (2018). Clinical trials evaluating red blood cell transfusion thresholds: An updated systematic review and with additional focus on patients with cardiovascular disease. *American heart journal* , *200* , 96-101.  Pironi, L., Boeykens, K., Bozzetti, F., Joly, F., Klek, S., Lal, S., ... & Bischoff, SC (2020). ESPEN guideline on home parenteral nutrition. *Clinical nutrition* , *39* (6), 1645-1666.  Bischoff, SC, Austin, P., Boeykens, K., Chourdakis, M., Cuerda, C., Jonkers-Schuitema, C., ... & Pironi, L. (2020). ESPEN guideline on home enteral nutrition. *Clinical nutrition* , *39* (1), 5-22.  Gavin, NC, Button, E., Keogh, S., McMillan, D., & Rickard, C. (2017). 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Preoperative stoma site marking decreases stoma and peristomal complications: a meta-analysis. *Journal of Wound Ostomy & Continence Nursing* , *47* (3), 249-256.  Tsujinaka, S., Tan, KY, Miyakura, Y., Fukano, R., Oshima, M., Konishi, F., & Rikiyama, T. (2020). Current management of intestinal stomas and their complications. *Journal of the Anus, Rectum and Colon* , *4* (1), 25-33.  Wiltink, LM, White, K., King, MT, & Rutherford, C. (2020). Systematic review of clinical practice guidelines for colorectal and anal cancer: the extent of recommendations for managing long-term symptoms and functional impairments. *Supportive Care in Cancer* , *28* (6), 2523-2532.  Roveron, G., Antonini, M., Barbierato, M., Calandrino, V., Canese, G., Chiurazzi, LF, ... & Ferrara, F. (2018). 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| **NHS208 Education in Nursing** | Bastable, BS, (2019). Nurse as Educator. Jones & Barlet Learning (Fifth Edition).  Demirel, Ö, Kaya, Z. (2018). Introduction to Education. Pegem Academy (18th Edition).  Demirel, O. (2020). Curriculum Development in Education. Pegem Academy (29th Edition).  Hacıalioğlu, N. (2013). *Teaching Learning and Education in Nursing* (2nd Edition). Nobel Medicine Bookstores Co.Ltd.  Kocabatmaz, H. (2019). Definition and Scope of Adult Education. In F. Eres (Ed.), *Adult Education and Lifelong Learning* (1st Edition, pp. 1–15). Pegem Academy.  Pektekin, C. (2019). Education in Health Sciences. Istanbul Medical Bookstore  Ormrod, EJ (2019). Learning Psychology. Nobel Academic Publishing.  Ulusoy, A. (2013). Developmental and Learning Psychology. Memoir Publishing (8th Edition). |
| **NHS202 Internal Medicine Nursing** | Enc N (2017). Internal Medicine Nursing. Nobel Medical Bookstore  Akbayrak N, Erkal-Ilhan S, Ancel G, Albayrak A. (2007). Nursing Care Plans. Alter Publishing  Internal Medicine Nursing in All Its Aspects, Ed. Nermin Olgun, Selda Çelik, 2021  Internal Medicine Nursing with Case Scenarios, Ed. Serap Ozer, 2019  Akdemir N, Birol L (2010). Internal Medicine and Nursing Care. System Offset.  Brooker C, Nicol M. (2007). Nursing Adults. The Mosby.  Castledine G, Close A (2009). Oxford Handbook of Adult Nursing. Oxford University Press.  Dicenso A, Guyatt, G, Ciliska D. (2005). Evidence-based nursing: A guide to clinical practice, Elsevier Mosby  DiGiulio M, Jackson D. (2007). Medical-Surgical Nursing, McGraw Hill.  GLOBAL STATUS REPORT on noncommunicable diseases 2014  https://apps.who.int/iris/bitstream/handle/10665/148114/9789241564854\_eng.pdf  For the prevention and control of non-communicable (chronic) diseases in Turkey  <https://hsgm.saglik.gov.tr/depo/birimler/kronik-hastaliklar-engelli-db/hastaliklar/kalpvedamar/raporlar/BizzCaseTrSS.pdf>  <https://tkd.org.tr/menu/44/ulusal-kilavuzlar>(Turkish Hypertension Consensus Report)  <https://tkd.org.tr/menu/43/esc-kilavuzlari>(Chronic Heart Failure Diagnosis and Treatment Guide)  Management of Chronic Obstructive Pulmonary Disease in Turkey: Guide to Prevention, Diagnosis and Treatment Standards, 2020  <https://toraks.org.tr/site/community/library/3>(Turkish Thoracic Society Asthma Diagnosis and Treatment Guide, 2016)  <https://temd.org.tr/kilavuzlar>(Pituitary Diseases Diagnosis, Treatment and Follow-up Guide, 2020)  (Thyroid Diseases Diagnosis, Treatment and Follow-up Guide,2020) <https://temd.org.tr/kilavuzlar>  (Diabetes Mellitus and Its Complications Diagnosis, Treatment and Follow-up Guide,2020) <https://shgm.saglik.gov.tr/TR-67115/meme-kanseri-korunma-tarama-tani-tedavi-ve-izlem-klinik-rehberi-yayinlanmistir.html>( Breast Cancer Prevention, Screening, Diagnosis, Treatment and Follow-up Clinical Guide) Turkish Society of Hematology Lymphoma Diagnosis and Treatment Guide,2020  Ministry of Health Chronic Kidney Disease Monitoring Guide,2019  Turkish Rheumatology Society Guidelines for Rheumatoid Arthritis and Its Treatment)  (Turkish Society of Rheumatology Ankylosing Spondylitis and Its Treatment Guide) |
