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| ***EVALUATION OF PROGRAM OUTCOMES DATA SET (STUDENT)*** | | | | | |
| **Class** | ( ) 1st Class  ( ) 2. Class  ( ) 3rd Class  ( ) 4th Class | | | | |
| **Program Outcomes** | **I totally agree** | **I agree** | **I'm undecided** | **I do not agree** | **Totally Disagree** |
| 1. Gains basic knowledge, skills and attitudes regarding theory and practice in nursing. |  |  |  |  |  |
| 1. Meets the health care needs of the individual, family and society with an evidence-based and holistic approach, in line with the nursing process. |  |  |  |  |  |
| 1. Takes an active role in the health care delivery team. |  |  |  |  |  |
| 1. Performs professional practices in line with nursing values, ethical principles and relevant legislation. |  |  |  |  |  |
| 1. Follows scientific developments in the field by using at least 1 foreign language effectively. |  |  |  |  |  |
| 1. Gains the ability to communicate effectively, write reports and make presentations. |  |  |  |  |  |
| 1. Gains awareness of the necessity of lifelong learning. |  |  |  |  |  |
| 1. Knows the research and publication process for the production of scientific knowledge specific to nursing and takes part in research. |  |  |  |  |  |
| 1. Uses critical thinking and clinical decision-making skills in his professional practice. |  |  |  |  |  |
| 1. Develops sensitivity to social and professional problems. |  |  |  |  |  |

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|  | **CALIFORNIA CRITICAL THINKING DISPOSITION (CCTDI) SCALE** | **I totally disagree** | **I do not agree** | **I partially disagree** | **I partially agree** | **I agree** | **I totally agree** |
|  | 1. It would be great to study new things my whole life | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 2. It bothers me when people rely on weak ideas to defend a good idea. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 3. I always focus on the question before attempting to answer. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 4. I take pride in being able to think with great clarity. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 5. If there are four opinions in favor and 1 against, I agree with the four opinions in favor. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 6. Many college courses are uninteresting and not worth taking. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 7. Exams that require thinking and not just memorization are better for me. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 8. Other people appreciate my intellectual curiosity and investigative personality. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 9. I act like I'm logical, but I'm not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 10. It is easy for me to organize my thoughts. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 11. Every1, including me, argues for their own benefit. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 12. It is important for me to keep careful records of my personal expenses. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 13. When faced with a big decision, I first gather all the information I can. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 14. Because I make decisions according to the rules, my friends consult me to make decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 15. Being open-minded means not knowing what is right or not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 16. It is important for me to understand what other people think about various issues. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 17. I must have grounds for everything I believe. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 18. Reading is something I avoid whenever possible. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 19. People say I make decisions too hastily. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 20. Compulsory courses at university are a waste of time. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 21. It's panic time for me when I have to deal with something really complicated. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 22. Foreigners should study our culture instead of constantly trying to understand their own culture. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 22. Foreigners should study our culture instead of constantly trying to understand their own culture. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 23. People think I stall making decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 24. People need reasons if they are going to disagree with some1 else's opinion. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 25. It is impossible for me to be impartial when discussing my own ideas. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 26. I take pride in coming up with creative options. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 27. I believe what I want to believe. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 28. It's not that important to keep trying to solve difficult problems. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 29. Others appeal to me for the determination of reasonable standards in the application of decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 30. I am willing to learn challenging things. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 31. It makes a lot of sense to try to understand what strangers are thinking. