T.C.

DOKUZ EYLUL UNIVERSITY

FACULTY OF NURSING

EDUCATION

PROGRAM HANDBOOK

2023 -2024

SPRING SEMESTER

IZMIR 2024

EDUCATION PROGRAM HANDBOOK

PREPARATION EDITORIAL COMMITTEE

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Since our faculty was established as a college, all decisions and practices have been carried out based on the undergraduate education committee. Established in 1994-1995 our faculty's undergraduate education committee, especially Prof. Dr. Prof. Dr. Gülseren KOCAMAN, Prof. Dr. Hülya OKUMUŞ, Prof. Dr. Zuhal BAHAR and Prof. Dr. Samiye METE teachers have contributed to this day. We thank all our individual tea

cher. An up-to-date two-year undergraduate education committee is included in Table 1 and Table 2.

# 

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The curriculum handbook was published by Prof. Dr. Gülseren KOCAMAN, Prof. Dr. Şeyda SEREN İNTEPELER, Asst. Prof. Dr. Sevgi KIZILCI and Assist. Prepared by Neslihan GÜNÜŞEN. Revised between 2015-2016, 2016- 2017, 2017- 2018, 2018- 2019, 2019-2020, 2020- 2021,2021-2022, 2022-2023,2023-2024

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# SECTION 1. INTRODUCTION

The nursing profession in Turkey has shown remarkable improvements in the fields of research, education, and practice. Dokuz Eylül University Faculty of Nursing is also one of the pioneers of this progress. Faculty of Nursing is one of the institutions that make a difference with its vision, mission, and theoretical structure, pre-clinical, and clinical education. Also, it has a significant role in supporting studies related to the nursing profession.

Our faculty offer education in many different buildings that belong to different faculties in the health campus from 1994 to 2006 and moved to its modern and contemporary building in Dokuz Eylül University İnciraltı Campus on 13 February 2006. Our school started its academic life with the enrollment of 50 students in the academic year of 1994-1995 under the name of the School of Nursing, and Prof. Dr. Leman BIROL was appointed as the director of the school. It also started postgraduate education in the same year. The first postgraduate students graduated in 1997 while the first undergraduate students graduated in 1998. Doctorate education started with six students in 2005.

With the start of foreign language preparatory education in 1999, the period of education reached five years. Foreign language preparatory education has been made not compulsory since the 2014-2015 academic year. In order to increase the active participation of students in the learning process, the Problem Based Learning (PBL) method was used between 1999 and 2005. Due to the rapidly increasing number of students in our faculty every year, it has become impossible to train with the PBL method. For this reason, the transition to the classical education method was made in the 2015-2016 academic year.

Prof. Dr. Leman Birol was the first director of the School of Nursing between 1994 and 1997. Prof. Dr. Gülseren KOCAMAN was the director of the school between 1997 and 2007. Prof. Dr. Besti USTUN took over the directorship in 2007 and maintained this service until 2010. Prof. Dr. Zuhal BAHAR was appointed to the directorship of the school in 2010. The efforts to turn the school into a faculty began in 2010, and finally, the Faculty of Nursing established following the decision dated 26th August 2011, and no.28037 published in the Official Journal. Dokuz Eylul University Faculty of Nursing has experienced the honor of being the first Faculty of Nursing of the Aegean Region and Turkey's second, after the Nursing Faculty of Istanbul University. Prof. Dr. Zühal BAHAR was appointed as Dean in 2011 and maintained this service until 2014. Prof. Dr. Samiye METE served as Dean between 2015 and 2017. Prof. Dr. Şeyda SEREN INTEPELER has been serving as the Dean of our faculty since January 2017.

The Faculty of Nursing staff in 2021 continues its education and training services with six professors, 18 associate professs,three assistant professors, four doctor lecturers, and 35 research assistants, with a total of 66 academic and 19 administrative personnel.

Our faculty had 1269 students in the 2015-2016 academic year, 1409 in the 2016-2017 academic year, 1564 in the 2017-2018 academic year, and 1158 in the 2019-2020 academic year. A total of 2187 undergraduate students and 364 postgraduate students graduated from our faculty until the 2020-2021 academic year. Until the 2022-2023 academic year, 2666 undergraduate students and 429 postgraduate students have graduated.

Affiliated to the Institute of Health Sciences, our faculty has offered master’s degrees in nine departments, with and without thesis, and a Doctoral Degree in eight departments. Master Programs with Thesis; Nursing Principles, Internal Diseases Nursing, Surgical Diseases Nursing, Obstetrics and Gynecology Nursing, Child Health and Diseases Nursing, Psychiatric Nursing, Public Health Nursing, Occupational Health Nursing, Oncology Nursing, Nursing Management. Master Programs without Thesis; Surgical Diseases Nursing Graduate Program (Second Education) and Nursing Management Graduate Program (Second Education). Doctorate programs are carried out by the Departments of Fundamentals of Nursing, Internal Medicine Nursing, Surgical Diseases Nursing, Obstetrics and Gynecology Nursing, Child Health and Diseases Nursing, Psychiatric Nursing, Public Health Nursing, Oncology Nursing, and Management in Nursing. The doctorate program in nursing has been awarded the ‘Organization for Ph.D. Education in Biomedicine and Health Science in the European System (ORPHEUS)’ since the 2015-2016 academic year. All students who started the doctoral program starting from 2015 will graduate with the ORPHEUS label. Diplomas of students who graduate with the ORPHEUS label will be recognized in European countries. As a result, graduates will have the opportunity to obtain a postdoctoral work permit and find a job in Europe.

# SECTION 2: EDUCATION PROGRAM

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# 2.1. Introduction

The regular period of education is four academic years, and the medium of instruction is Turkish. Formal education is provided in our faculty. There is no secondary education. The program, which has been structured classically in our faculty since the 2015-2016 academic year, is carried out using active education methods. Theoretical and practical courses are given by expert and competent faculty members. With small group works in the Occupational Skill laboratories, students are well prepared for clinical practice and post-graduation work-life. Our faculty students carry out many of their clinical applications in our university hospital. Also, it uses private branch hospitals, community health centers, workplace nursing, school nursing, and non-governmental organizations' application areas as a requirement of education.

# 2.2. Aim, Vision, and Mission of the Dokuz Eylül University Nursing Faculty Program

# 2.2.1 Aim

1. Provides holistic care to the patient and their family in team collaboration, in line with ethical principles within the scope of the nursing process.

2. Participates in research and project processes that will contribute to the development of the profession.

3. Maintains the responsibility of lifelong learning in line with the knowledge and skills that can fulfill the roles and functions of the undergraduate graduate.

Performance indicators:

A1) Provides holistic care to the patient and their family in team collaboration in line with ethical principles.

BG1: Scoring 70 points or more on the Newcastle Nursing Care Satisfaction Scale

BG2: Approximately 60% and above agree and completely agree items in employers' opinions about program qualifications about graduates.

BG3: The average satisfaction level in employers' opinions about program qualifications about graduates should be 7 points and above.

A2) Participates in research and project processes that will contribute to the development of the profession.

BG1: 5% of our graduates take part in social, social and scientific research and projects throughout their education period

A3) Maintains the responsibility of lifelong learning in line with the knowledge and skills that can fulfill the roles and functions of the undergraduate graduate.

BG1: 70% of the grades of the senior year and the grades given to the practice and the passing average of the forms filled out by the nurses for the interns are over 60.

BG2: 5% of graduates continue postgraduate nursing education programs within the first 5 years

BG3: 5% of graduates will participate in certificate training or other scientific programs (congresses, symposiums, courses, etc.) that will provide them with proficiency in the field they work in, within the first 5 years.

# 2.2.2 Vision and Philosophy

To be a Pioneer in shaping healthcare with nursing education, research, and practices.

# 2.2.3 Mission

To train nurses who can fulfill their roles and responsibilities in line with ethical principles, with a holistic perspective on the individuals they are responsible for, who can communicate effectively with the team, patient and family, who can work in cooperation, who can provide care in line with scientific principles, who can use leadership and decision-making skills and who can maintain their responsibility for lifelong learning.

# 2.2.4. Faculty Responsibilities

# 1. Providing professional care with a team cooperation approach in line with ethical principles,

# 2. To train nurses who take on the responsibility of lifelong learning with autonomy and leadership qualities.

# 2.3. Curriculum Objectives

* First Year Targets

1. To know the history, basic concepts, roles, responsibilities, ethical and legal dimensions of the nursing profession
2. Knowing the physiological-anatomical structure of human/understanding of how the human body works
3. Knowing communication skills
4. To be able to use information systems and technology
5. To understand the importance of scientific thinking

* Second Year Targets

1. To be able to perform clinical practice in accordance with the basic principles and practices of nursing
2. To be able to provide nursing care in cases of health protection, development, and deviation from health
3. Providing individual and professional development

* Third Year Targets

1. To be able to provide nursing care in cases of health protection, development, and deviation from health
2. Understanding research methods and the importance of research in nursing

* Fourth Year Targets

1. To be able to protect and improve health, and provide nursing care in complex and multiple health deviations
2. To have management knowledge in nursing
3. Providing individual and professional development

# 2.4. Program Learning Outcomes

|  |
| --- |
| KNOWLEDGE  LO-1. To have the knowledge to fulfill nursing roles and functions in meeting the health care needs of the individual, family and society.  LO-2. To have the basic psychomotor skills of nursing.  SKILLS  LO 3. To have basic psychomotor skills of nursing  LO 4. To have basic communication skills  COMPETENCE  LO-5. To meet the health education and consultancy needs of individuals, families and society.  LO-6. Be able to use health information technologies and integrate innovative approaches to nursing care  LO-7. To provide safe and quality care in accordance with ethical principles and laws.  LO-8. To be able to take responsibility individually and as a team member in nursing practices.  LO-9. Ability to manage care using critical thinking, problem solving, research and evidence-based decision-making skills.  LO-10. To be able to use lifelong learning skills.  LO-11. To cooperate with professional organizations and other health institutions, to participate in and/or carry out activities in order to contribute to health policies.  LO-12. To be able to take responsibility in research / projects and activities with awareness of social sensitivity.  LO-13. To be able to monitor information in the field and communicate with foreign colleagues using a foreign language. (“European Language Portfolio Global Scale”, Level B1K |

Table 2.5. The objectives of the undergraduate education program and associating program learning outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes (LO) | Education Program Objectives (EPO) | | |
| EPO 1  Providing holistic care to the patient and their family in team collaboration in line with ethical principles within the scope of the nursing process | EPO 2  Participating in research and project processes that will contribute to the development of the profession | EPO 3  To maintain the responsibility of lifelong learning in line with the knowledge and skills that can fulfill the roles and functions of a bachelor's degree graduate |
| LO 1 | 5 |  | 5 |
| LO 2 | 5 |  | 5 |
| LO 3 | 5 |  | 5 |
| LO 4 | 5 | 5 | 5 |
| LO 5 | 5 |  | 5 |
| LO 6 | 5 |  | 5 |
| LO 7 | 5 |  | 5 |
| LO 8 | 5 | 5 | 5 |
| LO 9 | 5 | 5 | 5 |
| LO 10 | 5 | 5 | 5 |
| LO 11 |  |  | 5 |
| LO 12 | 5 | 5 | 5 |
| LO 13 |  |  | 5 |

# 2.5. Educational Schedule

# 2.5.1. First Year Schedule

# 2.5.1.1. First Year Fall Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| - | HEF 1043 | Conceptual Framework and History of Health | 2 | 0 | 0 | 4 | 1 Semester |
| - | HEF 1045 | Assessment of Health | 3 | 2 | 0 | Teo-4  Lab-8 | 1 Semester |
| - | HEF 1047 | Microbiology | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1049 | Biochemistry | 1 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1051 | Anatomy | 3 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1053 | Physiology | 3 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1055 | Basic Communication Skills | 2 | 2 | 0 | Teo-4  Lab-6 | 1 Semester |
| - | KPD 1000 | Career planning | 1 | 0 | 0 | 2 | 1 Semester |
| - | YDI 1007 | Foreign Language- I (English) | 2 | 0 | 0 | 1 | 1 Semester |
| - | TDL 1001 | Turkish Language I | 2 | 0 | 0 | 2 | 1 Semester |
| - | ATA 1001 | Ataturk's Principles and History of Revolution I | 2 | 0 | 0 | 2 | 1 Semester |
| - | TBT 1001 | Basic Information Technologies | 2 | 0 | 2 | Teo-1  Prac-1 | 1 Semester |

# 2.5.1.2. First Year Spring Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| - | HEF 1052 | Nursing Fundamentals | 6 | 0 | 16 | 18 | 1 Semester |
| - | HEF 1054 | Physiopathology | 2 | 0 | 0 | 43 | 1 Semester |
| - | HEF 1056 | Pharmacology in Nursing | 2 | 0 | 0 | 3 | 1 Semester |
| - | ATA1002 | Ataturk's Principles and History of Revolution II | 2 | 0 | 0 | 2 | 1 Semester |
| - | TDL1002 | Turkish Language II | 2 | 0 | 0 | 2 | 1 Semester |
| - | YDİ 1006 | Foreign Language II (English) | 2 | 0 | 0 | 2 | 1 Semester |

# 2.5.2. Second Year Schedule

# 2.5.2.1. Second Year Fall Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 1052 | HEF 2091 | Internal Medicine Nursing | 6 | 0 | 10 | 15 | 1 Semester |
| - | HEF 2093 | Epidemiology | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2095 | Life Cycle and Arrival | 2 | 0 | 0 | 3 | 1 Semester |
|  | HEF 2097 | Health Education | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2107 | Ethics in Nursing | 3 | 0 | 0 | 4 | 1 Semester |

# 2.5.2.2. Second Year Spring Semester

Requried Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 2091 | HEF 2090 | Surgical Diseases Nursing | 6 | 0 | 10 | 15 | 1 Semester |
| - | HEF 2092 | First aid | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2093 | Research in Nursing | 3 | 0 | 0 | 4 | 1 Semester |
| - | HEF 2096 | Geriatrics and Nursing | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2098 | Professionalism in Nursing | 2 | 0 | 0 | 3 | 1 Semester |

# 2.5.3. Third Year Schedule

# 2.5.3.1. Third Year Fall Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 2090 | HEF 3061 | Women's Health and Diseases Nursing | 5 | 0 | 6 | 13 | 1 Semester |
| HEF 2090 | HEF 3057 | Child Health and Diseases Nursing | 5 | 0 | 6 | 13 | 1 Semester |

# 2.5.3.2. Third Year Spring Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 3063 HEF 3061 | HEF 3064 | Public Health Nursing | 6 | 0 | 10 | 15 | 1 Semester |
| HEF3063 HEF 3061 | HEF 3066 | Mental Health and Psychiatric Nursing | 6 | 0 | 10 | 15 | 1 Semester |

# 2.5.4. Fourth Year Schedule

# 2.5.4.1. Fourth Year Fall Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 3064  HEF 3066 | HEF 4099 | Nursing Care Management II | 4 | 0 | 26 | 22 | 1 Semester |
| - | HEF 4101 | Education in Nursing | 4 | 4 | 0 | 6 | 1 Semester |

# 2.5.4.2. Fourth Year Spring Semester

Required Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| HEF 3064  HEF 3066 | HEF 4094 | Nursing Care Management II | 4 | 0 | 26 | 22 | 1 Semester |
|  | HEF 4096 | Management in Nursing | 4 | 4 | 0 | 6 | 1 Semester |

2.5.6. 1. Elective Courses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| - | HEF 4071 | Evidence-Based Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4073 | Intensive Care Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4075 | Chronic Diseases Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4077 | Health Policies and Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4081 | Evidence-Based Symptom Management in Cancer Patients | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4083 | Research Project in Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4085 | Home Care | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4087 | School Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4089 | Developing Leadership Skills in Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4079 | Professional English III | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4095 | Pediatric Palliative Care | 2 | 0 | 0 | 2 | 1 Semester |
| - | GÇD 1000 | Volunteering Activities | 1 | 0 | 2 | 4 | 1 Semester |
| - | HEF 4093 | Pediatric Diabetes Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4097 | Pediatric Emergency Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4103 | Evidence-Based Care in Pediatric Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4105 | Intercultural Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4107 | Disaster Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4109 | Occupational Health Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4111 | Ostomy and Wound Care Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4113 | Simulation Based Case Analysis in Nursing Care | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4115 | Newborn Nursing | 2 | 0 | 0 | 2 | 1 Semester |