| **NHS204 Surgical Disease Nursing** | Turkiye Klinikleri Journal of Nursing Sciences;<https://www.turkiyeklinikleri.com/journal/hemsirelik-bilimleri-dergisi/81/tr-index.html>  Çelik S. (2021) “Current Practices in Surgical Nursing” Çukurova Nobel Medicine Bookstore  Aksoy G., Kanan N., Akyolcu N. (2019) “Surgical Nursing I-II.” Nobel Medical Bookstores  Source: NURSING REGULATION published in the Official Gazette No. 27515 dated 8 - March 2010  Özbayır T. (ed.) (2021) “Protocol for Accelerating Post-Surgery Recovery and Nursing”, Journal of Turkiye Klinikleri Special Issue  Arslankilic C et al. (2020)“Accelerated Recovery Protocol in Surgery: A Systematic Review” Journal of Surgical Operating Room Sterilization Infection Control Nursing  Tok Özen A., Enç N. (2013) “The Role of Nurses in Fluid Electrolyte Balance Changes in Critical Diseases” Cardiovascular Nursing Journal.  Karaca Sivrikaya S. (2021) “Adult Electrolyte Imbalances and Nursing Management”. Sun Z, editor. Fluid and Electrolyte Imbalance and Nursing Management. 1st Edition. Ankara: Turkey Clinics.  Kalkan N., Karadağ M. (2017) “Current Approaches in Preventing Surgical Site Infections and Prevention Attempts Algorithm for Nurses”. Gumushane University Journal of Health Sciences.  Hekimoğlu C., Batır E. (2018) “Surgical Site Infection Surveillance”. TR Ministry of Health, General Directorate of Public Health, Department of Communicable Diseases.  Allegranzi B. at all, and the WHO Guidelines Development Group (2016) “New WHO recommendations on preoperative measures for surgical site infection prevention: an evidence-based global perspective” Lancet Infect Dis 2016; 16: e276–87  Çoşkun S., Duygulu S. (2020) “Nursing Care Using Transitional Care Model: Elderly Patient Undergoing Open Heart Surgery”. Journal of Health and Nursing Management.  Akyol E., İbrahimoğlu Ö. (2020) “Nursing Care of the Heart Transplant Patient According to the Roy Adaptation Model”. Journal of Cardiovascular Nursing.  Rızalar S. (2019) “Nursing Care of the Individual undergoing Lung Transplantation”. Koç University Journal of Education and Research in Nursing.  Özbay T. (2020) “Investigation of the Compliance of Perioperative Practices in Colorectal Surgery with the ERAS Protocol, the Effect on Patient Outcomes and Barriers to Implementation of the ERAS Protocol”. İzmir Katip Çelebi University Institute of Health Sciences Master's Thesis (Thesis Advisor: Dr. Deniz Şanlı)  ORGANIZATION OF WOUND CARE NURSES <https://woundcarenurses.org/wound-care-educational-resources/>  Eti Aslan F., Şahin G. (2015) “Care of Patients with Craniotomy: Guidelines for Primary Brain Tumors” Turkey Clinics J Surg Nurs-Special Topics. 2015;1(2):48-55.  Seyhan Ak E., Özbaş A. (2019) “Current Approaches in Postoperative Care of Prostate Cancer”. Jaren doi:10.5222/jaren.2019.76588  Gülen H., Karaca A. (2018) “Donor Education and Nursing Care in the Process of Organ Transplantation” Düzce University Journal of Health Sciences Institute  Koçan S., Gürsoy, A. (2016) “Septic Shock and Nursing Care”. Journal of Ege University Faculty of Nursing.  Seyhan Ak E, Özbaş A. “Post-Operative Urinary System Complications and Nursing Care”. Yıldız Hazelnut Ü, editor. Postoperative Complications and Nursing Care. 1st Edition. Ankara: Turkey Clinics; 2019.  Avkan Oğuz V. (2016) “Recommendations for Intra-abdominal Infections-Consensus Report” Mediterr J Infect Microb Antimicrob  Göktaş S. (2019) “Post-operative musculoskeletal complications and nursing care. Yıldız Fındık Ü, editor. Post-operative Complications and Nursing Care”. Turkey Clinics |
| **FHS102 General Pathology** | Kumar V., Abbas A., Fausto N., Aster CJ ed. Robbins and Cotran, Pathological Basis of Disease, Philadelphia, PA. 8th ed. Saunders Elsevier Company, 2010.  https://guncelpathology.org/  https://www.turkpath.org.tr/  http://www.tpd.org.tr/  https://epd.org.tr/ |
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**10. CLINICAL EDUCATION AND APPLICATION AREAS**