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 32. My curiosity is 1 of my greatest strengths. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 33. I look for facts that support my views, not those that do not. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 34. Trying to solve complex problems is fun. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 35. I am admired for my ability to understand the thoughts of others. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 36. Similes and analogies are only as useful as boats on the highway. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 37. You might describe me as logical. | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 38. I really enjoy trying to understand how everything works. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. When things get difficult, others want me to keep working on the problem. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Getting a clear idea of the problem at hand is the first priority. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. My opinion on controversial issues often depends on the last person I talked to. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. I am eager to learn more, no matter what the subject is about. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. The best way to solve problems is to ask some1 else for the answer. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. I am known for my organized approach to complex problems. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Being open-minded to different worldviews is less important than people think. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Learn everything you can, you never know when it might come in handy. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. Everything is as it seems. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. Other people leave it up to me to decide when to resolve the problem. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. I know what I'm thinking, so why would I pretend to be weighing options? | | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. Others put forward their own ideas, but I don't need to hear them. | | 1 | 2 | 3 | 4 | 5 | 6 |
| 51. I am good at developing organized plans for solving complex problems. | | 1 | 2 | 3 | 4 | 5 | 6 |

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| **NURSES' PROFESSIONAL VALUES SCALE (HPDS)** | **It's not important** | **Somewhat Important** | **Important** | **Very important** | **Highly important** |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. Continuous self-evaluation |  |  |  |  |  |
| 2. Seeking consultation/cooperation when it is inadequate to meet the individual's needs |  |  |  |  |  |
| 3. Protecting society from unsafe health products/practices |  |  |  |  |  |
| 4. Participating in determining national policy decisions affecting the sharing/distribution of resources |  |  |  |  |  |
| 5. Clearly expressing the values and goals of the nursing profession |  |  |  |  |  |
| 6. Providing information about the individual to the healthcare team |  |  |  |  |  |
| 7. Participating in the evaluation of peer colleagues |  |  |  |  |  |
| 8. Using guidelines to determine the suitability of research |  |  |  |  |  |
| 9. Setting standards as a guide to daily nursing practice |  |  |  |  |  |
| 10. In places where planned learning activities are held for students provide and maintain standards |  |  |  |  |  |
| 11. Using diagnostic data to make nursing diagnoses |  |  |  |  |  |
| 12. Wanting their own professional practices to be evaluated by their colleagues. |  |  |  |  |  |
| 13. Providing information so that the individual/family can make decisions |  |  |  |  |  |
| 14. Recognizing that the individual has the right to choose the treatment plan |  |  |  |  |  |
| 15. To comply with written guidelines for providing information when confidential information is requested to be disclosed. |  |  |  |  |  |
| 16. Contributing to the development of ethical guidelines |  |  |  |  |  |
| 17. Taking responsibility towards society for the execution and observance of nursing standards. |  |  |  |  |  |
| 18. Participating in determining business conditions and rules |  |  |  |  |  |
| 19. Accepting the limits of professional nursing practice |  |  |  |  |  |
| 20. Using the title of nurse (specialist nurse, doctoral nurse, etc.) in line with the education in order to raise the image of the profession |  |  |  |  |  |
| 21. Providing high quality nursing care in line with standards |  |  |  |  |  |
| 22. Participating in the evaluation of standards to improve nursing care. |  |  |  |  |  |
| 23. Participating in determining corporate decisions affecting the sharing of resources |  |  |  |  |  |
| 24. Refusing to participate in care practices that are ethically inconsistent with held professional values. |  |  |  |  |  |
| 25. Acting as a patient advocate |  |  |  |  |  |
| 26. Providing non-judgmental care to individuals with different lifestyles |  |  |  |  |  |
| 27. Securing the individual's right to privacy |  |  |  |  |  |
| 28. Opposing healthcare team members who engage in questionable or inappropriate practices |  |  |  |  |  |
| 29.To protect the rights of participants (those included in the sample group) in research |  |  |  |  |  |
| 30. Using appropriate research in applications |  |  |  |  |  |