2.5.6. 2. Pool Elective Courses

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Prerequisite | Code | Course Unit Title | T | L | P | ECTS | Semester |
| - | İHD 1001 | Human rights | 2 | 0 | 0 | 4 | 1 Semester |
| - | HEF 2060 | Sexual and Reproductive Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2066 | Quality and Patient Safety in Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2068 | Vocational English II | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2070 | Emergency Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2072 | Operating Room Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2074 | Oncology Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2075 | Critical Thinking | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2076 | Forensic Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2077 | Professional English I | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2079 | Coping with Stress | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2080 | assertiveness | 1 | 0 | 2 | 4 | 1 Semester |
| - | HEF 2088 | Sign language | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2089 | Information Technology Addiction | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2099 | Play in Childhood | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2100 | Gender and Women's Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2101 | Integrative Approach in Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2102 | Infectious Diseases Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2103 | Protecting and Promoting Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2104 | Disadvantaged Children | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2105 | Developing Care Behaviors in Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2106 | Use of Medical Devices in Nursing | 2 | 0 | 0 | 2 | 1 Semester |

# 2.6. Course Contents by Years

### FIRST YEAR SPRING SEMESTER

### REQUIRED COURSE

# HEF 1052 FUNDAMENTALS OF NURSING

|  |  |  |  |
| --- | --- | --- | --- |
| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Fundamentals of Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF 1052 |
| Issuance/Renewal Date of the Form:  24/03/2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dilek Özden  Assoc. Prof. Gülşah Gürol Arslan  Assist. Prof. Nurten Alan  Lecturer, PhD. F. Yelkin Alp  Assist. Prof. İlkin Yılmaz, PhD  Assist. Prof. Cahide Ayik, PhD |
| Prerequisite of the course:  -- | | | Prerequisite course for:  HEF 2036 Internal Medical Nursing  HEF 2038 Surgical Diseases Nursing |
| Weekly course hours: 22 | | | Course Coordinator (Responsible for registers to the course): Assist. Prof. İlkin Yılmaz, PhD |
| Theory | Practice | Laboratory | National Credit of the Course: 14 |
| 6 | 10 | 6 | AKTS Credit of the Course: 18 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The purpose of this course is to gain the student the basic knowledge and skills regarding healthy/ill individual’s care used in nursing practices in accordance with relevant basic concepts and principles and, in this context, the required knowledge and skills to diagnose health problems and plan, implement and evaluate appropriate interventions. |
| Learning Outcomes of the Course:   1. The student can evaluate the vital signs correctly using proper techniques. 2. The student knows and can use asepsis, antisepsis, disinfection and sterilization methods. 3. The student acts in accordance with patient care requirements and professional ethical principles and values. 4. The student has general knowledge regarding drug administration and can administrate drugs orally, parenteral and locally in accordance with eight principles of correct administration. 5. The student can perform nursing practices to meet individual’s need to move. 6. The student can perform nursing practices to meet individual’s need to breathe. 7. The student can perform nursing practices to meet individual’s nutritional need. 8. The student can perform nursing practices to meet individual’s excretory need. 9. The student can make nursing interventions regarding patient’s pain and sleep problems. 10. The student can collect data regarding individual’s care requirements and determine, plan and evaluate appropriate interventions. |

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| Learning and Teaching Methods:  Lectures, questions and answers, case discussion, brainstorming, demonstration, video display, mini tests |

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| Assessment Methods: (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Semester Requirements |  |  |
| 1st Midterm exam | X | %12.5 |
| Clinical Practice | X | %25 |
| Projects |  |  |
| Laboratory work | X | %12.5 |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  1st Step: Calculation of the intra-semester grade  50% of Midterm and % 50 of Laboratory Exam Grades  (Midterm Exam X 0.50) + (Lab Exam X 0.50) = (A)  Clinical Practice grade X 0.50 = (B)  2nd Step: Calculation of the end of semester grade  (A + B) X 0.50 = (C)  Final grade X 0.50 = (D)  End of Semester Achievement = 50% intra-semester grade + 50% final grade = C + D (Must be at least 60 over 100 full grades)  Minimal Final grade: Must be at least 50 over 100 full grades  Make-up exam Grade = 50% intra-semester grade + 50% of the make-up grade (Must be at least 60 over 100 full grades)  Minimal make-up grade: Must be at least 50 over 100 full grades | | |

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| Assessment Criteria (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In the exams, Interpretation, remembering, decision-making, explanation, classification, information gathering skills will be evaluated. |

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| Recommended Resources for the Course:   1. Atabek Aştı T, Karadağ A (Ed). Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık, İstanbul, 2014. 2. Atabek Aştı T, Karadağ A (Ed). Klinik Uygulama Becerileri ve Yöntemleri. Nobel Tıp Kitabevleri, Adana, 2011. 3. Sabuncu N, Ay F (Ed). Klinik Beceriler, Sağlığın Değerlendirilmesi, Hasta Bakım ve Takibi. Nobel Tıp Kitabevleri, İstanbul, 2010. 4. Perry AG, Potter PA. Fundamentals of Nursing, 7th Edition, Mosby, 2009. 5. Babadağ K, Atabek Aştı T. (Ed). Hemşirelik Esasları Uygulama Rehberi, İstanbul Medikal Yayıncılık, İstanbul, 2008. 6. Berman A, Snyder S, Kozier B et al. Kozier & Erb’s Fundamentals of Nursing. Concepts, Process and Practice, 8th ed., St. Louis, 2008. 7. Craven RF, Hırnle CJ. Fundamentals of Nursing Human Health and Function. 3rd Ed., Lippincott Co., Philadelphia, 2000. 8. Kozier B, Erb G, Berman AJ, Snyder S, Berman A. Fundamentals of Nursing: Concepts, Process, and Practice, Seventh Edition Prentice Hall, 2003. 9. Roper N, Logan W, Thierney AJ. The Elements of Nursing. Churchill Livingstone, London, 1996. 10. Taylor C, Lillis C, Lemore P ve ark. Fundamentals of Nursing – The Art and Science of Nursing Care. 6th ed. Philadelphia: J.B. Lippincott Company, 2008. 11. Birol L. Hemşirelik Süğreci. XX. Baskı, Etki Matbaacılık Yayıncılık Ltd.Şti., İzmir, 2004. | | | |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):  In the calculation of the attendance status, clinical practice and laboratory practice are evaluated separately.  a) Should be at least 80% of the clinical application time.  b) Participate in at least 80% of laboratory practices. | | | |
| Contact Details Assist. Prof. Nurten Alan N. Alan  02324124771  nurten.alan@deu.edu.tr | | | |
| Course content: | | | |
| Week | Topics | Lecturer | Learning and Teaching Strategies |
| 1 | Healthy Hospital Environment, Patient Admission and Discharge, Infection Prevention Methods and Practices | Assoc.Prof. Gülşah Gürol Arslan  Assist.Prof. Nurten Alan  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 2 | Vital Signs | Assist.Prof. İlkin Yılmaz  Assist.Prof. Cahide Ayik | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 3 | Personal Hygiene Practices  Movement requirement | Assist.Prof. Gizem Göktuna  Assist.Prof. Cahide Ayik  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 4 | Oral and Local Drug Administration  Hot and cold application | Assist.Prof. İlkin Yılmaz  Lecturer, Dr.Yelkin Alp | Ders anlatımı, soru ve cevaplar, beyin fırtınası, demonstrasyon, video gösterimi, kısa testler |
| 5 | Parenteral Drug Administration Intravenous blood specimen collection, vascular access | Prof.Dr.Dilek Özden  Assoc.Prof.Gülşah Gürol Arslan  Assist.Prof. Nurten Alan  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 6 | Liquid Requirements and  Nursing Practices  Care of Patient with Pain Problems | Assoc.Prof.Gülşah Gürol Arslan  Assist.Prof. İlkin Yılmaz  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 7 | Care concept in Nursing Practices  Mid-term Exam  Care concept in Nursing Practices (continues) | Assist.Prof. Nurten Alan  Assist.Prof. Cahide Ayik  Assist.Prof. Gizem Göktuna  Assist.Prof.İlkin Yılmaz | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 8 | Maintanence of Tissue Integrity  Blood transfusions | Prof.Dr.Dilek Özden  Assist.Prof. Cahide Ayik  Assist.Prof. Nurten Alan Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 9 | Nutritional Requirements and Nursing Practices | Assist.Prof. Nurten Alan  Assist.Prof. İlkin Yılmaz  Assist.Prof. Gizem Göktuna  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 10 | Respiratory System Requirements and Nursing Practices | Assist.Prof. Nurten Alan  Assist.Prof. İlkin Yılmaz | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 11 | Central Venous Catheter Care  Sleep and rest | Assist.Prof. Nurten Alan  Assist.Prof. İlkin Yılmaz  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 12 | Excretory System Requirements and Nursing Practices  Loss, death, grief | Assoc.Prof.Gülşah Gürol Arslan  Assist.Prof. Nurten Alan  Assist.Prof. Cahide Ayik  Assist.Prof. Gizem Göktuna | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 13 | Stoma care  Perioperative Care Requirements | Prof.Dr.Dilek Özden  Assist.Prof. Gizem Göktuna  Assist.Prof. Cahide Ayik  Lecturer,Dr.Yelkin Alp | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
| 14 | Urinary System Requirements and Nursing Practices  Evaluation | Prof.Dr.Dilek Özden  Assist.Prof. Gizem Göktuna  Assist.Prof. Cahide Ayik  Assist.Prof. İlkin Yılmaz | Lectures, questions and answers, case discussion, brainstorming, demonstration, video display |
|  | Final exam | Cahide Ayik  F.Yelkin Alp |  |
|  | Make-up exam | İlkin Yılmaz |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO1 | PO2 | PO3 | PO4 | PO 5 | PO6 | PO  7 | PO  8 | PO 9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Fundamentals of Nursing | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 3 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 2. Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO1 | PO2 | PO3 | PO4 | PO 5 | PO6 | PO  7 | PO  8 | PO 9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Fundamentals of Nursing | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 | LO 1-10 |  | LO 1-10 |

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| ECTS Table: | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 6 | 84 |
| Laboratory | 14 | 6 | 84 |
| Clinical Pratice | 14 | 10 | 140 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Laboratory | 1 | 2 | 2 |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures | 14 | 2 | 28 |
| Preparation for Mid-term Exam | 1 | 8 | 8 |
| Preparation for Final Exam | 1 | 8 | 8 |
| Preparation for Laboratory Exam | 1 | 8 | 8 |
| Preparation for Laboratory | 14 | 2 | 28 |
| Preparation for Clinical Practice | 14 | 2 | 28 |
| Independent study | 14 | 2 | 28 |
| Total Workload (hour) |  |  | 450/25 |
| ECTS Credits of Course |  |  | 18 |

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| Table 1: HEF 1052 Nursing Fundamentals Course Content and Learning Achievement Matrix | | | | | | | | | | | |
| Week | Topics | Learning Outcomes of the Course | | | | | | | | | |
| 1.The student can evaluate the vital signs correctly using proper techniques. | 2.The student knows and can use asepsis, antisepsis, disinfection and sterilization methods. | 3.The student acts in accordance with patient care requirements and professional ethical principles and values | 4. The student has general knowledge regarding drug administration and can administrate drugs orally, parenteral and locally in accordance with eight principles of correct administration. | 5. The student can perform nursing practices to meet individual’s need to move. | 6. The student can perform nursing practices to meet individual’s need to breathe. | 7. The student can perform nursing practices to meet individual’s nutritional need. | 8. The student can perform nursing practices to meet individual’s excretory need. | 9. The student can make nursing interventions regarding patient’s pain and sleep problems | 10. The student can collect data regarding individual’s care requirements and determine, plan and evaluate appropriate interventions |
| 1 | Healthy Hospital Environment, Patient Admission and Discharge, Infection Prevention Methods and Practices |  | X | X |  |  |  |  |  |  |  |
| 2 | Vital Signs | X | X | X |  |  |  |  |  |  | X |
| 3 | Personal Hygiene Practices  Movement requirement |  | X | X |  | X |  |  |  |  | X |
| 4 | Oral and Local Drug Administration  Hot and cold application | X | X | X | X |  |  |  |  |  | X |
| 5 | Parenteral Drug Administration Intravenous blood specimen collection, vascular access | X | X | X | X |  |  |  |  |  | X |
| 6 | Liquid Requirements and  Nursing Practices  Care of Patient with Pain Problems | X | X | X | X |  |  |  |  |  | X |
| 7 | Care concept in Nursing Practices  Mid-term Exam  Care concept in Nursing Practices (continues) | X | X | X | X |  |  |  |  | X | X |
| 8 | Maintenance of Tissue Integrity  Blood transfusions |  | X | X |  |  |  |  |  |  | X |
| 9 | Nutritional Requirements and Nursing Practices |  | X | X |  |  |  | X |  |  | X |
| 10 | Respiratory System Requirements and Nursing Practices |  | X | X |  |  | X |  |  |  | X |
| 11 | Central Venous Catheter Care  Sleep and rest |  | X | X | X |  |  |  |  |  | X |
| 12 | Excretory System Requirements and Nursing Practices  Loss, death, grief |  | X | X |  |  |  |  | X |  |  |
| 13 | Stoma care  Perioperative Care Requirements |  | X | X |  |  |  |  | X |  | X |
| 14 | Urinary System Requirements and Nursing Practices  Evaluation |  | X | X |  |  |  |  | X |  | X |
|  | Final exam | X | X | X | X | X | X | X | X | X | X |
|  | Make-up exam | X | X | X | X | X | X | X | X | X | X |

# HEF 1054 PHYSIOPATHOLOGY

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| --- | --- | --- | --- | --- |
| Offered by: Faculty of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department:  Nursing | | | | Course Name: Physiopathology |
| Course Level: Bachelor | | | | Course code: HEF 1054 |
| Form Submitting/Renewal Date: 09.02.2024 | | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | | Instructor/s:  Prof. Ozlem KUCUKGUCLU  Prof. Hatice MERT  Assoc. Prof. Özlem BILIK  Assoc. Prof. Fatma VURAL  Assoc. Prof. Aylin DURMAZ EDER |
| Prerequisite: None. | | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Assoc. Prof. Aylin DURMAZ EDER |
| Theory | Practice | Laboratory | Presentation | National Credit: 2 |
| 2 | - | - | - | ECTS Credit: 3 |

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| Course Objective: In the course of Pathophysiology, it is aimed to gain the student to comprehend information about reasons for the changes that may occur in the cell tissues, organs and systems in case of sickness, signs and symptoms of disease. |
| Learning outcomes:   1. Homeostasis and explain the reaction of the organism in the case disrupts homeostasis 2. Understanding the theoretical knowledge about the pathophysiological processes in cell, tissue, organ and system 3. Explaining the clinical features caused by pathophysiological processes in case of common acute and chronic disease. |

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| Learning and Teaching Strategies:  Visual presentation support  Case analysis  Group discussion  Brainstorm  Question Answer  Video/Animation |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X) | Grading (%) |
| Semester Requirements |  |  |
| Midterm exam | X | 50 |
| Clinical Practice |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final exam | X | 50 |
| Explanations on Assessment Methods:  1-Midterm Exam  2-Final Exam | | |

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| Assessment Criteria  In the assessment of the course, 50% of the midterm exam grade and 50% of the final grade will be determined as the course success grade.  Course Success Grade: 50% midterm grade (Midterm exam) + 50% final grade  Minimum Course Success Grade: 60 out of 100 full marks.  Minimum final or make-up exam Grade: 50 out of 100 full marks  In exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. |

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| Textbook(s)/References/Materials:  Main material   1. McCance KL, Huether SE. (2005). Pathophysiology The Biologic Basis For Disease in Adults and Children, The C.V. Mosby Company, StLouis. 2. Çevikbaş U (Çev. Ed). (2002). Temel Patoloji, Kumar V, Cortran RS., Robbins SL. Basic Pathology, Yüce Yayınları A.Ş, İstanbul.   Auxiliary material   1. Porth MC. (1998). Pathophysiolog Concepts of Altered Health States, 5th Ed., Lippincott Comp., Philadelphia. 2. Guyton CA, Hall J. (1996). Tıbbi Fizyoloji Çev: Hayrunisa Çavuşoğlu, 10th. Ed., W.B. Saunders Comp., Philadelphia. 3. Kumar V, Abbas A, Fousta N, Mitchell R. Robbins (2008). Basic Pathology, 8th Ed., Saunders Book Company, Philadelphia. 4. Carrier-Kohlman V. (2003). Pathophysiological *Phenomena in Nursing: Human Responses to Illness*, 2nd ed., WB Saunders Company, Philadelphia.   References  Pathophysiology; The Official Journal of the International Society for Pathophysiology  Other course materials: Discussion questions, case analysis, videos and animations. |
| Contact Details for the Instructor:  Prof. Ö. KÜÇÜKGÜÇLÜ Tel: 0 232 4126966 e-mails: [ozlem.kguclu@deu.edu.tr](mailto:ozlem.kguclu@deu.edu.tr)  Prof. H. MERT Tel: 0 232 412 4782 e-mails: [hatice.mert@deu.edu.tr](mailto:hatice.mert@deu.edu.tr)  Assoc. Prof. Ö. BİLİK Tel: 0 232 412 6962 e-mails: bilikorama@gmail.com  Assoc. Prof. F. VURAL Tel: 0232 412 47 80 e-mails: fatma.vural@deu.edu.tr  Assoc. Prof. A. DURMAZ EDEER Tel: 0232 412 4764 e-mails: aylin.durmaz@deu.edu.tr |