[**Yeditepe University Hospitals**](http://www.yeditepehastanesi.com.tr/)

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* **Yeditepe University Kozyatağı Hospital**
* **Yeditepe University Kosuyolu Hospital**
* **Yeditepe University Dental Hospital**

It has been serving since August 26, 2005 with its superior technology and infrastructure equipped with smart systems. It carries out important studies to train new and successful physicians with its staff consisting of mostly professors and associate professors who have many successes in the national and international arena. The vision of Yeditepe University Hospitals is to represent Turkey in the international arena and to have a voice in the medical world. While providing services to patients in all branches at Yeditepe University Hospitals; has an international reputation in the field of neurosurgery (brain and neurosurgery). It is one of the leading institutions in the health sector with its bone marrow transplantation, kidney transplantation, obesity surgery, epilepsy and epilepsy surgery, cardiology, cardiovascular surgery, urology, general surgery, high-level genetic diagnosis center laboratory and many branch physicians in pediatrics. Basic Principles and Practices in Nursing, Internal Medicine Nursing, Surgical Nursing, Child Health and Disease Nursing, Gynecology and Gynecology Nursing, Clinical Work and Nursing Leadership and Management are the fields of practice.

**Eagle Dr. Lütfi Kırdar Training and Research Hospital**





The hospital was opened in 1987, Kartal Dr. Lütfi Kırdar Training and Research Hospital has reached a bed capacity of 1,105 as of 2019 and provides health services to a wide population from outside the province and abroad, especially in Emergency, Trauma, Wound-Burn, Cancer Surgery and Oncological treatments. The hospital has wound and Burn Treatment Center, Hyperbaric Oxygen Treatment Center, 45 operating rooms, one of which is hybrid, and 158 Intensive Care Beds. In addition, Stroke, Rope Diagnosis and Treatment, Community Mental Health, Obesity, Diabetes, Audiology Centers, Pulmonary Rehabilitation, ERCP and TPN Units are the units of the hospital. It is the application area of Basic Principles and Practices in Nursing, Internal Medicine Nursing, Surgical Nursing, Clinical Work, Leadership and Management in Nursing, which are among the professional courses of nursing.