| 31. Using the Ethical Principles as a guide in practice |  |  |  |  |  |

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| Choose the answer that best suits you for the situations described on the scale.  **D: Always:** Behavior you do consistently all the time.  **Q: Frequently:** Behavior you do most of the time.  **AR: Occasional:** Behavior you do occasionally.  **N: Rarely:** Behavior you rarely do.  **AS: Never:** Behavior you never do. | | | | | | |
|  | **Clinical Decision Making Scale in Nursing** | **Always** | **Often** | **Now and again** | **Rarely** | **Never** |
| 1 | If and when a clinical decision is vital, I conduct a thorough search for options. | D | S | AR | N | A.S. |
| 2 | The patient's receipt of health care services comes before his or her cultural values and beliefs. | D | S | AR | N | A.S. |
| 3 | Before making a decision, factors related to the patient's situation determine the number of options I will explore. | D | S | AR | N | A.S. |
| 4 | Trying to access new information to make a decision will do more harm than good. | D | S | AR | N | A.S. |
| 5 | I use books or scientific/professional publications to research things I don't understand. | D | S | AR | N | A.S. |
| 6 | A casual approach works well for me when looking at options. | D | S | AR | N | A.S. |
| 7 | Brainstorming is a method I use when generating ideas for options. | D | S | AR | N | A.S. |
| 8 | When I have to make a decision, I use different means to gather as much information as possible. | D | S | AR | N | A.S. |
| 9 | I help patients exercise their right to make decisions about their own care. | D | S | AR | N | A.S. |
| 10 | When my values conflict with the patient's values, I am sufficiently objective in making the decision necessary for the situation in question. | D | S | AR | N | A.S. |
| 11th | Even though it is not an option I would prefer, I listen to or take into consideration expert suggestions or opinions. | D | S | AR | N | A.S. |
| 12 | Using my existing knowledge, I solve the problem or make a decision in a timely manner without consulting any1. | D | S | AR | N | A.S. |
| 13 | I never take the time to examine all the possible consequences of a decision I have to make. | D | S | AR | N | A.S. |
| 14 | When making a clinical decision about an individual, I consider the future health and well-being of the individual and the family. | D | S | AR | N | A.S. |
| 15 | I have little time and energy to seek out information. | D | S | AR | N | A.S. |
| 16 | Before making a decision, I make a list of options in my head. | D | S | AR | N | A.S. |
| 17 | When I examine the consequences of the options I can choose, I often think, “If I do this, then …”. | D | S | AR | N | A.S. |
| 18 | I consider even the most distant consequences before making a decision. | D | S | AR | N | A.S. |
| 19 | It is important for me that the colleagues I work with have the same opinion when making decisions. | D | S | AR | N | A.S. |
| 20 | I include patients in my sources of information when making clinical decisions. | D | S | AR | N | A.S. |
| 21 | When thinking about possible decisions, I take into consideration what my colleagues have to say. | D | S | AR | N | A.S. |
| 22 | If the instructor suggests an option in a clinical decision-making situation, I adopt it rather than explore other options. | D | S | AR | N | A.S. |
| 23 | If something is really useful, I choose it regardless of all the risks. | D | S | AR | N | A.S. |
| 24 | I randomly search for new information. | D | S | AR | N | A.S. |
| 25 | My past experiences have little bearing on the decisions I make about the patient. | D | S | AR | N | A.S. |
| 26 | As I examine the results of the options I can choose, I am aware of the positive results for my patient. | D | S | AR | N | A.S. |
| 27 | I prefer options that I have used successfully in similar situations in the past. | D | S | AR | N | A.S. |
| 28 | If the risks of the decisions I make will cause serious problems, I will reject them. | D | S | AR | N | A.S. |
| 29 | When evaluating an important clinical decision, I make a list of positive and negative consequences. | D | S | AR | N | A.S. |
| 30 | I do not ask my colleagues to suggest options for my clinical decisions. | D | S | AR | N | A.S. |
| 31 | My professional values or beliefs are inconsistent with my personal values or beliefs. | D | S | AR | N | A.S. |
| 32 | My finding of options seems largely by luck. | D | S | AR | N | A.S. |
| 33 | I keep the course objectives in mind during the day's experiences in the clinical environment. | D | S | AR | N | A.S. |
| 34 | When I have to make a decision, the risks and benefits of the decision are the last thing I think about. | D | S | AR | N | A.S. |
| 35 | When making clinical decisions, I consider institutional priorities and standards. | D | S | AR | N | A.S. |
| 36 | If the situation requires it, I involve others in the decision-making process. | D | S | AR | N | A.S. |
| 37 | When making decisions, I consider even the most extreme or unfeasible ideas. | D | S | AR | N | A.S. |
| 38 | Learning about the patient's goals is always part of my clinical decision-making process. | D | S | AR | N | A.S. |
| 39 | I only examine the risks and benefits of serious decisions. | D | S | AR | N | A.S. |
| 40 | For me to make a good decision, the patient's values and my own must be consistent. | D | S | AR | N | A.S. |