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| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | | | |
| Week | Subjects | Lecturer | Training Method and Material Used | Education type |
|  | Cell injury and cellular adaptation to injury | Assoc. Prof. Aylin Durmaz Edeer  Assoc. Prof. Hatice Mert | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Alteration of immune system | Assoc. Prof. Özlem Bılık  Assoc. Prof. Fatma Vural | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Alteration of fluid and electrolytes /  Alteration of acid-base balance | Assoc. Prof. Aylin Durmaz Edeer  Prof. Hatice Mert | Visual supported presentation,  Brainstorming,  Question answer,  Discussion  Video | Face to Face |
|  | Alteration of cardiovascular system | Prof. Hatice MERT  Assoc. Prof. Fatma Vural | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Alteration of pulmonary system | Assoc. Prof. Aylin Durmaz Edeer  Assoc. Prof. Özlem Bilik | Visual supported presentation,  Brainstorming,  Question answer,  Video  Case study | Face to Face |
|  | Alteration of hematologic system | Prof. Hatice MERT  Prof. Özlem Küçükgüçlü | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Case study according to many system (make-up lesson)  Midterm Exam | Assoc. Prof. Aylin Durmaz Edeer  Assoc. Prof. Fatma Vural  Assoc. Prof. Aylin Durmaz Edeer  Assoc. Prof. Fatma Vural | Case study Brainstorming,  Question answer,  Discussion | Face to Face Examination |
|  | Alteration of musculoskeletal system | Assoc. Prof. Özlem BILIK  Prof. Özlem Küçükgüçlü | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
| Holiday | | | |  |
|  | Alteration of nervous system | Prof. Ozlem Küçükgüçlü  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Alteration of renal system | Prof. Ozlem Küçükgüçlü  Prof. Hatice Mert | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Holiday | | |  |
|  | Alteration of gastrointestinal system | Assoc. Prof. Fatma Vural  Assoc. Prof. Özlem Bilik | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Pathophysiology of aging | Prof. Ozlem Küçükgüçlü  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Alteration of endocrine system | Assoc. Prof. Fatma Vural  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Cell differentiation and oncogenes  Cell damage and death/necrosis | Assoc. Prof. Fatma Vural  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Final Exam | Assoc. Prof. Aylin Durmaz Edeer |  | Online Examination |
|  | Makeup Exam | Assoc. Prof. Özlem Bilik |  | Online Examination |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Physiopathology | 3 | 0 | 0 | 3 | 3 | 0 | 1 | 0 | 3 | 1 | 0 | 0 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Physiopathology | LO1,2,3 |  |  | LO 1,2,3 | LO  1,2,3 |  | LO  3 |  | LO1,2,3 | LO 3 |  |  |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 13 | 2 | 26 |
| Exams | | | |
| Mid-term | 1 | 2 | 2 |
| Quiz |  |  |  |
| Final | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| Independent study | 13 | 1 | 13 |
| Preparation for Mid-term Exam | 1 | 9 | 9 |
| Preparation for Final Exam | 1 | 10 | 10 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Presentations |  |  |  |
| Others |  |  |  |
| Total Workload (hour) |  |  | 75/25 |
| ECTS Credits of Course |  |  | 3 |

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|  | HEF 1054 PHYSIOPATHOLOGY COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | |
| Week | Topics | Learning Outcomes of the Course | | |
| 1.Homeostasis and explain the reaction of the organism in the case disrupts homeostasis | 2.Homeostasis and explain the reaction of the organism in the case disrupts homeostasis | 3.Homeostasis and explain the reaction of the organism in the case disrupts homeostasis |
| 1 | Cell injury and cellular adaptation to injury | X | X | X |
| 2 | Alteration of immune system |  | X | X |
| 3 | Alteration of fluid and electrolytes / | X | X | X |
| 4 | Alteration of acid-base balance |  | X | X |
| 5 | Alteration of cardiovascular system |  | X | X |
| 6 | Alteration of pulmonary system |  | X | X |
| 7 | Alteration of hematologic system | X  X | X  X | X  X |
| 8 | Case study according to many system (make-up lesson) |  | X | X |
| 9 | Alteration of nervous system |  | X |  |
| 10 | Alteration of renal system |  | X | X |
| 11 | Alteration of gastrointestinal system |  | X | X |
| 12 | Pathophysiology of aging | X | X | X |
| 13 | Alteration of endocrine system | X | X | X |
| 14 | Cell differentiation and oncogenes  Cell damage and death/necrosis |  | X | X |

# HEF 1056 PHARMACOLOGY IN NURSING

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| Offered by: Faculty of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department:  Nursing | | | | Course Name: Pharmacology in Nursing |
| Course Level: Bachelor | | | | Course code: HEF 1056 |
| Form Submitting/Renewal Date:  January 2024 | | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | | Instructor/s:  Prof. Dr. Hatice Mert  Assoc. Prof. Özlem Bilik  Assoc. Prof. Fatma Vural  Assoc. Prof. Dilek Büyükkaya Besen  Assist. Prof. Üyesi Dilek Sezgin  Assist. Prof. Nurten Alan  Assist Prof. Eda Kankaya |
| Prerequisite: None. | | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Assist. Prof. Üyesi Dilek Sezgin |
| Theory | Practice | Laboratory | Presentation | National Credit: 2 |
| 2 | - | - | - | ECTS Credit: 3 |

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| Course Objective: The purpose of this course is to provide the student with information about effects, side effects, interactions, pharmacodynamic and pharmacokinetic properties of drugs used to treat various system diseases in application fields and responsibilities of nurses in pharmaceutical applications. |
| Learning outcomes:  1. The student knows the basic concepts of pharmacology; drug administration routes, drug types, pharmacokinetic and pharmacodynamic properties of drugs  2. The student can discuss the effects and side effects of drugs used in treatment.  3. The student can monitor the effects and side effects of drugs given to the patient  4. The student can give training to the patient and patients family regarding drug treatment  5. The student knows the responsibilities of nurses in drug administration.  6. The student can follow new developments in pharmacology. |

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| Learning and Teaching Strategies:  Presentation, discussion, question answer, self-learning |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X) | Grading (%) |
| Semester Requirements |  |  |
| Midterm exam | X | 50 |
| Clinical Practice |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final exam | X | 50 |
| Attending lesson / PBE lesson |  |  |
| Further Notes about Assessment Methods:  Midterm grade: 2 homework will be given throughout the semester, 50% of the average of homework grades + 50% of the exam grade  Semester grade: Midterm grade  Course Success Grade: 50% of the midterm exam + 50% of the final or make-up exam.  Minimum Course Success Grade: 60 out of 100 full marks.  Minimum final or make-up exam Grade: 50 out of 100 full marks. | | |

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| Assessment Criteria  The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge. |

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| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | | |
| Week | Topics | Lecturer | Teaching Strategies: |
| 1 | |  | | --- | | Introduction to Pharmacology,  General Pharmacology,  Pharmacokinetics, Pharmacodynamics | | Assist Prof. Nurten Alan  Assist. Prof. Dilek Sezgin | Presentation, discussion |
| 2 | Drug administration routes and pharmaceutical forms / Drug toxicity, side effects and drug interactions (Drug-Drug, Drug-Food) | Assist Prof. Nurten Alan  Assoc. Prof. Dilek Büyükkaya Besen | Presentation, discussion |
| 3 | Drugs Affecting Kidney Functions and Electrolyte Metabolism | Assist. Prof. Dilek Sezgin  Assist Prof. Eda Kankaya | Presentation, discussion |
| 4 | Respiratory System Drugs | Assist. Prof. Dilek Sezgin  Assist Prof. Nurten Alan | Presentation, discussion |
| 5 | |  | | --- | | Cardiovascular System Drugs | | Prof Dr Hatice Mert  Assist. Prof. Dilek Sezgin | Presentation, discussion |
| 6 | |  | | --- | | Anticoagulant drugs / thrombolytic agents | | Assoc. Prof. Dilek Büyükkaya Besen  Assist Prof. Eda Kankaya | Presentation, discussion |
| 7 | Musculoskeletal System Drugs  Drugs used in treatment of inflammation and pain | Assoc. Prof. Özlem Bilik  Assist Prof. Eda Kankaya | Presentation, discussion |
| 8 | **Midterm exam**  Discussion with cases | Assist Prof. Eda Kankaya  Assist Prof. Nurten Alan  Assist. Prof. Dilek Sezgin  Assist Prof. Eda Kankaya | Presentation, discussion |
| 9 | Autonomic Nervous System Drugs | Prof Dr Hatice Mert  Assist Prof. Eda Kankaya | Presentation, discussion |
| 10 | Central Nervous System Drugs | Assoc. Prof. Fatma Vural Assist. Prof. Dilek Sezgin | Presentation, discussion |
| 11 | Digestive System Drugs | Assoc. Prof. Fatma Vural  Assoc. Prof. Özlem Bilik | Presentation, discussion |
| 12 | Endocrine System Drugs | Assist. Prof. Dilek Sezgin  Prof Dr Hatice Mert | Presentation, discussion |
| 13 | Drugs Used in Treatment of Infectious Diseases  Other Chemotherapeutics | Assoc. Prof. D Büyükkaya Besen  Assoc. Prof. Fatma Vural | Presentation, discussion |
| 14 | Evaluating of lesson | Assist. Prof. Dilek Sezgin  Assoc. Prof. D Büyükkaya Besen | Presentation, discussion |
|  | Final exam | Assist. Prof. Dilek Sezgin  Assist Prof. Eda Kankaya |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Pharmacology in Nursing | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcome | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Pharmacology in Nursing | LO1,2,  3,4,5,6 | LO  1,3,4 | LO  4 | LO  2,3,4 | LO  2,3,4 | LO  4,6 | LO1,2  3,4,5 | LO  3,4,5 | LO1,2,  3,4,5,6 | LO1,2,  3,4,5,6 | LO  6 |  |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Lab practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
|  |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 1 | 14 |
| Independent study | 14 | 1 | 14 |
| Preparation for Mid-term Exam | 1 | 7 | 7 |
| Preparation for Final Exam | 1 | 8 | 8 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Total Workload (hour) |  |  | 75 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload |  |  | 3 |

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| HEF 1056 PHARMACOLOGY IN NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX | | | | | | |
| Weekly Course Contents | Learning Outcomes of the Course | | | | | |
| 1.The student knows the basic concepts of pharmacology; drug administration routes, drug types, pharmacokinetic and pharmacodynamic properties of drugs | 2.The student can discuss the effects and side effects of drugs used in treatment. | 3. The student can monitor the effects and side effects of drugs given to the patient | 4.The student can give training to the patient and patients family regarding drug treatment | 5.The student knows the responsibilities of nurses in drug administration. | 6. The student can follow new developments in pharmacology. |
| Introduction to Pharmacology,  General Pharmacology,  Pharmacokinetics, Pharmacodynamick | x | x |  |  | x | x |
| Drug administration routes and pharmaceutical forms / Drug toxicity, side effects and drug interactions (Drug-Drug, Drug-Food) | x | x | x | x | x | x |
| Drugs Affecting Kidney Functions and Electrolyte Metabolism | x | x | x | x | x | x |
| Respiratory System Drugs | x | x | x | x | x | x |
| Cardiovascular System Drugs | x | x | x | x | x | x |
| Anticoagulant drugs / thrombolytic agents | x | x | x | x | x | x |
| Musculoskeletal System Drugs  Drugs used in treatment of inflammation and pain | x | x | x | x | x | x |
| Midterm exam | x | x | x | x | x | x |
| Discussion with cases | x | x | x | x | x | x |
| Autonomic Nervous System Drugs | x | x | x | x | x | x |
| Central Nervous System Drugs | x | x | x | x | x | x |
| Digestive System Drugs | x | x | x | x | x | x |
| Endocrine System Drugs | x | x | x | x | x | x |
| Drugs Used in Treatment of Infectious Diseases  Other Chemotherapeutics | x | x | x | x | x | x |
| Evaluating of lesson |  |  |  |  |  |  |
| Final Exam | X | X | X | X | X | X |

# ATA 1002 PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION II

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| Department(s) Giving the Course: Principles of Atatürk and Turkish Revolution History | | | Department(s) Taking the Course: DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Principles of Ataturk and History of The Turkish Revolution II |
| Course Level: First Cycle Programs | | | Course Code: ATA 1002 |
| Issuance/Renewal Date of the Form: April 2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course: Beril Başar |
| Prerequisite of the course: | | | Prerequisite course for: - |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Beril Başar |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  To get students comprehend development stages of Turkish community in transition from empire to nation state | | | | | |
| Learning Outcomes of The Course:   |  | | --- | | 1. To be able to explain general concepts that compose fundamentals of Turkish revolution | | 1. To be able to explain aims, methods and outcomes of westernization movements of the Ottoman Empire | | 1. To be able to comprehend developments that happened in domestic and foreign policies during the last period of the Ottoman Empire | | 1. To be able to understand impacts of the Great War to the Ottoman Empire | | 1. To be able to explicate political, economic, military and social events that happened during the National Struggle process | | | | | | |
| Learning and Teaching Methods:  Presentation, expression | | | | | |
| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | | | | |
|  | | Mark as (X) If Available | | Percentage (%) | |
| Intra-Semester / Semester-End Studies | |  | |  | |
| 1st Midterm Exam | | X | | %40 | |
| Application | |  | |  | |
| Project | |  | |  | |
| Laboratory | |  | |  | |
| Final Exam | | X | | %60 | |
| Explanations Concerning the Assessment Methods:  In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in determining the calculations during the semester. | | | | | |
| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams, interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. | | | | | |
| Recommended Resources for the Course:  Mustafa Kemal Atatürk, Nutuk  Kemal Arı, Başlangıçtan Günümüze Türk Devrim Tarihi  Ahmet Mumcu, Atatürk İlkeleri ve İnkılâp Tarihi-1  Ergun Aybars, Türkiye Cumhuriyeti Tarihi  Türkiye Cumhuriyeti Tarihi-I (Komisyon), Atatürk Araştırma Merkezi Yay.  İlber Ortaylı, İmparatorluğun En Uzun Yüzyılı  Ahmet Mumcu, Tarih Açısından Türk Devriminin Temelleri ve Gelişimi  Şerafettin Turan, Türk Devrim Tarihi  Niyazi Berkes, Türkiye'de Çağdaşlaşma  Sina Akşin, Kısa Türkiye Tarihi  Bülent Tanör, Kurtuluş Kuruluş  Sabahattin Selek, Anadolu İhtilali  Erik Jan Zürcher, Modernleşen Türkiye'nin Tarihi  Bernard Lewis, Modern Türkiye'nin Doğuşu  Stefanos Yerasimos, Azgelişmişlik Sürecinde Türkiye  Tevfik Çavdar, Türkiye'nin Demokrasi Tarihi 1839-1950  Feroz Ahmad, Modern Türkiye'nin Oluşumu  Server Tanilli, Uygarlık Tarihi | | | | | |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):  It is obligated to continue to at least 70% of lessons. The instructor has right to make practical quizzes. The scores obtained from quizzes will be directly added to exam scores. | | | | | |
| Contact Information of The Course Instructor: | | | | | |
| Course Content: | | | | | |
| Week | Subjects | | Lecturer | | Training Method and Material Used |
|  | State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State | | Beril Başar | | Presentation, expression |
|  | Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution | | Beril Başar | | Presentation, expression |
|  | Ottoman Modernization | | Beril Başar | | Presentation, expression |
|  | Competition that happened in international arena from 19th century to 20th century and its reflection to the Ottoman Empire | | Beril Başar | | Presentation, expression |
|  | Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War | | Beril Başar | | Presentation, expression |
|  | Tripoli and Balkan Wars | | Beril Başar | | Presentation, expression |
|  | Midterm Exam | | Beril Başar | |  |
|  | Great War and the Ottoman Empire | | Beril Başar | | Presentation, expression |
|  | Moudros Armistice Treaty and occupation process | | Beril Başar | | Presentation, expression |
|  | Glance of Mustafa Kemal to the existing situation | | Beril Başar | | Presentation, expression |
|  | Developments that happened during the National Struggle period | | Beril Başar | | Presentation, expression |
|  | Mudanya Armistice Treaty | | Beril Başar | | Presentation, expression |
|  | Lausanne Peace Treaty | | Beril Başar | | Presentation, expression |

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| Contribution of Course Learning Outcomes to Program Outcomes | | | | | | | | | | | | | |
| Course | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Principles of Ataturk and History of The Turkish Revolution II | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