**TR Ministry of Health Kosuyolu High Specialization Training and Research Hospital**

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The hospital provides training in the branches of Cardiology, Cardiovascular Surgery Anesthesia and Reanimation and Surgical Gastroenterology in its building with a closed area of 40308 m2 and a capacity of 465 beds in Kartal in June 2005. There are 114 intensive care beds in the hospital. There are 12 operating rooms and 7 Angiography Catheterization Laboratories in the hospital, and it is one of the few centers in our country for the diagnosis and treatment of cardiovascular diseases. Basic Principles and Practices in Nursing, Surgical Diseases Nursing, which is one of the professional courses of nursing, is the application area of Clinical Study.

**Fatih Sultan Mehmet Training and Research Hospital**

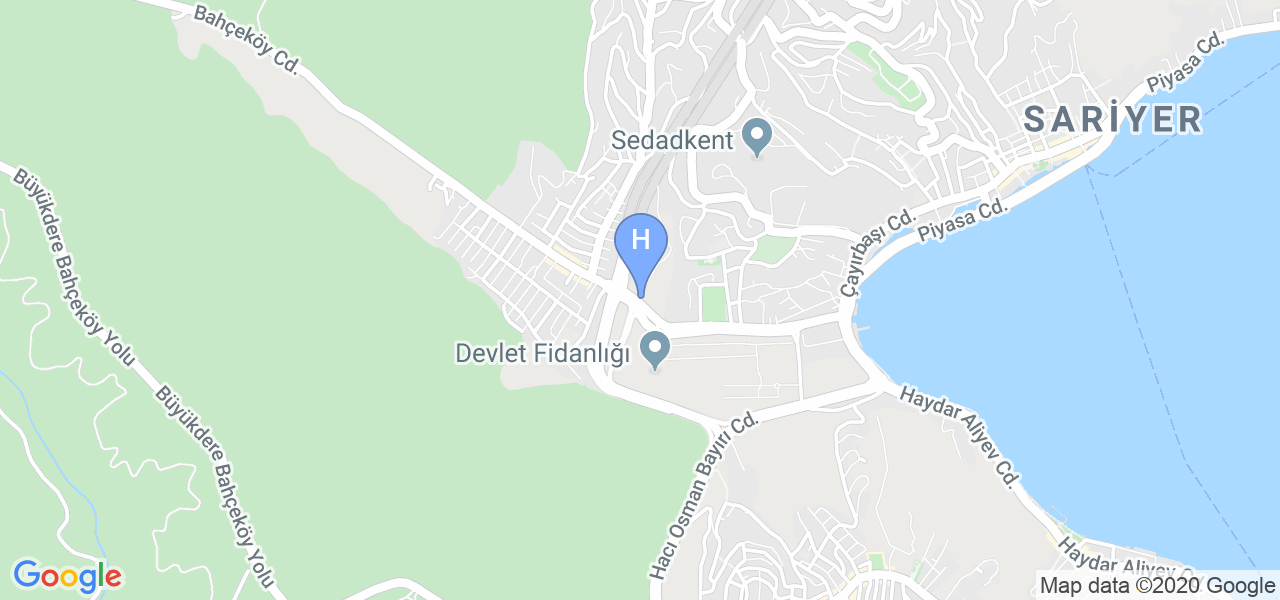




The bed capacity has reached 500, the state-of-the-art care and postoperative recovery rooms have been created, and the necessary comfort is provided for the patients in the rooms with 2-3 beds, a bathroom and central oxygen. After 1983, it has been determined that the hospital has reached the physical structure where it can specialize in all branches, and it continues its education and health services in the branches of Internal Medicine, Surgery, ENT, Eye, Asabiyya, X-ray, Intany and Anesthesia, where the training staff has been completed. Basic Principles and Practices in Nursing, Internal Medicine Nursing and Clinical Work, Nursing Leadership and Management, are among the professional courses of nursing.