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| **INDIVIDUAL INNOVATION SCALE** | **I strongly disagree** | **I do not agree** | **I'm undecided** | **I agree** | **Absolutely I agree** |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. Because I follow the innovations, my friends often get information and suggestions from me. |  |  |  |  |  |
| 2. I enjoy trying new things. |  |  |  |  |  |
| 3. When doing something, I look for new ways. |  |  |  |  |  |
| 4 I often find new ways to solve problems. |  |  |  |  |  |
| 5 I am skeptical of new perspectives and new discoveries. |  |  |  |  |  |
| 6 I don't embrace new ideas until I see that people around me accept them. |  |  |  |  |  |
| 7 I think that I am a person who easily influences people when it comes to innovation. |  |  |  |  |  |
| 8 I think my thoughts and behaviors are creative and original. |  |  |  |  |  |
| 9 I think that I am the last person to accept innovation among the people around me. |  |  |  |  |  |
| 10 I think I am a creative person. |  |  |  |  |  |
| 11 I enjoy leading the group on innovations. |  |  |  |  |  |
| 12 I am reluctant to accept innovations until I see that they benefit the people around me. |  |  |  |  |  |
| 13 I think the old way of life and the old way of doing things is the best way. |  |  |  |  |  |
| 14 I struggle against problems and uncertainties. |  |  |  |  |  |
| 15 Before considering innovations, I want to see other people using that innovation. |  |  |  |  |  |
| 16 I am open to new ideas. |  |  |  |  |  |
| 17 Unanswered questions drive me to find solutions. |  |  |  |  |  |
| 18 I am skeptical of new ideas. |  |  |  |  |  |

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| **LIFELONG LEARNING TENDENCIES SCALE** | **I strongly disagree** | **I do not agree** | **I'm undecided** | **I agree** | **Absolutely I agree** |
| 1. I determine learning goals appropriate to my own competencies |  |  |  |  |  |
| 2. I prepare the necessary resources for learning in advance |  |  |  |  |  |
| 3. I believe in using learning strategies appropriate to the learning subject. |  |  |  |  |  |
| 4. I make a study plan to make good use of my time during the learning process. |  |  |  |  |  |
| 5. I am confident that I can learn when I encounter new information. |  |  |  |  |  |
| 6. I prefer to motivate myself in the learning process. |  |  |  |  |  |
| 7. Even if learning topics are difficult, I do not give up trying to learn. |  |  |  |  |  |
| 8. I enjoy learning new things |  |  |  |  |  |
| 9. I do not hesitate to ask for help when I need it during the learning process. |  |  |  |  |  |
| 10. I believe that it is my responsibility to learn a subject. |  |  |  |  |  |
| 11. I think that learning new things helps me improve myself. |  |  |  |  |  |
| 12. I think the internet allows me to get to know different cultures. |  |  |  |  |  |
| 13. I would like to receive training in knowledge and skills in different fields necessary for my personal or professional development. |  |  |  |  |  |
| 14. I need continuous learning to renew my knowledge due to rapid changes in information and technologies. |  |  |  |  |  |
| 15. I make an effort to solve the problems I may encounter in my job. |  |  |  |  |  |
| 16. I look for ways to get education to overcome my professional deficiencies. |  |  |  |  |  |
| 17. I attach importance to advancement in my professional career. |  |  |  |  |  |

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| **COMMUNICATION SKILLS SCALE FOR HEALTHCARE WORKERS (HP-CSS-TR)** | **almost never** | **Sometimes** | **Sometimes** | **Mostly** | **Very stylish** | **almost always** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| 1. I respect patients' right to express themselves freely. |  |  |  |  |  |  |
| 2. I try to learn about my patients' feelings. |  |  |  |  |  |  |
| 3. I respect patients' decision-making rights and freedoms. |  |  |  |  |  |  |
| 4. While the patient is talking, I show that I am interested in him/her with body movements (nodding, eye contact, smiling...). |  |  |  |  |  |  |
| 5. I inform patients about issues they are concerned about (as long as they fall within my professional competence). |  |  |  |  |  |  |
| 6. I listen to patients without prejudice, regardless of their physical appearance, personal characteristics, or expression styles. |  |  |  |  |  |  |
| 7. I clearly express my opinions and wishes to patients. |  |  |  |  |  |  |
| 8. While giving information to patients, I remain silent at times to allow patients to fully understand what I am saying. |  |  |  |  |  |  |
| 9. I use understandable language when giving information to patients. |  |  |  |  |  |  |
| 10. When the patient does something that does not seem right, I express to the patient that I disagree with him or her and that I am uncomfortable with it. |  |  |  |  |  |  |
| 11. I take time to listen to patients and understand their needs. |  |  |  |  |  |  |
| 12. I try to understand my patients' feelings. |  |  |  |  |  |  |
| 13. I express my opinions clearly and precisely when interacting with patients. |  |  |  |  |  |  |
| 14. I believe that patients have the right to receive health-related information. |  |  |  |  |  |  |
| 15. I think I respect the needs of patients. |  |  |  |  |  |  |
| 16. I find it difficult to make requests from patients. |  |  |  |  |  |  |
| 17. I make sure that patients fully understand the information given. |  |  |  |  |  |  |
| 18. I find it difficult to ask questions to get information from patients. |  |  |  |  |  |  |