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| Matrix of Course Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO 1 | LO 5 | LO 1 | LO 2,3 | LO 2 | LO 1 | LO 1-5 | LO 1 | LO 2 | LO 2 | LO 1,2 | LO 2 | LO 4,5 |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 12 | 2 | 24 |
| Practice |  |  |  |
| Exams | | | |
| Midterm Exam | 1 | 1 | 1 |
| Final Exam | 1 | 1 | 1 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 12 | 1 | 12 |
| Preparation for midterms exam | 1 | 5 | 5 |
| Preparation for final exam | 1 | 7 | 7 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course |  |  | 2 |

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|  | ATA 1002 ATA 1002 PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION II COURSE CONTENTS AND LEARNING OUTCOMES | | | | | |
| Week | Topic | Learning Outcomes of the Course | | | | |
| 1.To be able to explain general concepts that compose fundamentals of Turkish revolution | 2. To be able to explain aims, methods and outcomes of westernization movements of the Ottoman Empire | 3. To be able to comprehend developments that happened in domestic and foreign policies during the last period of the Ottoman Empire | 4. To be able to understand impacts of the Great War to the Ottoman Empire | 5. To be able to explicate political, economic, military and social events that happened during the National Struggle process |
| 1 | State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State | X |  |  |  |  |
| 2 | Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution | X | X |  |  |  |
| 3 | Ottoman Modernization | X | X | X |  |  |
| 4 | Competition that happened in international arena from 19th century to 20th century and its reflection to the Ottoman Empire |  |  |  | X | X |
| 5 | Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War |  | X |  |  | X |
| 6 | Tripoli and Balkan Wars |  | X |  |  | X |
| 7 | Midterm Exam | X | X | X | X | X |
| 8 | Great War and the Ottoman Empire | X | X | X | X | X |
| 9 | Moudros Armistice Treaty and occupation process | X | X | X | X | X |
| 10 | Glance of Mustafa Kemal to the existing situation | X | X | X | X | X |
| 11 | Developments that happened during the National Struggle period |  |  |  |  | X |
| 12 | Mudanya Armistice Treaty |  |  |  |  | X |
| 13 | Lausanne Peace Treaty |  |  |  |  | X |
| 14 | State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State | X | X | X | X | X |
|  | FİNAL SINAVI | X | X | X | X | X |

# TDL 1002 TURKISH LANGUAGE II

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| Department(s) Giving the Course:  Required Course Office | | | Department(s) Taking the Course:  Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Turkish Language II |
| Course Level: First Cycle Programs | | | Course Code: TDL 1002 |
| Issuance/Renewal Date of the Form:  April 2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Lecturer Gülece Bilen |
| Prerequisite of the course:  - | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course):  Lecturer Gülece Bilen |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The objective of Turkish Language Course is to enable the comprehension of the structural and operational features of Turkish; and to enable the acquisition of the proper and fine use of the language which is a means of written and spoken expression. |
| Learning Outcomes of The Course:   |  | | --- | | 1. Comprehending the bond between language and culture | | 1. Explaining the historical eras of Turkish Language | | 1. Using Turkish as a written and spoken tool with fluency and efficiency | | 1. Explaining the structural and operational features of Turkish Language | | 1. Developing a more sensitive and conscious point a view towards his/her language | |

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| Learning and Teaching Methods:  Presentation, expression |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in determining the calculations during the semester. | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams, interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. |

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| Recommended Resources for the Course:  Textbook(s): Turkish Language and Essay writing for Higher Education. Supplementary Book(s): Turkish Language for the Universities, Muharrem Ergin. Turkish Languisties, Sezai Güneş. Language in all Aspects, Doğan Aksan |
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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):  70% attendance to courses are required. |
| Contact Information of The Course Instructor: |

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| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
|  | Introduction to the objective, principles and subjects of the Turkish Language Course | Lecturer Gülece Bilen | Presentation, expression |
|  | The significance of language in society | Lecturer Gülece Bilen | Presentation, expression |
|  | The significance of the Turkish Language among the world languages. | Lecturer Gülece Bilen | Presentation, expression |
|  | The historical eras of the Turkish Language. | Lecturer Gülece Bilen | Presentation, expression |
|  | The current situation of Turkish Language and the regions of spread. | Lecturer Gülece Bilen | Presentation, expression |
|  | Spelling rules and implementation. | Lecturer Gülece Bilen | Presentation, expression |
|  | Punctuation marks and implementation. | Lecturer Gülece Bilen | Presentation, expression |
|  | Midterm Exam | Lecturer Gülece Bilen | Presentation, expression |
|  | Turkish Phonetics and classification. | Lecturer Gülece Bilen | Presentation, expression |
|  | Turkish Phonology. | Lecturer Gülece Bilen | Presentation, expression |
|  | The Features Turkish Phonetics. | Lecturer Gülece Bilen | Presentation, expression |
|  | General information about essay writing. | Lecturer Gülece Bilen | Presentation, expression |
|  | Expression styles in essay writing. | Lecturer Gülece Bilen | Presentation, expression |
|  | General evaluation of term topics. | Lecturer Gülece Bilen | Presentation, expression |

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| Contribution of Course Learning Outcomes to Program Outcomes | | | | | | | | | | | | | |
| Course | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Turkish Language II | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

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| Matrix of Course Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO 1 | LO 5 | LO 1 | LO 2,3 | LO 2 | LO 1 | LO 1-5 | LO 1 | LO 2 | LO 2 | LO 1,2 | LO 2 | LO 4,5 |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice |  |  |  |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 8 | 1 | 8 |
| Preparation for midterms exam | 1 | 5 | 5 |
| Preparation for final exam | 1 | 5 | 5 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course |  |  | 2 |

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|  | TDL 1002 TURKISH LANGUAGE II COURSE CONTENTS AND LEARNING OUTCOMES | | | | | |
| Week | Topic | Learning Outcomes of The Course | | | | |
| 1.Comprehending the bond between language and culture   |  | | --- | |  | |  | |  | |  | | 2. Explaining the historical eras of Turkish Language | 3. Using Turkish as a written and spoken tool with fluency and efficiency. | 4. Explaining the structural and operational features of Turkish Language | 5. Developing a more sensitive and conscious point a view towards his/her language |
| 1 | Introduction to the objective, principles and subjects of the Turkish Language Course | X |  |  |  |  |
| 2 | The significance of language in society | X | X |  |  |  |
| 3 | The significance of the Turkish Language among the world languages. | X | X | X |  |  |
| 4 | The historical eras of the Turkish Language. |  |  |  | X | X |
| 5 | The current situation of Turkish Language and the regions of spread. |  | X |  |  | X |
| 6 | Spelling rules and implementation. |  | X |  |  | X |
| 7 | Punctuation marks and implementation. | X | X | X | X | X |
| 8 | Midterm Exam | X | X | X | X | X |
| 9 | Turkish Phonetics and classification. | X | X | X | X | X |
| 10 | Turkish Phonology. | X | X | X | X | X |
| 11 | The Features Turkish Phonetics. |  |  |  |  | X |
| 12 | General information about essay writing. |  |  |  |  | X |
| 13 | Expression styles in essay writing. |  |  |  |  | X |
| 14 | General evaluation of term topics. | X | X | X | X | X |
|  | FİNAL SINAVI | X | X | X | X | X |

# YDL 1006 FOREIGN LANGUAGE II (ENGLISH)

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| --- | --- | --- | --- |
| Department(s) Giving the Course:  School of Foreign Languages | | | Department(s) Taking the Course:  Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Foreign Language II (English) |
| Course Level: First Cycle Programs | | | Course Code: YDL 1006 |
| Issuance/Renewal Date of the Form:  April 2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course: Sibel Altıntop |
| Prerequisite of the course:  - | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Sibel Altıntop |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| --- |
| Course Objective:  This course will enhance students' writing, reading, speaking and listening skills with the help of Communicative Approach. |
| Learning Outcomes of The Course:   |  | | --- | | 1. Reading and comprehension of English texts at basic level. 2. Learning vocabulary needed in their field at basic level. | | 1. Providing effective use of foreign language in the field at basic level | | 1. Writing in target language in the field at basic level | | 1. Using target language in their daily life effectively at basic level | |

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| Learning and Teaching Methods:  Lectures,Communicative approach, Question-answer |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in determining the calculations during the semester. | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams, interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. |

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| Recommended Resources for the Course:  Main Coursebook: Network 1, Oxford University Press Supplementary Materials: Various grammar books |

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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor: |

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| --- | --- | --- | --- |
| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
|  | Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continious Ls: making plans onthe phone | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time..... | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 8C -Unit 8D Voc: synonmy, Gr: wishes2; should have. Ls: UK and USA tipping habits | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like,such as, so, such | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out. | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself | Sibel Altıntop |  |
|  | Midterm Exam | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women cry | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 11A-B Voc: work collocations, business collocations Gr: descrbing future events; future perfect | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 11C-D Voc: reporting verbs, advertising Gr: reported speech Ls: two friends arranging to meet. | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2 , deduction in the present and the past | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 12C Voc. things and places at an airport Gr. positive and negative, have you ever... questions and short answers Ls: questions on phone | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | General review | Sibel Altıntop | Lectures,Communicative approach, Question-answer |

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| Contribution of Course Learning Outcomes to Program Outcomes | | | | | | | | | | | | | |
| Course | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Foreign Language II | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Matrix of Course Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO 1 | LO 5 | LO 1 | LO 2,3 | LO 2 | LO 1 | LO 1-5 | LO 1 | LO 2 | LO 2 | LO 1,2 | LO 2 | LO 4,5 |

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| --- | --- | --- | --- |
| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 12 | 2 | 24 |
| Practice |  |  |  |
| Exams | | | |
| Midterm Exam | 1 | 1 | 1 |
| Final Exam | 1 | 1 | 1 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 12 | 2 | 24 |
| Preparation for midterms exam | 1 | 3 | 3 |
| Preparation for final exam | 1 | 3 | 3 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 56 |
| ECTS Credits of Course |  |  | 2 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | YDL 1006 FOREIGN LANGUAGE II (ENGLISH) course contents and learnıng outcomes matrıx | | | | | |
| Week | Topic | Learning Outcomes of The Course | | | | |
| 1.Reading and comprehension of English texts at basic level. | 2. Learning vocabulary needed in their field at basic level | 3. Providing effective use of foreign language in the field at basic level | 4. Writing in target language in the field at basic level | 5. Using target language in their daily life effectively at basic level |
| 1 | Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs | X |  |  |  |  |
| 2 | Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continious Ls: making plans onthe phone | X | X |  |  |  |
| 3 | Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time..... | X | X | X |  |  |
| 4 | Unit 8C -Unit 8D Voc: synonmy, Gr: wishes2; should have. Ls: UK and USA tipping habits |  |  |  | X | X |
| 5 | Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like,such as, so, such |  | X |  |  | X |
| 6 | Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out. |  | X |  |  | X |
| 7 | Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself | X | X | X | X | X |
| 8 | Midterm Exam | X | X | X | X | X |
| 9 | Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women cry | X | X | X | X | X |
| 10 | Unit 11A-B Voc: work collocations, business collocations Gr: descrbing future events; future perfect | X | X | X | X | X |
| 11 | Unit 11C-D Voc: reporting verbs, advertising Gr: reported speech Ls: two friends arranging to meet. |  |  |  |  | X |
| 12 | Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2, deduction in the present and the past |  |  |  |  | X |
| 13 | Unit 12C Voc. things and places at an airport Gr. positive and negative, have you ever... questions and short answers Ls: questions on phone |  |  |  |  | X |
| 14 | General review | X | X | X | X | X |
|  | FINAL EXAM | X | X | X | X | X |

# YDL 1006 FOREIGN LANGUAGE II (ENGLISH)

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| --- | --- | --- | --- |
| Department(s) Giving the Course:  School of Foreign Languages | | | Department(s) Taking the Course:  Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Foreign Language II (English) |
| Course Level: First Cycle Programmes | | | Course Code: YDL 1006 |
| Issuance/Renewal Date of the Form:  April 2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course: Sibel Altıntop |
| Prerequisite of the course:  - | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Sibel Altıntop |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

|  |
| --- |
| Course Objective:  This course will enhance students' writing, reading, speaking and listening skills with the help of Communicative Approach. |
| Learning Outcomes of The Course:   |  | | --- | | 1. Reading and comprehension of English texts at basic level. 2. Learning vocabulary needed in their field at basic level. | | 1. Providing effective use of foreign language in the field at basic level | | 1. Writing in target language in the field at basic level | | 1. Using target language in their daily life effectively at basic level | |

|  |
| --- |
| Learning and Teaching Methods:  Lectures, Communicative approach, Question-answer |

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| --- | --- | --- |
| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in determining the calculations during the semester. | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams, interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. |

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| Recommended Resources for the Course:  Main Coursebook: Network 1, Oxford University Press Supplementary Materials: Various grammar books |

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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor: |

|  |  |  |  |
| --- | --- | --- | --- |
| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
|  | Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs | Sibel Altıntop | Lectures, Communicative approach, Question-answer |
|  | Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continious Ls: making plans onthe phone | Sibel Altıntop | Lectures, Communicative approach, Question-answer |
|  | Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time..... | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 8C -Unit 8D Voc: synonmy, Gr: wishes2; should have. Ls: UK and USA tipping habits | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like,such as, so, such | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out. | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself | Sibel Altıntop |  |
|  | Midterm Exam | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women cry | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 11A-B Voc: work collocations, business collocations Gr: descrbing future events; future perfect | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 11C-D Voc: reporting verbs, advertising Gr: reported speech Ls: two friends arranging to meet. | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2 , deduction in the present and the past | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | Unit 12C Voc. things and places at an airport Gr. positive and negative, have you ever... questions and short answers Ls: questions on phone | Sibel Altıntop | Lectures,Communicative approach, Question-answer |
|  | General review | Sibel Altıntop | Lectures,Communicative approach, Question-answer |

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| Course | PO  1 |  | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Foreign Language II | 2 |  | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

Matrix of Course Learning Outcomes Versus Program Outcomes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO 1 | LO 5 | LO 1 | LO 2,3 | LO 2 | LO 1 | LO 1-5 | LO 1 | LO 2 | LO 2 | LO 1,2 | LO 2 | LO 4,5 |

|  |  |  |  |
| --- | --- | --- | --- |
| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 12 | 2 | 24 |
| Practice |  |  |  |
| Exams | | | |
| Midterm Exam | 1 | 1 | 1 |
| Final Exam | 1 | 1 | 1 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 12 | 2 | 24 |
| Preparation for midterms exam | 1 | 3 | 3 |
| Preparation for final exam | 1 | 3 | 3 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 56 |
| ECTS Credits of Course |  |  | 2 |

# SECOND YEAR SPRING SEMESTER

# COMPULSORY COURSES

# HEF 2090 SURGICAL NURSING

|  |  |  |  |
| --- | --- | --- | --- |
| Offered by: FACULTY OF NURSING | | | Offered to: FACULTY OF NURSING |
| Name of the Department:  NURSING | | | Course Name:  Surgical Nursing |
| Course Level: Bachelor | | | Course Code: HEF 2090 |
| Form Submitting/Renewal Date:  24.01.2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructor/s:  Assoc. Prof. Özlem Bilik  Assoc. Prof. Fatma Vural  Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Aylin Durmaz Edeer  Asst. Prof. Eda Ayten Kankaya  Asst. Prof. Buket Çelik  Asst. Prof. Nazife Gamze Özer Özlü |
| Prerequisite:  HEF 1052 Nursing Principles  HEF 2091 Internal Medicine Nursing | | | Prerequisite to:  HEF 3066 Mental Health and Psychiatry Nursing  HEF 3061 Women Health and Diseases Nursing  HEF 3063 Children’s Health and Diseases Nursing  HEF 3064 Public Health Nursing |
| Weekly Course Hours: | | | Course Coordinator:  Asst. Prof. Dr. Eda Ayten Kankaya |
| Theory | Application | Laboratory | National Credit: 5 |
| *6* | 10 | 0 | ECTS Credit: 13 |
| THIS TABLE WILL BE TRANSFERRED FROM THE AUTOMATION SYSTEM OF STUDENT WORKS. | | | |

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| Objective of this course: This course aims to gain the student the knowledge and skills to provide care for the surgery patient using the holistic and evidence-based approach before, during and after the surgery. |
| Learning Gains of the Course:   |  | | --- | | LO1. The student knows the basic concepts and principles concerning surgical diseases (homeostasis, tissue damage, wound healing, stress, shock, asepsis, sterilization, disinfection, acute pain management).  LO2. The student can explain the psychological and spiritual aspect of surgery.  LO3. The student can explain the care requirements of the individual/family/community before, during and after the operation in diseases requiring surgical intervention.  LO4. The student can provide nursing care for the patient before, during and after the surgical intervention.  LO5. The student can explain the ethical and legal issues of surgery. | |

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| Learning and Teaching Strategies:  Visually supported presentation  Case analysis  Brainstorming  Question answer  Video supported presentation  Discussion |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | x | 50% |
| Practice | x | 50% |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Final Exam | x | 50% |