**Sariyer Hamidiye Etfal Training and Research Hospital**

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The first buildings of the first children's hospital, formerly Hamidiye Etfal Hospital-i Âlisi, today's Şişli Etfal Training and Research Hospital, were completed in 1899 and built as a modern hospital. There are internal units, surgical sciences, basic medicine units, emergency medicine units, special services (ozone therapy, burn center, dialysis center, sleep laboratory) and other units (pediatric follow-up center, operating rooms) in the hospital. It is the application area of Child Health and Diseases Nursing, one of the professional courses of nursing. It is the application area of Basic Principles and Practices in Nursing and Surgical Diseases Nursing, which is one of the professional courses of nursing.

**Haydarpasa Numune Training and Research Hospital**

**gök, bina, açık hava, eski içeren bir resim

Açıklama otomatik olarak oluşturuldu**

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The hospital continues its activities with a bed capacity of 709. There are 132 Associate Professors, Professors, and Chief Assistants and Educational staff in the health staff. It also provides service with 184 specialist physicians, 302 assistant physicians and 702 other personnel (nurses, midwives, technicians, etc.). In 2016, Health Sciences University started to serve as Haydarpaşa Numune Training and Research Hospital within the scope of University Hospital. It is the application area of Basic Principles and Practices in Nursing and Internal Medicine Nursing, which is one of the professional courses of nursing.

**Sancaktepe Martyr Prof. Dr. İlhan Varank Training and Research Hospital**

**metin, bina, açık hava, gök içeren bir resim

Açıklama otomatik olarak oluşturuldu**

**harita içeren bir resim

Açıklama otomatik olarak oluşturuldu**

Sancaktepe Martyr Prof. Dr. İlhan Varank Training and Research Hospital started to serve on February 1, 2018. The hospital is a hospital in international standards where knowledge is produced and applied by using advanced technologies that can meet the needs of not only Sancaktepe but also the surrounding regions with its 380 bed capacity in a closed area of 53 thousand m2. It is the application area of Internal Medicine Nursing, Surgical Nursing, Women's Health and Diseases Nursing, Leadership and Management in Nursing.

**Istanbul Umraniye Training and Research Hospital**

**metin, bina, açık hava, işaret içeren bir resim

Açıklama otomatik olarak oluşturuldu**

**harita içeren bir resim

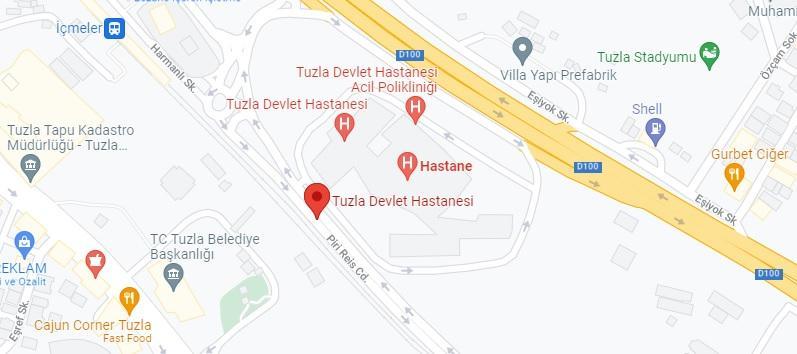
Açıklama otomatik olarak oluşturuldu**

Umraniye Training and Research Hospital; It was put into service as a State Hospital on 18.10.2002. Between 2005-2015, it provided health services as a Training and Research Hospital. In 2016, it started to serve as a Health Sciences University Ümraniye Training and Research Hospital within the scope of the University Hospital. With the newly opened Gynecology and Pediatrics Hospital building in the hospital garden in 2015, health services are provided in a closed area of 144.953 m2. The construction of the Oncology building, which was started in the hospital garden, has been completed and has started to serve our patients. The hospital now serves with 836 beds together with the gynecology and pediatrics hospital. There are 23 operating rooms in our hospital where general and local surgeries are performed. Neonatal intensive care with 63 beds, adult intensive care with 46 beds, and pediatric intensive care with 15 beds are available in our hospital. Robotic surgery is also performed at the hospital. It is the application area of Nursing Leadership and Management and Surgical Diseases Nursing, which is one of the courses related to nursing.