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| Assessment Criteria  Mid-term Grade: 50% of the midterm exam + 50% of the application grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade  Minimum course grade: 60 out of 100 full grades  Minimum final and make-up exam grade: 50 out of 100 full grades |
| Evaluation Criteria:  In exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. In practice, the ability to perform the evidence-based care of the surgical patient, the patient-specific care plan, and concept map will be evaluated. In practice, the ability to perform the evidence-based care of the surgical patient, the patient-specific care plan, will be evaluated with the concept map. |
| |  | | --- | | Recommended Resources for the Course:  Main source:   1. Karadakovan A, Eti Aslan F (Editörler) (2014) Dahili ve cerrahi hastalıklarda bakım, Geliştirilmiş 3. Baskı, Baskı, Akademisyen Tıp Kitabevi, Ankara 2. Eti Aslan F, Olgun N. (Editörler) (2014) Erişkinlerde Acil Bakım 1. Baskı, Akademisyen Tıp Kitabevi, Ankara 3. Eti Aslan F (Ed) (2016) Cerrahi Bakım Vaka Analizleri ile Birlikte 1. Baskı, Akademisyen Tıp Kitabevi, Ankara 4. Akbayrak N, Erkal İlhan S, Ançel G, Albayrak AS (Editörler) (2007) Hemşirelik Bakım Planları (Dahiliye-Cerrahi Hemşireliği ve Psiko-sosyal Boyut) 1. Baskı, Akademisyen Tıp Kitabevi, Ankara   Auxiliary sources:   1. Lewis SL, Dirksen SR, Heitkemper MM, BucHer L (2013) Medical-surgical nursing: Assessment and management of clinical problems 9 th Ed. St.Louis Missouri: Mosby Elsevier 2. Smeltzer SC, Bare B, Hinkle JL, Cheever KH. (2010) Medical Surgical Nursing 20th Ed. Philadelphia: Lippincott 3. Aksoy G. Kanan N., Akyolcu N. (2012) Cerrahi Hemşireliği I. İstanbul: Nobel Tıp Kitabevi 4. McCance, K., Huether, SE., (2013), Pathophysıology the Biologic Basis For Disease in Adults and Children, 7. Edition, USA: Elsevier Mosby 5. Akyolcu N, Aksoy G, Kanan N. (2011) Cerrahi hemşireliği uygulama rehberi, 1. Baskı, İstanbul Tıp Kitabevi, İstanbul. 6. Woods SL. (2010) Medical Surgical Nursing: A Pathophysiological Approach 1st Ed. Philadelphia: Lippincott Williams &Wilkins 7. Erdil F., Özhan Elbaş N. (2008) Cerrahi Hastalıklar Hemşireliği Genişletilmiş V. Baskı, Ankara: Aydoğdu Ofset Matbacılık 8. Guyton A.C., Hall J.E. (2007) Tıbbi Fizyoloji 11. Basım, Çavuşoğlu H., Çağlayan Yeğen B. (Çev. Edt.), Aydın Z., Alican İ. (Edt. Yard.) Nobel Tıp Kitabevi 9. Değerli Ü., Erdil Y. (2006) Genel Cerrahi Genişletilmiş 8. Baskı, İstanbul: Nobel Tıp Kitabevi, 10. Eti Aslan F (Ed) (2016) Yoğun Bakım Seçilmiş Semptom Bulguların Yönetimi 1. Baskı, Akademisyen Tıp Kitabevi, Ankara 11. AORN, 2010; Kennedy, L. 2014. Implementing. AORN Recommended Practices for a Safe Enviroment of Care, Part II. AORN Journal. 100(3); 280-293 12. National Guideline Clearing House, Surgical Site Infection, 2008; NICE Clinical Guideline, 2008   References:  Other course materials: | |
| Policy and Rules Regarding the Course: (If faculty member wishes to explain, they can use this title) |

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| Course Faculty Member Contact Information:  Assoc. Prof. Özlem Bilik Tel: 0232 412 4753 [ozlembilik71@gmail.com](mailto:ozlembilik71@gmail.com)  Assoc. Prof. Fatma Vural Tel: 0232 412 4780 [fatma.vural@deu.edu.tr](mailto:fatma.vural@deu.edu.tr)  Assoc. Prof. Yaprak Sarıgöl Ordin Tel: 0232 412 6968 [yaprak.sarigol@deu.edu.tr](mailto:yaprak.sarigol@deu.edu.tr)  Assoc. Prof. Aylin Durmaz Edeer Tel: 0232 412 4765 [aylin\_durmaz@yahoo.com](mailto:aylin_durmaz@yahoo.com)  Asst. Prof. Dr. Eda Ayten Kankaya Tel: 02324124792 [edaayten.kankaya@deu.edu.tr](mailto:edaayten.kankaya@deu.edu.tr)  Asst. Prof. Dr. Buket Çelik Tel.: 02324126975 [buket.celik@deu.edu.tr](mailto:buket.celik@deu.edu.tr)  Asst. Prof. Dr. Gamze Özer Özlü Tel: 02324126980 [nazifegamze.ozerozlu@deu.edu.tr](mailto:nazifegamze.ozerozlu@deu.edu.tr) | | | |
| Course Outline:  Exam dates will be specified in the course program. Exam dates can be changed even after finalized. | | | |
| Week | Topics | Faculty Member | Education method |
| 1.Week | Historical process of surgery, responsibilities, roles and duties of a surgical nurse  Basic concepts in surgical nursing  Wound healing and wound care, burn and nursing care | Asst. Prof. Eda Ayten Kankaya  Asst. Prof. Buket Çelik | Visual supported presentation  Case analysis  Video  Brainstorming  Question answer |
| 2.Week | Surgical site infections and nursing interventions  Stress response, shock (hypovolemic shock)  Surgical asepsis, antisepsis, sterilization and disinfection methods and the role of the nurse | Asst. Prof. N. Gamze Özer Özlü  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Case analysis  Brainstorming  Question answer |
| 3. Week | Patient employee safety in surgery  Evidence-based applications of acute and postoperative pain method and pain management in surgical patients  Nutrition in the surgical patient  Perioperative nursing approaches  -Preoperative nursing care | Asst. Prof. N. Gamze Özer Özlü  Assoc. Prof. Yaprak Sarıgöl Ordin | Visual supported presentation  Case analysis  Video  Brainstorming  Question answer |
| 4.Week | Perioperative nursing approaches  -Preoperative nursing care  -Intraoperative care  - Postoperative care  Ethical and legal issues in surgery | Asst. Prof. N. Gamze Özer Özlü  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Case analysis  Brainstorming  Question answer |
| 5.Week | Ethical and legal issues in surgery  Respiratory system diseases requiring surgical intervention and nursing care | Assoc. Prof. Dr. Aylin Durmaz Edeer  Asst. Prof. Eda Ayten Kankaya | Visual supported presentation,  Case analysis  Brainstorming  Question answer |
| 6.Week | Cardiovascular system diseases requiring surgical intervention and nursing care | Asst. Prof. Eda Ayten Kankaya  Assoc. Prof. Aylin Durmaz Edeer | Visual supported presentation,  Case analysis  Brainstorming  Question answer |
| 7.Week | Gastrointestinal system diseases requiring surgical intervention and nursing care  Midterm Exam | Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Fatma Vural | Presentation  Discussion |
| 8.Week | Organ transplant, history of organ transplantation, nursing care before/after organ transplantation | Assoc. Prof. Yaprak Sarıgöl Ordin  Asst. Prof. Buket Çelik | Presentation  Discussion |
| 9.Week | Patient communication laboratory who refuses treatment | Asst. Prof. Eda Ayten Kankaya  Asst. Prof. N. Gamze Özer Özlü | Presentation  Case analysis  Brainstorming  Question answer  Laboratory |
| 10.Week | Nervous system diseases requiring surgical intervention and nursing care | Asst. Prof. Buket Çelik  Assoc. Prof. Özlem Bilik | Presentation  Discussion |
| 11.Week | Urinary system diseases requiring surgical intervention and nursing care  Common eye diseases requiring surgical intervention and nursing care management | Assoc. Prof. Fatma Vural  Asst. Prof. N. Gamze Özer Özlü  Assoc. Prof. Yaprak Sarıgöl Ordin | Presentation  Discussion  Question answer |
| 12.Week | Traumas - diseases of the musculoskeletal system requiring surgical intervention and nursing care | Asst. Prof. Buket Çelik  Assoc. Prof. Özlem Bilik | Presentation  Discussion |
| 13.Week | Nursing care management in endocrine surgery and breast surgery, thyroid and breast surgery  Emergency nursing | Assoc. Prof. Fatma Vural  Asst. Prof. N. Gamze Özer Özlü  Asst. Prof. Eda Ayten Kankaya | Presentation  Discussion |
| 14.Week | First aid  Common ear, nose and throat diseases requiring surgical intervention and nursing care management | Asst. Prof. Buket Çelik  Asst. Prof. N. Gamze Özer Özlü  Asst. Prof. Eda Ayten Kankaya | Presentation  Discussion  Laboratory |

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| Table 1. Contribution of course learning outcomes to program outcomes | | | | | | | | | | | | | |
| Learning Outcome | PÇ  1 | PÇ  2 | PÇ  3 | PÇ  4 | PÇ  5 | PÇ  6 | PÇ  7 | PÇ  8 | PÇ  9 | PÇ  10 | PÇ 11 | PÇ 12 | PÇ 13 |
| Surgical Diseases Nursing | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 0 | 0 | 1 |

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| Tablo 2. Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Surgical Diseases Nursing | ÖÇ 1,2,  3,4,5 | ÖÇ1,3,4 | ÖÇ 1,2,3.4, 5 | ÖÇ 1,2,3.4.5 | ÖÇ 1,2,3,4,5 | ÖÇ 3, 4,5 | ÖÇ 1, 2, 3, 4.5 | ÖÇ 3,4,5 | ÖÇ 3.4 | ÖÇ 1,2,3,4,5 | - | - | ÖÇ 3,4,5 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 5 | 84 |
| Clinical Practice | 14 | 6 | 140 |
| Exams (If the exam is held during class hours, the exam duration must be reduced from the in-class activities) | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 4 | 56 |
| Independent study | 14 | 4 | 56 |
| Preparation for Mid-term Exam | 1 | 13 | 13 |
| Preparation for Final Exam | 1 | 22 | 22 |
| Preparing homework |  |  |  |
| Preparing presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  | 375 |  |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload |  | 375/25 | 15 |

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| HEF 2090 SURGICAL NURSING COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| TOPICS | | Learning Outcomes of the Course | | | | |
| 1.The student knows the basic concepts and principles concerning surgical diseases (homeostasis, tissue damage, wound healing, stress, shock, asepsis, sterilization, disinfection, acute pain management). | 2.The student can explain the psychological and spiritual aspect of surgery. | 3.The student can explain the care requirements of the individual/family/community before, during and after the operation in diseases requiring surgical intervention. | 4.The student can provide nursing care for the patient before, during and after the surgical intervention. | 5.The student can explain the ethical and legal issues of surgery |
| 1 | Historical process of surgery, responsibilities, roles and duties of a surgical nurse  Basic concepts in surgical nursing  Wound healing and wound care, burn and nursing care | X | X | X |  | X |
| 2 | Surgical site infections and nursing interventions  Stress response, shock (hypovolemic shock)  Surgical asepsis, antisepsis, sterilization and disinfection methods and the role of the nurse | X | X | X | X |  |
| 3 | Patient employee safety in surgery  Evidence-based applications of acute and postoperative pain method and pain management in surgical patients  Nutrition in the surgical patient  Perioperative nursing approaches  -Preoperative nursing care | X | X | X | X | X |
| 4 | Perioperative nursing approaches  -Preoperative nursing care  -Intraoperative care  - Postoperative care  Ethical and legal issues in surgery | X | X | X | X | X |
| 5 | Ethical and legal issues in surgery  Respiratory system diseases requiring surgical intervention and nursing care | X | X | X | X | X |
| 6 | Cardiovascular system diseases requiring surgical intervention and nursing care | X | X | X | X | X |
| 7 | Gastrointestinal system diseases requiring surgical intervention and nursing care | X | X | X | X | X |
| 8 | Organ transplant, history of organ transplantation, nursing care before/after organ transplantation | X | X | X | X | X |
| 9 | Patient communication laboratory who refuses treatment | X | X | X | X | X |
| 10 | Nervous system diseases requiring surgical intervention and nursing care | X | X | X | X | X |
| 11 | Urinary system diseases requiring surgical intervention and nursing care  Common eye diseases requiring surgical intervention and nursing care management | X | X | X | X | X |
| 12 | Traumas - diseases of the musculoskeletal system requiring surgical intervention and nursing care | X | X | X | X | X |
| 13 | Nursing care management in endocrine surgery and breast surgery, thyroid and breast surgery  Emergency nursing | X | X | X | X | X |
| 14 | First aid  Common ear, nose and throat diseases requiring surgical intervention and nursing care management |  |  |  |  |  |
|  | CLINICAL PRACTİCE | X | X | X | X | X |
|  | FINAL EXAM | X | X | X | X | X |

# SECOND YEAR Compulsory COURSES

# HEF 2092 FIRST AID

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| Offered by: Faculty of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department:  Nursing | | | | Course Name: First Aid |
| Course Level: Bachelor | | | | Course code: HEF 2092 |
| Form Submitting/Renewal Date: 26.01.2024 | | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | | Instructor/s:  Prof. Hatice MERT  Prof. Murat Bektaş  Assoc. Prof. Özlem BILIK  Assoc. Prof. Aylin DURMAZ EDER  Assistant Professor Dilek Sezgin  Assistant Professor Buket Çelik |
| Prerequisite: | | | | Prerequisite to: |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Assoc. Prof. Aylin DURMAZ EDER |
| Theory | Practice | Laboratory | Presentation | National Credit: 2 |
| 2 | - | - | - | ECTS Credit: 3 |

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| Course Objective: The aim of this course is to provide students with current information about first aid  practices and precautions to be taken at the time and place of events in order to save the lives of individuals or groups who are injured in sudden situations that may be encountered at any moment in everyday life by taking into consideration the ethical principles and patient safety principles. |

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| Learning outcomes:  LO1: Explain the basic concepts and principles related to first aid.  LO2: Can make decisions about first aid in line with the process of diagnosis, implementation and evaluation  LO 3: Explain the types of injuries  LO4: Know the principles of first aid in injuries  LO 5: Has the knowledge to evaluate the injured in the first aid and to determine the priorities.  LO 6: Know the ethical rules in every kind of first aid application. |
| Learning and Teaching Strategies:  Visual presentation support  Case analysis  Group discussion  Brainstorm  Question Answer  Video/Animation  Demonstration-Using a model |

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| |  |  |  | | --- | --- | --- | | Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | | |  | If used, check as (X) | Grading (%) | | Semester Requirements |  |  | | Midterm exam | X | 50 | | Clinical Practice |  |  | | Homework Assignments/  Presentation |  |  | | Projects |  |  | | Laboratory work |  |  | | Final exam | X | 50 | | Explanations on Assessment Methods:  in exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. | | |   Assessment Criteria  In the assessment of the course, 50% of the midterm exam grade and 50% of the final grade will be determined as the course success grade.  Course Success Grade: 50% midterm grade (Midterm exam) + 50% final grade  Minimum Course Success Grade: 60 out of 100 full marks.  Minimum final or make-up exam Grade: 50 out of 100 full marks  In exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. |

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| Textbook(s)/References/Materials:  Main material   1. McCance KL, Huether SE. (2005). Pathophysiology The Biologic Basis for Disease in Adults and Children, The C.V. Mosby Company, StLouis.   2. Çevikbaş U (Çev. Ed). (2002). Temel Patoloji, Kumar V, Cortran RS., Robbins SL. Basic Pathology, Yüce Yayınları A.Ş, İstanbul. Auxiliary material   1. Porth MC. (1998). Pathophysiolog Concepts of Altered Health States, 5th Ed., Lippincott Comp., Philadelphia. 2. Guyton CA, Hall J. (1996). Tıbbi Fizyoloji Çev: Hayrunisa Çavuşoğlu, 10th. Ed., W.B. Saunders Comp., Philadelphia. 3. Kumar V, Abbas A, Fousta N, Mitchell R. Robbins (2008). Basic Pathology, 8th Ed., Saunders Book Company, Philadelphia. 4. Carrier-Kohlman V. (2003). Pathophysiological *Phenomena in Nursing: Human Responses to Illness*, 2nd ed., WB Saunders Company, Philadelphia.   References  Pathophysiology; The Official Journal of the International Society for Pathophysiology  Other course materials: Discussion questions, case analysis, videos and animations. |
| Contact Details for the Instructor:  Prof. Dr. Hatice Mert Tel: 0 232 4124752 [hatice.mert@deu.edu.tr](mailto:hatice.mert@deu.edu.tr)  Doç. Dr. Ö. Bilik Tel: 0 232 4124753 [özlem.bilik@deu.edu.tr](mailto:özlem.bilik@deu.edu.tr)  Doç. Dr. Aylin Durmaz Edeer Tel: 0 232 4124764 [aylin.durmaz@deu.edu.tr](mailto:aylin.durmaz@deu.edu.tr)  Dr. Öğr. Üyesi Dilek Sezgin Tel: 0 232 4126977 [dileksezginn@hotmail.com](mailto:dileksezginn@hotmail.com)  Dr. Öğr. Üyesi Buket Çelik Tel: 0 232 4126975 [celik.buket62@gmail.com](mailto:celik.buket62@gmail.com) |