**Istanbul Tuzla State Hospital**

metin, bina, açık hava, apartman içeren bir resim

Açıklama otomatik olarak oluşturuldu



The hospital building was built by Tuzla Municipality in 1997. It was transferred to the Social Insurance Institution in 2002 and started to serve as SSK Children's Hospital. In 2004, it was moved to the State Railways Yakacık Hospital Pediatric Clinic and served as the SSK Kartal Hospital Tuzla District Polyclinic. With the law dated 1902.2005 and numbered 5283, SSK Hospitals were transferred to the Ministry of Health and were connected to Pendik State Hospital. It started to serve as Tuzla State Hospital on 26.04.2005 with the approval of the ministry numbered 3072. Tuzla State Hospital and Kartal Yavuz Selim State Hospital were combined and started to serve as Tuzla State Hospital in its new service building as of 18 September 2017. Tuzla State Hospital has 335 beds. Nursing Leadership and Management, one of the courses related to nursing, is the application area of Surgical Nursing.

**Istanbul Erenköy Mental and Neurological Diseases Training and Research Hospital**

metin, ağaç, açık hava, işaret içeren bir resim

Açıklama otomatik olarak oluşturuldu



Erenköy Mental and Neurological Diseases Training and Research Hospital, with a total bed capacity of 260 in the fields of psychiatry, neurology and addiction, serves approximately 1700 patients daily with polyclinics. A large number of specialist physicians have been trained since the institution, which provides specialist training in Adult Psychiatry, Child Psychiatry and Neurology departments; continues to contribute to the scientific literature with scientific meetings, symposiums, projects, theses and articles held within the hospital. It is the application area of Mental Health and Diseases Nursing, one of the professional courses of nursing.

**Istanbul Hospice Directorate**





Examination and treatment, clothing, social needs, physical therapy and rehabilitation center, patient referral unit, preventive health services, active aging program, social activity center, gym, multi-purpose complex, natural rest areas, hobby garden, legal representation services, social sensitivity, spiritual care, places of worship, elderly hotline, international studies, quality studies and temporary accommodation services for the homeless. The residents staying in the Istanbul Darülaceze Directorate with a capacity of 1000 people are provided with services in the living spaces that are most suitable for them according to their physical and psychological conditions. It is the application area of Geriatric Nursing, which is one of the nursing courses.

**A-Dora Nursing Homes**

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A-Dora is the only organization serving on behalf of the Alzheimer's Foundation in Turkey. It was established by professionals who have gained many years of experience in the sector. Services are provided to individuals who need 24-hour care and surveillance (various geriatric conditions such as Old Age, Alzheimer's, Dementia, Parkinson's and Stroke). By prioritizing Quality and Professionalism, a safe, healthy, peaceful and social environment is provided to its guests. A-DORA; It provides service in two separate facilities, Maltepe – Dragos and Ataşehir. Equal level of professional care is provided in all facilities. It is the application area of Geriatric Nursing, which is one of the nursing courses.

**Lotus Nursing Home and Care Center**





Lotus Nursing Homes provide accommodation, nutrition, health, care, social and cultural services, treatment and rehabilitation services. There are physical conditions in the building with increased safety by observing the use of the elderly and disabled. Dietitian follow-up and support is provided. 24-hour professional care personnel, elderly and patient care technician, cleaning staff follow-up and support are available. Specialist physician control and follow-up, necessary treatment and drug applications, regular control and follow-up of the patient, follow-up and care of acute and chronic diseases, all kinds of health-related information and guidance are provided. It is the application area of Geriatric Nursing, which is one of the nursing courses.