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| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | | | |
| Week | Subjects | Lecturer | Training Method and Material Used | Education type |
|  | Basic Concepts of First Aid / General First Aid Information  Introduction to first aid (importance, definition)  Evaluation of the Patient / Injured | Aylin Durmaz Edeer  Dilek Sezgin | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Basic Life Support-adult  Basic Life Support-child | Dilek Sezgin  Murat Bektaş | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid in Bleeding and Shock | Aylin Durmaz Edeer Hatice MERT | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Foreign body removal | Özlem Bilik  Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid in head and spine injuries | Buket Çelik  Özlem BILIK | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid for thorax, abdomen, eye and ear injuries (blunt and penetrating) | Buket Çelik  Özlem BILIK | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Midterm Exam | Buket Çelik  Dilek Sezgin |  | Face to Face Examination |
|  | Holiday | | |  |
|  | First Aid in Fractures, Dislocations and | Buket Çelik  Özlem BILIK | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Sprains  Bandages | Buket Çelik  Dilek Sezgin | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid in Freezing and Heat Strokes  First Aid in Drowning | Dilek Sezgin  Hatice Mert | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid in Poisoning  First Aid in Animal Bites | Hatice Mert  Buket Çelik | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First Aid in Burns | Özlem BILIK  Aylin Durmaz Edeer | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | First aid in disorders of consciousness (syncope, coma)  Other emergencies (Chest pain, abdominal pain, headache, hypo / hyperglycemia, epilepsy, referral, hypo / hypertension attacks, etc.) | Dilek Sezgin  Hatice Mert | Visual supported presentation,  Brainstorming,  Question answer,  Discussion | Face to Face |
|  | Final Exam | Aylin Durmaz Edeer |  |  |
|  | Makeup Exam | Dilek Sezgin |  |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| First Aid | 3 | 0 | 0 | 3 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| First Aid | LO1,2,3,4,5,6 |  |  | LO 2,3,4,5,6 | LO  3,4,5 |  | LO  2,5,6 | LO  2,5,6 | LO  2,5,6 | LO 2,5 |  |  |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload (hour) |
| In Class Activities | | | |
| Lectures | 13 | 2 | 26 |
| Exams | | | |
| Mid-term | 1 | 2 | 2 |
| Quiz |  |  |  |
| Final | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| Independent study | 13 | 1 | 13 |
| Preparation for Mid-term Exam | 1 | 9 | 9 |
| Preparation for Final Exam | 1 | 10 | 10 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Presentations |  |  |  |
| Others |  |  |  |
| Total Workload (hour) |  |  | 75/25 |
| ECTS Credits of Course |  |  | 3 |

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| HEF 2092 FIRST AID COURSE CONTENTS AND LEARNING OUTCOMES | | | | | | | |
| Week | Topic | Learning Outcomes of The Course | | | | | |
| 1.Explain the basic concepts and principles related to first aid. | 2.Can make decisions about first aid in line with the process of diagnosis, implementation and evaluation | 3.Explain the types of injuries | 4.Know the principles of first aid in injuries | 5.Has the knowledge to evaluate the injured in the first aid and to determine the priorities. | 6.Know the ethical rules in every kind of first aid application. |
| 1 | Basic Concepts of First Aid / General First Aid Information  Introduction to first aid (importance, definition)  Evaluation of the Patient / Injured | X |  |  | X |  | X |
| 2 | Basic Life Support-adult  Basic Life Support-child | X | X |  |  | X | X |
| 3 | Basic Life Support- | X | X |  |  | X |  |
| 4 | First Aid in Bleeding and Shock | X | X | X | X | X | X |
| 5 | Foreign body removal |  | X | X | X | X | X |
| 6 | First Aid in head and spine injuries | X | X | X | X | X | X |
| 7 | First Aid for thorax, abdomen, eye and ear injuries (blunt and penetrating) | X | X | X | X | X | X |
| 8 | Midterm Exam | X | X | X | X | X | X |
| 9 | First Aid in Fractures, Dislocations and | X | X | X | X | X | X |
|  | Sprains  Bandages |  | X |  | X | X |  |
| 10 | First Aid in Freezing and Heat Strokes  First Aid in Drowning | X | X | X | X | X | X |
| 11 | First Aid in Poisoning  First Aid in Animal Bites | X | X | X | X | X | X |
| 12 | First Aid in Burns | X | X | X | X | X | X |
| 13 | First aid in disorders of consciousness (syncope, coma)  Other emergencies (Chest pain, abdominal pain, headache, hypo / hyperglycemia, epilepsy, referral, hypo / hypertension attacks, etc.) | X | X |  |  | X | X |
| 14 | Recovering/Removing and Transporting the Casualty from the Accident Environment | X | X | X | X | X | X |
| 15 | First Aid in Fractures, Dislocations and | X | X | X | X | X | X |

# HEF 2094 RESEARCH IN NURSING

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Research in Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF 2094 |
| Issuance/Renewal Date of the Form:  07.02.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Assoc. Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Prof. Dr. Yaprak SARIGÖL ORDİN  Assoc. Prof. Dr. Aylin DURMAZ EDEER  Assistant Professor Merve Aliye Akyol  Assistant Professor Cahide Ayık |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours:4 | | | Course Coordinator (Responsible for registers to the course):  Assoc. Prof. Dr. Aylin DURMAZ EDEER |
| Theory | Practice | Laboratory | National Credit of the Course: 3 |
| 3 | 0 | 0 | ECTS Credit of the Course: 4 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The purpose of this course is to allow students to understand the importance of scientific research in the profession of nursing and ethical principles of research and gain the basic knowledge and skills for critically evaluating research, participating in research process and using research results in order to improve nursing care. |
| Learning Outcomes of the Course:  1. The student understands the importance an role of research in nursing. 2. The student can identify the basic steps of research process. 3. The student can use the ways of reaching professional and scientific information.  4. The student can explain research types and their characteristics.  5. The student can evaluate research papers in accordance with basic principles.  6. The student knows the ethical principles of research. |

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| Learning and Teaching Methods:  Presentation, question-answer, discussion, article critique, student presentations, power point presentation |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.  Semester Grade: 50% 1st Midterm Exam grade + 50% final grade | | |

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| Explanations on Assessment Criteria:  Midterm grade: Midterm grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade  Minimum course grade: 60 out of 100 full grades  Minimum final and make-up exam grade: 50 out of 100 full marks |

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| Recommended Resources for the Course:  1. Erefe İ.Hemşirelikte Araştırma: İlke, Süreç ve Yöntemler.Odak Ofset,Ankara, 2002. 2.Polit DF., Beck CT., Hungler BP.Essentials of Nursing Research: Methods, Appraisal, and Utilization. Fifth Ed Lippincott, USA,2001.  3.Sümbüloglu K ve Sümbüloğlu V. Biyoistatistik. Somgür Yayıncılık, Ankara, 2003. 4. Alpar R. Spor, Sağlık ve Eğitim Bilimlerinden Örneklerle uygulamalı istatistik ve geçerlik-güvenirlik. Detay Yayıncılık, Ankara, 2010. 5. Wood GL, Haber J: Nursing Research, Methods and Critical Appraisal For Evidence-Bese Practice. Mosby Elseiver. 2006  6. Erdoğan, S., Nahcivan, N., Esin, N. Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. Nobel Tıp Kitabevleri, İstanbul, 2014. |
| Policies and Rules concerning the Course:(Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Assoc. Prof. Dr. Aylin DURMAZ EDEER Tel: 0 232 4124764 [aylin.durmaz@deu.edu.tr](mailto:aylin.durmaz@deu.edu.tr)  Doç.Dr.Burcu AKPINAR SÖYLEMEZ Tel: 0 232 412 4783 burcu.akpinar@deu.edu.tr  Doç.Dr.Yaprak SARIGÖL ORDİN Tel: 0 232 4124787 yaprak.sarigol@deu.edu.tr  Dr.Öğr.Üyesi Cahide AYIK Tel: 0 232 41226970 cahideayk@gmail.com  Dr.Öğr.Üyesi Merve Aliye AKYOL Tel: 0 232 41226970 mervealiyeakyol61@gmail.com |

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| Lecturer | | | | | |
| Week | Course content | A | B | C | Teaching Strategies |
|  | introduction of the course What Is Science? What Is Scientific Knowledge?  What Is Research? Research in nursing and its significance | Burcu Akpınar Söylemez | Yaprak Sarıgöl Ordin | Cahide Ayik | Power point presentation question and answer,  discussion |
|  | Literature review, Information resources and Access to information resources  Data and Its Properties, | Burcu Akpınar Söylemez | Aylin Durmaz Edeer | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Evidence Based Nursing  Use of Research in Nursing  practice | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  evidence guide review |
|  | Planing the research process  Literature review  Starting from the decision making process of the research, institutional permission, ethical commitee permission, ..etc. | Yaprak Sarıgöl Ordin | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Ethics in nursing research  Practice  30 minutes  Read and discuss the ethics part in research paper | Yaprak Sarıgöl Ordin | Burcu Akpınar Söylemez | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Critical review of summary of the research paper  What does the introduction offer the reader?  Writing purpose, hypothesis sentence | Yaprak Sarıgöl Ordin | Merve Aliye Akyol | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Exam week | Cahide Ayik  Merve Aliye Akyol | | | |
|  | Methods 1  Design of the research  Sampling  Power analyses Data Types, Causal Relationship | Cahide Ayik | Merve Aliye Akyol | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Holiday | | | | |
| Additional Course | Research article critique | Cahide Ayik | Merve Aliye Akyol | Aylin Durmaz Edeer | Sample article critique (One Artıcle Wıll Be Selected and Group Dıscussıon Wıll Be Made) |
|  | Methods 2 data collection tools  Data collection process  Ethical permission  Reliable and valid instrument | Merve Aliye Akyol | Cahide Ayik | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Methods 3  Research designs data analyses  Descriptive study  Qualitative research design | Cahide Ayik | Burcu Akpınar Söylemez | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
| 12. | Methods 4  Yöntem 4.  Experimental and semiexperimental research design | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  puzzle  The sample article critique |
| 13. | Review of the Results section  Tables, figures, | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  The sample article critique |
| 14. | Review of the discussion and conclusion section  Clinical relevance acknowledgement  writing of the reference  Presentation of research (preparing a paper) | Merve Aliye Akyol | Cahide Ayik | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
| 15. | Presentation (poster/oral paper) | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | The students presenting papers |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| learning outcomes | PO  1 | PO  2 | PO  3 | P0  4 | P0  5 | P0  6 | P0  7 | P0  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Research in Nursing | 2 | 0 | 0 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 0 | 2 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | | | | | | |
| learning outcomes | PO  1 | | PO  2 | | PO  3 | | P0  4 | | P0  5 | | P0  6 | P0  7 | P0  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Research in Nursing | | LO 1,3,5 | |  | |  | | LO 3,5 | | LO 3 | LO3,5 | LO  5,6 | LO1,3 | LO1,2,  3,4,5,6 | LO1,2,  3,4,5,6 |  | LO1,  5,6 |  |

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| ECTS Table: | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (Hour) |
| In Class Activities | | | |
| Lectures | 13 | 3 | 39 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Mid-term Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Project assignment. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 13 | 1 | 13 |
| Independent study | 13 | 1 | 13 |
| Preparation for midterms exam | 1 | 13 | 13 |
| Preparation for final exam | 1 | 18 | 18 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 100/25 |
| ECTS Credits of Course |  |  | 4 |

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| HEF 2094 RESEARCH IN NURSING COURSE CONTENTS AND LEARNING OUTCOMES | | | | | | | |
| Week | Topic | Learning Outcomes of The Course | | | | | |
| 1. The student understands the importance an role of research in nursing. | 2. The student can identify the basic steps of research process. | 3. The student can use the ways of reaching professional and scientific information. | 4. The student can explain research types and their characteristics. | 5. The student can evaluate research papers in accordance with basic principles. | 6. The student knows the ethical principles of research. |
| 1 | Introduction of the course What Is Science? What Is Scientific Knowledge?  What Is Research? Research in nursing and its significance | x |  |  |  |  |  |
| 2 | Literature review, Information resources and Access to information resources  Data and Its Properties, |  | x | x |  |  |  |
| 3 | Evidence Based Nursing  Use of Research in Nursing  practice | X |  | X |  |  |  |
| 4 | Planing the research process  Literature review  Starting from the decision making process of the research, institutional permission, ethical commitee permission, ..etc. | X | X | X |  |  | X |
| 5 | Ethics in nursing research  Practice  30 minutes  Read and discuss the ethics part in research paper |  |  |  |  |  | X |
| 6 | Critical review of summary of the research paper  What does the introduction offer the reader?  Writing purpose, hypothesis sentence | X | X |  |  | X |  |
| 7 | Exam week | X | X | X | X | X | X |
| 8 | Methods 1  Design of the research  Sampling  Power analyses Data Types, Causal Relationship |  | X |  | X | X |  |
| 9 | Research article critique |  | X |  | X | X |  |
|  | Methods 2 data collection tools  Data collection process  Ethical permission  Reliable and valid instrument | X | X |  | X | X | X |
| 10 | Methods 3  Research designs data analyses  Descriptive study  Qualitative research design |  | X |  | X | X |  |
| 11 | Methods 4  Yöntem 4.  Experimental and semiexperimental research design |  | X |  | X | X |  |
| 12 | Review of the Results section  Tables, figures, |  | X |  |  | X |  |
| 13 | Review of the discussion and conclusion section  Clinical relevance acknowledgement  writing of the reference  Presentation of research (preparing a paper) | x | x | x |  | X | x |
| 14 | Presentation (poster/oral paper) | X | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X | X |

# HEF 2096 GERIATRICS NURSING

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| Offered by: Faculty of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department: Nursing | | | | Course Name: Geriatrics Nursing |
| Course Level: Bachelor | | | | Course code: HEF 2096 |
| Form Submitting/Renewal Date: 23.01.2024 | | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | | Instructor/s:  Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Gülendam KARADAĞ  Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Assist Prof. Merve Aliye AKYOL |
| Prerequisite: None. | | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Prof. Dr. Özlem Küçükgüçlü |
| Theory | Practice | Laboratory | Presentation | National Credit: 2 |
| 2 | - | - | - | ECTS Credit: 3 |

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| Course Objective: During Geriatrics Nursing, it is aimed to enable the student to comprehend the importance, roles and responsibilities of Geriatrics nursing and obtain the knowledge and skills that would render the services of Geriatrics nursing in every area, where healthcare services are rendered. |
| Learning outcomes:   1. The student can comprehend the needs caused by social changes and the aging society 2. The student can define the concepts regarding Geriatrics nursing 3. The student can explain the bio-psycho-social changes that affect the health of the aged individual 4. The student can make a comprehensive geriatric assessment 5. The student can be acquainted with approaches that protect and develop the health of the aged individual 6. The student can determine the health education needs of the aged individual, in line with the needs of the individual, family and society 7. The student can plan the care of the aged individual |

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| Learning and Teaching Strategies:  Presentation, discussion, brainstorming, homework, question answer. |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | | | | | | | |
|  | | | If used, check as (X) | | | Grading (%) | | |
| Semester Requirements | | |  | | |  | | |
| Midterm exam | | | X | | | 50 | | |
| Clinical Practice | | |  | | |  | | |
| Homework Assignments/  Presentation | | |  | | |  | | |
| Projects | | |  | | |  | | |
| Laboratory work | | |  | | |  | | |
| Final exam | | | X | | | 50 | | |
| Attending lesson / PBE lesson | | |  | | |  | | |
| Explanations on Assessment Criteria:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.  Course Success Grade: 50% of the midterm exam + 50% of the final exam | | | | | | | | |
| Assessment Criteria:  The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge. | | | | | | | | |
| Textbook(s)/References/Materials:  1.Phipps WJ, Sands JK, Marek JF, Medical Surgical Nursing Concept and Clinical Practice, Mosby Yearbook, Philidelphia, 1999.  2.Yaşlı Bakımı Hemşireliği, Çeviri editörü: Ayfer Karadakovan 2015.  3.Lacroix A. Therapeutic Education of Patients. 2nd edition, Mosby, 2003.  4.Birol L, Akdemir N, İç Hastalıkları ve Hemşirelik Bakımı, 1. Baskı, Vehbi Koç Vakfı, İstanbul, 2003.  5.Kızılcı S., Küçükgüçlü Ö, H. Mert, Akpınar Söylemez B. (2013) Examination of Nursing Students Attitudes Towards Older People in Turkey, HealthMED, Vol.7, No.2, pp:544-552  6.Akpınar B., Küçükgüçlü Ö. (2012). The Validity and Reliability of The Turkish Version of The Quality-of-Life Scale for Patients with Alzheimer's Disease (QOL-AD). Journal of Neurological Science (Turkish), Volume 29, Number 3, pp: 554-565  7.Beser A., Küçükgüçlü Ö, Bahar Z., Akpınar B. (2012) Study of Validity and Reliability of the Scale Regarding the Expectations About Aging. HealthMed, Volum 6, Number 9, pp: 3107-3113  8.Akpınar B, Küçükgüçlü Ö, Yener G (2011). Effects of Gender on Burden Among Caregivers of Alzheimer’s Patients. Journal of Nursing Scholarship, 43:3, pp: 248-254.  9. Küçükgüçlü Ö, Mert H, Akpınar B (2011). Reliability and Validity of Turkish Version of Attitudes Toward Old People Scale. Journal of Clinical Nursing; 20, 3196-3203.  10.Gönen S, Küçükgüçlü Ö, Yener G (2010). Hastanede Yatan Yaşlı Bireylerde Demansla İlişkili Olabilecek İşlevsel –Bilişsel Bozukluk Sıklığının İncelenmesi. Journal of Neurological Science (Turkish) Volume 27, Number 4, Page(s) 446-456.  11.Küçükgüçlü Ö, Esen A, Yener G (2009). Bakım verenlerin Yükü Envanterinin Türk Toplumu için Geçerlik ve Güvenirliğinin İncelenmesi. Journal of Neurological Science (Turkish) Volume 26, Number 1, Page(s) 060-073.  12. Gönen Şentürk S., Küçükgüçlü Ö., Aromaterapi Uygulamasının Demanslı Bireylerde Görülen Davranışsal Değişiklikler Üzerine Etkisi (2015), Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi http://www.deuhyoedergi.org, ,8 (3), 190-194  13.Akpınar B., Gönen S., Küçükgüçlü Ö (2012) Demans Sendromu ile İlgili Türkçe Web Sayfalarının İçeriğinin İncelenmesi. Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, DEUHYOED, volum 5, sayı 4, ss:150-156 http://www.deuhyoedergi.org  14.Akpınar B, Küçükgüçlü Ö (2011). Demanslı Bireylerde Yaşam Kalitesi Ölçülebilir mi? Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, DEUHYO ED, 4 (3), ss:141-143.  15.Küçükgüçlü Ö, Akpınar B, Buckwalter K (2011). Demansı Olan Bireyde Davranışsal Problemleri Azaltmada Kanıta Dayalı Bir Model: Azalmış Stres Eşiği Modeli. Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, 4(1), ss: 41-47.  16. Yazıcıoğlu R, Küçükgüçlü Ö, Tekin N (2010). Yatağa Bağımlı Yaşlı Hasta Gereksinimleri: Hizmet Sunucuları ve Türkiye’de Hizmet Çeşitleri. Turkish Family Physician. Cilt:1 Sayı:3, ss: 8-19.  17.Küçükgüçlü Ö (2009). Hastanede Yatan Yaşlı Bireylerde Demansın Belirlenmesi ve Hemşirenin Rolü. Geriatri ve Geriatrik Nöropsikiyatri Dergisi, 8. Ulusal Geriatri Kongresi Özel sayısı, ss:78-80.  18.Küçükgüçlü Ö (2003). Alzheimer Hastalığı ve Hemşirelik Bakımı. Demans Dergisi, 3(3), ss:86-92. | | | | | | | | |
| Contact Details for the Instructor:  Assoc. Prof. Burcu AKPINAR SÖYLEMEZ [burcu.akpinar@deu.edu.tr](mailto:burcu.akpinar@deu.edu.tr)  0090 232 412 4783 | | | | | | | | |
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| Week | Subjects | Lecturer | Training Method and Materials |
|  | Introduction of the course  Aging community and geriatric nursing | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Gülendam KARADAĞ | Presentation, discussion |
|  | Multidimensional (bio-psycho-social) evaluation of older individuals | Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Prof. Dr. Özlem KÜÇÜKGÜÇLÜ | Presentation, discussion |
|  | Geriatrics syndromes | Prof. Dr. Gülendam KARADAĞ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Prevention of Alzheimer’s disease | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Principles of drug use in elderly people | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Neglect and bullying in the elderly | Prof. Dr. Gülendam KARADAĞ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Midterm Exam  Nutrition and hydration in old age | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Assoc. Prof. Burcu AKPINAR SÖYLEMEZ | Presentation, discussion |
|  | Simulation | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Public Holiday |  |  |
|  | Prevention of falls in the elderly | Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Prof. Dr. Gülendam KARADAĞ | Presentation, discussion |
|  | Communication with elderly | Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Assist. Prof. Merve Aliye AKYOL | Presentation, discussion |
|  | Promoting health in the elderly | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Gülendam KARADAĞ | Presentation, discussion |
|  | Being a caregiver | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Gülendam KARADAĞ | Presentation, discussion |
|  | Care of a person with dementia | Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Assist. Prof. Merve Aliye AKYOL |  |
|  | Final Exam | Assoc. Prof. Burcu AKPINAR SÖYLEMEZ  Presentation, discussion |  |
|  | Makeup Exam | Assist. Prof. Merve Aliye AKYOL  Presentation, discussion |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO  12 | PO  13 |
| Geriatric Nursing | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | 0 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO11 | PO  12 | PO 13 |
| Geriatric Nursing | L01,2  3,4,5,6,7 | LO  7 | LO  1,2  3,4,5,6,7 | LO  1,2  3,4,5,6,7 | LO1,2  3,4,5,6,7 | LO  6,7 | LO  1,2  3,4,5,6,7 | LO,2  3,4,5,6,7 | LO,2  3,4,5,6,7 | LO1,2  3,4,5,6,7 | LO1 |  |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Lab practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Project |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 1 | 14 |
| Preparation for Mid-term Exam | 1 | 5 | 5 |
| Preparation for Final Exam | 1 | 5 | 5 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments | 14 | 2 | 28 |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Total Workload (hour) |  |  | 84 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload |  |  | 2  84/25 |

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|  | HEF 2096 GERIATRIC NURSING | | | | | | | |
| Week | Subjects | Dersin Öğrenim Kazanımları | | | | | | |
| 1.The student can comprehend the needs caused by social changes and the aging society | 2. The student can define the concepts regarding Geriatrics nursing | 3. The student can explain the bio-psycho-social changes that affect the health of the aged individual | 4. The student can make a comprehensive geriatric assessment | 5. The student can be acquainted with approaches that protect and develop the health of the aged individual | 6. The student can determine the health education needs of the aged individual, in line with the needs of the individual, family and society | 7. The student can plan the care of the aged individual |
| 1 | Introduction of the course | X | X | X |  |  |  |  |
| 2 | Multidimensional (bio-psycho-social) evaluation | X | X | X | X | X | X | X |
| 3 | Geriatrics syndromes | X | X | X | X |  |  | X |
| 4 | Prevention of Alzheimer’s disease | X | X | X |  | X |  | X |
| 5 | Principles of drug use in elderly people | X | X | X |  |  | X | X |
| 6 | Neglect and bullying in the elderly | X | X | X |  |  | X | X |
| 7 | Midterm Exam  Nutrition and hydration in old age |  |  |  |  | X | X | X |
| 8 | Simulation | X | X | X |  |  |  |  |
| 9 | Public Holiday |  |  |  |  |  |  |  |
| 10 | Prevention of falls in the elderly | X | X | X |  |  | X | X |
| 11 | Communication with elderly | X | X | X |  |  |  | X |
| 12 | Promoting health in the elderly | X | X | X |  | X | X | X |
| 13 | Being a care-giver | X |  |  |  |  | X | X |
| 14 | Care of a person with dementia | X | X | X |  |  | X | X |
|  | Evaluation of the course |  |  |  |  |  |  |  |
|  | Final Exam |  |  |  |  |  |  |  |
|  | Makeup Exam |  |  |  |  |  |  |  |

# HEF 2098 PROFESSIONAL NURSING

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Professional Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF 2098 |
| Issuance/Renewal Date of the Form:  19.03.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU  Assoc. Prof. Yaprak SARIGÖL ORDİN  Assist. Prof. Hande YAĞCAN |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Prof. Dr. Merlinda ALUŞ TOKAT |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 28 | 0 | 0 | ECTS Credit of the Course: 4 |

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| Course Objective:  With this course is expected to improve nursing students’ knowledge related to principles and concepts of professionalism, evaluate the profession in terms of professionalism criteria, and compare these features with universal criteria. |
| Learning Outcomes of The Course:  1 To discuss the concept of professionalism  2 Knowing the principles of professionalism  3 To discuss the factors that affect the development of professionalism  4 To question the nursing in our country in the light of professionalism principles  5 Learning to create professional behavior |

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| Learning and Teaching Methods:  Presentation  Discussion through case examples  Project |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Homework/Presentation |  |  |
| Classroom activities |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade. | | |

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| Assessment Criteria:  Midterm exam grade: 50% of the average homework grades + 50% of the exam grade  Midterm grade: Midterm exam grade  Course success grade: 50% of the semester grade + 50% of the final or make-up exam grade  Minimum course passing grade: 60 out of 100 full marks  Minimum Final and make-up exam grade: 50 out of 100 full marks |

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| Recommended Resources for the Course:   1. Akça Ay, F., Turan Ertem, Ü., Keser Özcan, N., et al. (2007). Basic Concepts, Principles, Practices of Nursing, Istanbul Medical Publishing, Istanbul. 2. Birol, L., (2004). Process of Nursing, Etki Printing, Izmir. 3. Kacaroğlu AV. (2010). Professionalism in Nursing 262Maltepe University Journal of Nursing Science and Art, Special Issue of Symposium,261-263. 4. Yıldırım, A. (2001). Process of Professionalism and Nursing, Nursing Forum, 4(1):23-25. 5. Yıldız, S. (2003). Roles and Functions of Professional Nurses, Journal of Modern Hospital Management, 7(2):35-40. 6. Karamanoğlu AY, Ozer F, Tuğcu A. (2009). Assessment of Occupational Professionalism of Nurses Who Work in Surgical Clinics of Hospitals in Denizli Fırat Medical Journal 14(1): 12-17. |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Prof. Dr. Merlinda ALUŞ TOKAT 02324124770  [merlinda\_alus@yahoo.com](mailto:merlinda_alus@yahoo.com) |

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| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
|  | Introduction  Development Process of Nursing Education and Profession | Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Characteristics of being professional (body language, spoken language, etc.) | Assoc. Prof. Yaprak Sarıgöl Ordin  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Nursing values | Prof. Dr. Merlinda Aluş Tokat  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Thinking Like a Nurse: Intuition, Sixth Sense or Experience? | Prof. Dr. Merlinda Aluş Tokat  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Professional Nurse Roles and ICN Code of Ethics | Prof. Dr. Merlinda Aluş Tokat  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Developing a Holistic Perspective in Nursing | Prof. Dr. Merlinda Aluş Tokat  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Creating and using knowledge and professional nursing | Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Midterm Exam  Nursing and Patient-Centered Care | Prof. Dr. Merlinda Aluş Tokat  Assist. Prof. Hande Yağcan |  |
|  | Holiday | | |
|  | Its importance for national/international organization and professionalism in nursing | Assoc. Prof. Yaprak Sarıgöl Ordin  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Transcultural nursing and cultural care | Assoc. Prof. Yaprak Sarıgöl Ordin  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Improving Decision Making Skills through Critical Thinking in Nursing | Prof. Dr. Merlinda Aluş Tokat  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Professionalism and Power Relationship | Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Havva Arslan Yürümezoğlu | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Nursing Competencies | Prof. Dr. Merlinda Aluş Tokat  Assist. Prof. Hande Yağcan | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |
|  | Evaluation | Prof. Dr. Merlinda Aluş Tokat | Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |

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| Table 1. Contribution of course learning outcomes to program outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 2098 PROFESSIONAL NURSING | 3 | 1 | 3 | 1 | 0 | 0 | 3 | 3 | 3 | 3 | 1 | 0 | 1 |

Table2. Matrix of Course Learning Outcomes Versus Program Outcomes

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| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO  1,2,5, | LO  1,2,5, | LO  5 | LO  5 |  |  | LO  5 | LO  1,2,3,5 | LO  1,2,3,5 | LO  1,2,3,5 | LO  4 |  | LO  3 |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 2 | 2 |
| Preparation for final exam | 1 | 2 | 2 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course |  |  | 2 |

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| HEF 2098 PROFESSIONAL NURSING Contents and learnıng outcomes matrıx | | | | | | |
| Week | Topic | Learning Outcomes of The Course | | | | |
| 1. To discuss the concept of professionalism | 2 Knowing the principles of professionalism | 3. To discuss the factors that affect the development of professionalism. | 4. To question the nursing in our country in the light of professionalism principles | 5. Learning to create professional behavior |
| 1 | Introduction  Development Process of Nursing Education and Profession | X |  |  |  |  |
| 2 | Characteristics of being professional (body language, spoken language, etc.) | X | X | X | X | X |
| 3 | Nursing values |  |  |  | X | X |
| 4 | Thinking Like a Nurse: Intuition, Sixth Sense or Experience? |  |  | X | X |  |
| 5 | Professional Nurse Roles and ICN Code of Ethics | X |  | X |  | X |
| 6 | Developing a Holistic Perspective in Nursing |  |  | X | X |  |
| 7 | Creating and using knowledge and professional nursing | X | X |  | X |  |
| 8 | Midterm Exam  Nursing and Patient-Centered Care | X | X | X | X | X |
| 9 | Holiday |  |  |  |  |  |
| 10 | Its importance for national/international organization and professionalism in nursing | X |  |  | X | X |
| 11 | Transcultural nursing and cultural care |  | X | X | X |  |
| 12 | Improving Decision Making Skills through Critical Thinking in Nursing |  | X | X | X | X |
| 13 | Professionalism and Power Relationship |  |  |  |  |  |
| 14 | Nursing Competencies |  | X | X | X |  |
| 15 | Evaluation |  |  |  | X | X |
|  | Clinical Practice |  |  |  |  |  |
|  | Final Exam | X | X | X | X | X |

# HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH

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| Course Unit: Dokuz Eylul University Faculty of Nursing | | | Lecture Place:  Faculty of Nursing |
| Department: Nursing | | | Course Name: Sexual And Reproductive Health |
| Course Level: First Cycle Programmes (bachelor’s degree) | | | Course Number: HEF 2060 |
| Revision date of Form: 19.03.2024 | | | Course Type: Elective |
| Coarse Language: Turkish | | | Responsible Lecturers:  Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Dr. Dilek BİLGİÇ  Assit. Dr. Hande YAĞCAN  Assit. Dr. Hülya ÖZBERK  Assit. Dr. Buse GÜLER |
| Prerequisites and Co-requisites: - | | | **Recomended Optional Programme Components: -** |
| Weekly Course Hours: 2 | | | Course Coordinator:  Assoc. Dr. Dilek BİLGİÇ |
| Lecture | Practice | Lab | National Credits: 2 |
| 2 | 0 | 0 | ECTS: 2 |
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| Course Objective:  In this course, it is aimed to enable the student to comprehend the up-to-date concepts regarding the sexual health and reproduction health (SH/RH), realize the primary SH/RH problems and the factors affecting these problems and examine the responsibilities of nurses in this area. |
| Learning Outcomes:   1. The student can define the concepts of SH/RH, gender, social gender and explain their importance 2. The student can be acquainted with the political, economic, cultural factors affecting the SH/RH 3. The student can array the primary SH/RH problems in the world and in Turkey 4. The student can array the SH/RH problems special to life periods 5. The student can be acquainted with nursing approaches that are convenient for SH/RH problems 6. The student can explain the medical, supportive approaches that are used in SH/RH problems |

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| **Planned Learning Activities and Teaching Methods** Flip Classroom, Developing Project, Preparing and presenting presentations, Brainstorming, Small Group Discussion, Question- answer, Group study, Role Plays, Playing Games |

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| Assessment Methods:  Midterm exam 50% + Final Exam: %50 | | |
| Course Assesment |  | % |
| Midterm Exam | X | %50 |
| Final Exam | X | %50 |
| Assessment Criteria:  In determining the semester calculations in the evaluation of the course, 50 percent of the midterm exam grade and 50% of the final grade will be determined as the course success grade.  Course Success Grade: 50% midterm grade 1st midterm + 50% final grade | | |