**Martyr Teacher Mehmet Fidan Primary School**

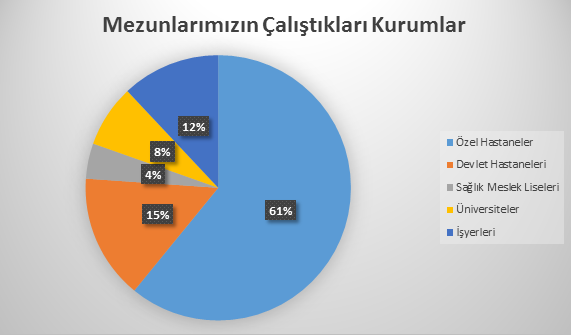
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Açıklama otomatik olarak oluşturuldu



The current location of the primary school is in Ataşehir. There are 50 teachers, 994 students, 34 classrooms, 1 workshop-workshop, 1 conference hall and 1 science laboratory in the school. As Martyr Teacher Mehmet Fidan Elementary School, we believe that every child has values that will enable him to grow up as a free and versatile individual, that ensuring the happiness of societies, eliminating ignorance and creating a democratic society can only be achieved by well-educated individuals of the societies, therefore education is the most important effort for human beings. We believe it is. It is the application area of Public Health Nursing, which is one of the nursing courses.

1. **WORKING AREAS OF GRADUATES**



Our department had a total of 468 graduates between 2013-2023. Our graduates generally work in private hospitals, public hospitals, universities, health vocational high schools or workplaces. The above chart lists the institutions where our graduates work.

1. **ACCREDITATION COMMITTEES AND COMMISSIONS**

**DEPARTMENT OF NURSING ACCREDITATION BOARD MEMBER LIST**

|  |  |  |
| --- | --- | --- |
| **Mission** | **Name** | **Title** |
| **Meeting Chairman** | Prof. Dr. Hediye Arslan Ozkan | Head of Nursing Department |
| **vice president** | Assist. Prof. Sevim Sen | Faculty Member |
| **Committee Secretary** | Res. Assist. Emir AVSAR | Research Assistant |
| **Members** | Doc. Dr. Işıl Işık | Faculty Member |
| Lecturer Ayşenur Keleş | Faculty Member |
| Lecturer Selman Celik | Faculty Member |
| Lecturer Volkan Ayaz | Faculty Member |
| Res. Assist. Ceren Zeren Erdem | Research Assistant |
| Res. Assist. Emir Avsar | Research Assistant |
| Res. Assist. Begum Kırık | Research Assistant |
| Res. Assist. Şevval Cagan Kişin | Research Assistant |
| Res. Assist. Cagla UNAL | Research Assistant |
| Selin Demirkan | Graduate Scholar |
| Gökçe Naz Çakır | Graduate Scholar |
| Dilek Doğru Demirkurt | Faculty Secretary |

**EDUCATION AND CURRICULUM COMMISSION MEMBER LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mission** | **Name** | **Title** | **Areas of Responsibility of the Commission** |
| **Meeting Chairman** | Prof. Dr. Hediye Arslan Ozkan | Head of Nursing Department | Curriculum and organization of courses  Curriculum aims and learning outcomes  Student Application Card  Training Program Guide  Course Syllabus, Course Information Package, Course Files Control Charts  Course Evaluation Form (Preparation and surveillance)  DIA-Horizontal Vertical Transfer-Exchange Programs |
| **Vice President** | Assist. Prof. İnci Kırtıl | Faculty Member |
| **Committee Secretary** | Res. Assist. Begüm Kırık | Research Assistant |
| **members** | Lecturer Selman Celik | Faculty Member |
| Lecturer Ayşenur Keleş | Faculty Member |
| Res. Assist. Şevval Çağan Kişin | Research Assistant |
| Selin Demirkan | Graduate Scholar |
| **Student Members** | Undergraduate Student Eylül Yılmaz  Undergraduate Student Ahmet Gümüş  Undergraduate Student Bahadır Doğan | |

**LABORATORY AND CLINICAL PRACTICE COMMISSION MEMBER LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mission** | **Name** | **Title** | **Areas of Responsibility of the Commission** |
| **Meeting Chairman** | Assist. Prof. İnci Kırtıl | Faculty Member | Execution of clinical, field and laboratory applications  Occupational health and safety training and follow-up of work accidents  Clinical Guide Nurse Training  Forms to be used in Clinical/Field Applications  Internal and external stakeholder feedback on clinical/laboratory practices |
| **Committee Secretary** | Lecturer Ayşenur Keleş | Faculty Member |
| **members** | Lecturer Selman Çelik | Faculty Member |
| Res. Assist. Ceren Zeren Erdem | Research Assistant |
| Res. Assist. Şevval Çağan Kişin | Research Assistant |
| Gökçe Naz Çakır | Graduate Scholar |
| **Student Members** | Undergraduate Student Gamze Gulbahar Cömez  Undergraduate Student Nursu Balıkçı  Undergraduate Student Osman Bor | |

**MEMBERS OF THE MEASUREMENT AND EVALUATION COMMISSION HIGH SCHOOL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mission** | **Name** | **Title** | **Areas of Responsibility of the Commission** |
| **Meeting Chairman** | Assist. Prof. Sevim Sen | Faculty Member | Analysis of measurement and evaluation methods used in the training program |
| **Committee Secretary** | Res. Assist. Çağla Ünal | Research Assistant |
| **members** | Res. Assist. Emir Avşar | Research Assistant |
| Lecturer Volkan Ayaz | Faculty Member |
| Selin Demirkan | Graduate Scholar |
| **Student Members** | Undergraduate Student Mizgin Toksoy | |
| Undergraduate Student Rümeysa Çelebi | |
| Undergraduate Student Ebrar Aydın | |

**STUDENT AND GRADUATE MONITORING COMMISSION MEMBER HIGH SCHOOL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mission** | **Name** | **Title** | **Areas of Responsibility of the Commission** |
| **Meeting Chairman** | Doc. Dr. Işıl Işık | Faculty Member | student orientation  peer mentoring  Student and graduate satisfaction assessments  External Stakeholder opinions |
| **Committee Secretary** | Lecturer Volkan Ayaz | Faculty Member |
| **members** | Res. Assist. Begüm Kırık | Research Assistant |
| Res. Assist. Cagla Unal | Research Assistant |
| Gökçe Naz Çakır | Graduate Scholar |
| **Student and Alumni Members** | Undergraduate Student Buse Dilruba Gürbüz  Graduated Student Bakış Güney | |
| Graduated Sümeyra Nurdan  Graduated Özlem Karakaş  Graduated Elif Nazlı Oz  Graduated Lara Temel | |

**IMPROVEMENT AND DEVELOPMENT COMMISSION MEMBER LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mission** | **Name** | **Title** | **Areas of Responsibility of the Commission** |
| **Meeting Chairman** | Assist. Prof. Sevim Şen | Faculty Member | Improving the Education Program  Trainer training planning  Evaluating the suggestions of other commissions and planning improvement |
| **vice president** | Doc. Dr. Işıl Işık | Faculty Member |
| **Committee Secretary** | Res. Assist. Şevval Cagan Kişin | Research Assistant |
| **Members** | Lecturer Selman Celik | Faculty Member |
| Res. Assist. Emir AVSAR | Research Assistant |
| Selin Demirkan | Graduate Scholar |
| **Student Members** | Undergraduate Student Begüm Baydemir  Undergraduate Student Hüseyin Halil  Undergraduate Student Esmanur Osmanoğlu | |

1. **DIRECTIVES AND REGULATIONS**

The following regulations and commission guidelines, which are used as a basis by our department, have been shared on our university's website ( [https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/yonetmeliks](https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/yonetmelikler) ).

1. **Laboratory and Clinical Practice Directive**
2. **Distance Education Directive**
3. **Yeditepe University Faculty of Health Sciences Nursing Department Examination Directive**
4. **Directive for Double Major, Minor, Horizontal Transfer, Vertical Transfer and Student Exchange Programs**
5. **Yeditepe University Associate Degree and Undergraduate Education Regulations**
6. **ATTACHMENTS**

The content of the appendices consists of the evaluation forms used in the courses and internships of our department. The forms are shared by the responsible lecturer at the beginning of the lesson. The forms used are listed below and shared on our university's website ( [https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/ders-surveys](https://saglik.yeditepe.edu.tr/tr/hemsirelik-bolumu/ders-anketleri) ):

* Presentation/Seminar Peer Review Form
* Group Work Evaluation Form
* Group Work Peer Review Form
* Presentation/Seminar Evaluation Form
* Nursing Care Plan Evaluation Form
* Application Evaluation Form
* Student Application Card