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| References:  1. Taşkın L. Doğum ve Kadın Hastalıkları Hemşireliği, 13. Baskı, Ankara, 2016.  2. Gökmen O., Çiçek N. Günümüzde Kontrasepsiyon. Nobel Tıp Kitabevleri, İstanbul, 2001.  3.Şirin, A, Kavlak O. Kadın Sağlığı, Bedray Yayıncılık, 2. baskı, İstanbul, 2016.  4. Okumuş H., Mete S., Yenal K., Aluş Tokat M., Şerçekuş P. Doğuma Hazırlık, Deomed, 2. Baskı, İstanbul, 2014.  5. Beji, NK. Hemşire ve Ebelere Yönelik Kadın Sağlığı ve Hastalıkları. Nobel Tıp Kİtabevi, İstanbul, 2015.  6. Youngkin E.Y., Davis M.S., Women?s Health a Primery Care Clinical Guide. Third Edition, Pearson Prentice Hall, New Jersey, 2004.  7. Wieland Ladewing P.A., London M.L., Davidson M.R., Contemporary Maternal Newborn Nursing Care, 6. ed., Prentice Hall, New Jersey, 2006.  8. Chapman, L, Durham, R. Maternal-Newborn Nursing: The Critical Components of Nursing Care. F. A. Davis Company; 2013:603.  9. Perry, Shannon E. Maternal child nursing care. Maryland Heights, Mo.: Mosby/Elsevier, c2010. 4th ed. |
| Course Rules:  The lecturers are required to plan in-class activities in detail. At the beginning of each lesson, the course coordinator will come to the class and share the material tracking rate and the status of the answers given to the quizzes from the system. During the course, the instructor will be able give information about their lecture subject in 10 minutes to students who read the lecture materials they have obtained through the sakai system. |
| Course Coordinator:  Assoc. Dr. Dilek BİLGİÇ  02324126968  [bilgicdilek@gmail.com](mailto:bilgicdilek@gmail.com) |

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| Course Outline | | | | | | | | | | | | | | | |
| Weeks | Topics | | | | | | Lecturers | | | | | Education Material and Methods | | | |
|  | -Introduction of the course  -Introduction to sexual and reproductive health | | | | | | Assoc. Prof. Dr. Dilek Bilgiç | | | | | Group Discussion  Presentation | | | |
|  | Rights to Sexual and Reproductive Health | | | | | | Assit. Dr. Hande Yağcan | | | | | Debate | | | |
|  | Fertility Awareness | | | | | | Prof. Dr. Merlinda Aluş Tokat | | | | | Debate Case Discussion | | | |
|  | -Sexual Health Problems | | | | | | Assoc. Prof. Dr. Dilek Bilgiç | | | | | PICO Game | | | |
|  | -Reproductive Health Problems | | | | | | Prof. Dr. Merlinda Aluş Tokat | | | | | Debate Case Discussion  PBL session | | | |
|  | -Current Approaches in Family Planning | | | | | | Assit. Dr. Buse Güler | | | | | Project development | | | |
|  | -Reproductive Health in Extraordinary Situations | | | | | | Assit. Dr. Hande Yağcan | | | | | Debate | | | |
|  | Midterm Exam  -Developing a Solution Project for Sexual and Reproductive Health Problems | | | | | Assoc. Prof. Dr. Dilek Bilgiç  Assit. Dr. Hande Yağcan | | | | | | Group discussion | | | |
|  | Holiday | | | | | | | | | | | | | | |
|  | -Health Literacy in Sexual and Reproductive Health | | | | | | Assit. Dr. Buse Güler | | | | | Project Development | | | |
|  | -Most Common Reproductive System Infections and STIs | | | | | | Assit. Dr. Hülya Özberk | | | | | Video and Group discussion | | | |
|  | -Sexual Health in Vulnerable Groups | | | | | | Assit. Dr. Hülya Özberk | | | | | Project Development | | | |
|  | -Violence and Reproductive Health | | | | | | Assit. Dr. Hande Yağcan | | | | | Group Discussion | | | |
|  | -Use of Technology in Sexual and Reproductive Health | | | | | | Prof. Dr. Merlinda Aluş Tokat | | | | | Group Discussion | | | |
|  | -Working Life and Glass Ceiling Syndrome  -Term evaluation | | | | | | Assit. Dr. Hülya Özberk | | | | | PCO Presentation | | | |
| Table 1. Contribution of course learning outcomes to program outcomes | | | | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | | PO  7 | PO  8 | PO  9 | PO  10 | | PO  11 | PO  12 | PO  13 | |
| HEF 2066 | 3 | 2 | 3 | 3 | 2 | 2 | | 3 | 3 | 0 | 3 | | 0 | 0 | 0 | |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO1-8 | LO 1,2,3 | LO3 | LO1,2,4 | LO 1,2,4 | LO1,3 | LO2,4 | LO  1,2,3,4 | LO1,2,4 | 0 | LO1,2,4 | 0 | 0 | 0 |

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| ECTS Table: | | | |
| Course Activities | Number | Duration (hour) | Toplam İşyükü  (Saat) |
| In Class Activities | | | |
| Lectures | 14 | 1 | 14 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Midterm | 1 | 2 | 2 |
| Out Class Activities | | | |
| Preparations before/after weekly lectures | 14 | 1 | 14 |
| Preparation for midterm exam | 2 | 2 | 4 |
| Preparation for final exam |  |  |  |
| Preparation of homework | 1 | 4 | 4 |
| Group Session | 12 | 1 | 12 |
| Total Workload (hour) |  |  | 52 |
| ECTS Credits of the Course |  |  | 2 |

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| HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH cOURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | | |
| Week | Topic | Dersin Öğrenim Kazanımları | | | | |  |
| 1.The student can define the concepts of SH/RH, gender, social gender and explain their importance | 2. The student can be acquainted with the political, economic, cultural factors affecting the SH/RH | 3. The student can array the primary SH/RH problems in the world and in Turkey | 4. The student can array the SH/RH problems special to life periods | 5. The student can be acquainted with nursing approaches that are convenient for SH/RH problems | 6. The student can explain the medical, supportive approaches that are used in SH/RH problems açıklama |
| 1 | -Introduction of the course  -Introduction to sexual and reproductive health | X | X | X |  |  | X |
| 2 | Rights to Sexual and Reproductive Health |  | X |  |  |  |  |
| 3 | Fertility Awareness |  |  |  |  | X | X |
| 4 | -Sexual Health Problems | X | X |  | X |  | X |
| 5 | -Reproductive Health Problems | X | X | X | X | X | X |
| 6 | -Current Approaches in Family Planning |  |  |  |  | X | X |
| 7 | -Reproductive Health in Extraordinary Situations | X | X | X |  |  | X |
| 8 | Midterm Exam  -Developing a Solution Project for Sexual and Reproductive Health Problems |  | X | X |  |  |  |
| 9 | Holiday |  | X | X |  | X | X |
| 10 | -Health Literacy in Sexual and Reproductive Health |  |  | X |  | X | X |
| 11 | -Most Common Reproductive System Infections and STIs | X | X | X |  |  | X |
| 12 | -Sexual Health in Vulnerable Groups | X | X |  |  |  | X |
| 13 | -Violence and Reproductive Health |  |  | X |  | X |  |
| 14 | -Use of Technology in Sexual and Reproductive Health |  | X | X |  | X |  |
|  | Final Exam | X | X | X | X | X | X |

# HEF 2066 QUALITY IN NURSING AND PATIENT SAFETY

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| Offered By: Faculty of Nursing | | | Offered To: Faculty of Nursing |
| Name of The Department:  Nursing | | | Course Name: Quality in Nursing and Patient Safety |
| Course Level: Bachelor | | | Course Code: HEF 2066 |
| Form Submitting/Renewal Date: March 2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Şeyda SEREN İNTEPELER  Assist. Prof. Hasan Fehmi DİRİK |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 2 | | | Course Coordinator:  Prof. Şeyda SEREN İNTEPELER |
| Theory | Application | Laboratory | National Credit: 2 |
| 2 | - | - | ECTS Credit: 2 |

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| Course Objective:  In this course, it is aimed to enable the student to explain the concepts regarding the quality in healthcare services and nursing services, discuss about the quality indicators and usages in nursing services, present the mistakes made in nursing practices, determine the risk factors that pose a risk for patient security, state and classify the medical mistakes, and discuss about the changes/innovations made in patient security. |
| Learning Outcomes:  1. The student can define the role of quality in health services and nursing.  2. The student can transfer the importance and usage of quality instruments for patient security.  3. The student can recognize the quality indicators and standards in nursing care.  4. The student can comprehend the factors preventing quality studies in health and nursing services and discuss about the ways of developing strategies.  5. The student can comprehend the fact that patient security is a part of quality, and it develops culturally.  6. The student can examine the international patient security objectives.  7. The student can associate the mistakes made in nursing practices and their reasons.  8. The student can discuss the problems in employee safety. |

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| Learning and Teaching Strategies: Presentation, discussion, research, question-answer, group study. |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | X | %50 |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | %50 |
| Clinical Practice |  |  |
|  |  |  |
| Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu.  Mid-term Frage: Midterm grade will consist of 50% of midterm exam  Semester grade: Midterm exam  Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or resit exam grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Reset Exam Grade: It is 50 points out of 100 | | |
| Textbook(s)/References/Materials:  1. Dlugacz Y.D., Restifo A., Greenwood A., The Quality Handbook for Health Care Organizations, First Edition, Jossey-Bass a Wiley Imprint, 2004.  2. Evans J.R., Total Quality, Fourth Edition, Thomas-Southwestern, 2005.  3. Farley O., D. (2005). Assessment of the National Patient Safety Initiative: Context and Baseline, Rand Corporation.  4. Graham N.O., Quality in Health Care, Aspen Pub., 1992.  5. Hoyle D., ISO 9000 Quality Systems Handbook, Fifth Edition, Elsevier Butterworth-  Heinemann, 2006.  6. McLaughlin C.P., Kaluzny A.D., Continuous Quality Improvement in Health Care, Aspen  Pub., 1994  7. Nelson A. (2006). Safe Patient Handling and Movement: A Guide for Nurses And Other  Health Care Providers, Springer Publishing.  8. Parsley K., Corrigan P., Quality Improvement in Nursing and Health Care, Chapman &  Hall, 1994.  9. White V.S, Byers F.J. (2004). Patient Safety: Principles and Practice, Springer Publishing. | | |

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| Course Policies and Rules:  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. |
| Contact Details for the Instructor:  Prof. Dr. Şeyda SEREN İNTEPELER,  Tel: 0 232 412 47 84,  Mail: seydaseren@gmail.com |
| Office Hours: It varies according to the personal program that is formed every semester. |

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| Course Outline: | |  |  |  |
| Week | Subjects | Lecturer | Training Method and Material Used |  |
|  | Meet, Introduction and Publicity of the Course Planning. | Prof. Şeyda SEREN İNTEPELER | Presentation and discussion | Face to face |
|  | Quality in Health Services and Nursing Services. | Prof. Şeyda SEREN İNTEPELER | Presentation, discussion, mentimeter questionnaire | Face to face |
|  | Quality Indicators in Nursing Care. | Prof. Şeyda SEREN İNTEPELER | Researching and discussion | Face to face |
|  | ISO and Accreditation Standards. | Prof. Şeyda SEREN İNTEPELER | Reading article, teamwork, discussion | Face to face |
|  | Magnet Hospitals | Prof. Şeyda SEREN İNTEPELER | Presentation, discussion | Face to face |
|  | Development of Patient Safety by Using the Quality Instruments and Techniques. | Prof. Şeyda SEREN İNTEPELER | Reading article, teamwork, discussion | Face to face |
|  | International Patient Safety Goals | Assist. Prof. Hasan Fehmi DİRİK | Reading article, researching, discussion | Face to face |
|  | Midterm Exam  Prof. Dr. Şeyda SEREN İNTEPELER  Improving Patient Safety with Six Thinking Hats: Innovative Solutions – Prof. Şeyda SEREN İNTEPELER - teamwork, discussion | | | |
|  | Holiday | | | |
|  | Development of Patient Safety Culture and Error Reporting | Prof. Şeyda SEREN İNTEPELER | Video, teamwork, discussion | Face to face |
|  | Medication Mistakes and Prevention Strategies | Prof. Şeyda SEREN İNTEPELER | Video, teamwork, discussion, Power point presentation | Face to face |
|  | Patient Safety and Hospital Infections | Prof. Şeyda SEREN İNTEPELER | Video, teamwork, discussion | Face to face |
|  | Patient Fallings and Nursing Practices | Prof. Şeyda SEREN İNTEPELER | Question answer, discussion, Power point presentation | Face to face |
|  | Employee Safety | Prof. Şeyda SEREN İNTEPELER | Presentation and discussion | Face to face |
|  | Evaluation of the course | Prof. Şeyda SEREN İNTEPELER | Presentation and discussion | Face to face |
|  | Final Exam | Assist. Prof. Hasan Fehmi DİRİK |  |  |
|  | Make-up exam | Prof. Şeyda SEREN İNTEPELER |  |  |

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| Table 1. Contribution of course learning outcomes to program outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 2060 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 2 | 1 | 0 | 0 | 1 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH | LO1 |  |  |  |  |  | LO1,2,3,4,5,6,  7,8 | LO1 | LO4, 7,8 | LO 6,7 |  |  | LO,6 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Quiz etc. |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 1 | 14 |
| Preparation for Mid-term Exam | 1 | 2 | 2 |
| Preparation for Final Exam | 1 | 3 | 3 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 51 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload | 51/25=  2 ECTS | | |

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|  | HEF 2066 QUALITY IN NURSING AND PATIENT SAFETY COURSE CONTENTS ANDLEARNING OUUTCOMES MATRIX | | | | | | | | |
| WEEK | SUBJECT | LEARNING OUTCOMES | | | | | | | |
| 1.The student can define the role of quality in health services and nursing.  . | 2.The student can transfer the importance and usage of quality instruments for patient security. | 3. The student can recognize the quality indicators and standards in nursing care. | 4. The student can comprehend the factors preventing quality studies in health and nursing services and discuss about the ways of developing strategies. | 5. The student can comprehend the fact that patient security is a part of quality and it develops culturally | 6. The student can examine the international patient security objectives. | 7. The student can associate the mistakes made in nursing practices and their reasons. | 8. The student can discuss the problems in employee safety |
| 1 | Meet, Introduction and Publicity of the Course Planning. | X |  |  |  | X |  |  |  |
| 2 | Quality in Health Services and Nursing Services. | X |  | X |  | X |  | X | X |
| 3 | Quality Indicators in Nursing Care. | X | X | X | X | X | X | X | X |
| 4 | ISO and Accreditation Standards. | X | X | X | X | X | X | X | X |
| 5 | Magnet Hospitals | X | X | X | X | X | X |  |  |
| 6 | Development of Patient Safety by Using the Quality Instruments and Techniques. | X |  | X |  | X | X | X | X |
| 7 | International Patient Safety Goals |  | X |  | X | X | X | X | X |
| 8 | Mıdterm Exam | X | X | X | X | X |  |  |  |
| 9 | Development of Patient Safety Culture and Error Reporting |  | X | X | X | X |  | X |  |
| 10 | Medication Mistakes and Prevention Strategies |  | X | X | X | X | X | X |  |
| 11 | Patient Safety and Hospital Infections |  | X | X | X | X | X | X |  |
| 12 | Patient Fallings and Nursing Practices |  | X | X | X | X | X | X |  |
| 13 | Employee Safety |  |  |  | X | X |  |  | X |
| 14 | Evaluation of the course | X | X | X | X | X | X | X | X |
|  | Fınal Exam | X | X | X | X | X | X | X | X |

# HEF 2068 NURSING ENGLISH II

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Nursing English II |
| Course Level: (Undergraduate) | | | Course Code: HEF 2068 |
| Issuance/Renewal Date of the Form:  22.03.2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Merlinda ALUŞ TOKAT  Assist. Prof. Hande YAĞCAN  Assist. Prof. Hasan Fehmi DİRİK |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Prof. Merlinda ALUŞ TOKAT |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course: 2 |

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| Course Objective:  This course aims at developing students ‘medical vocabulary, listening, writing, reading and speaking skills |
| Learning Outcomes of The Course:  1 Being able to understand medical texts.  2 Having sufficient communication skills to use in the field.  3 Being able to write texts properly |

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| Learning and Teaching Methods:  Lecture, translation, discussion and comprehension, listening | | |
| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Homework/Presentation |  |  |
| Classroom activities |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of final exam grade shall determine the semester grade. | | |

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| Assessment Criteria: It will be announced. |

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| Recommended Resources for the Course: Allum, V., McGarr, P. (2008). Cambridge English for Nursing. Cambridge University Press, The Edinburgh Building. |

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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Prof. Merlinda ALUŞ TOKAT  02324124770  [merlinda\_alus@yahoo.com](mailto:merlinda_alus@yahoo.com)  Asst. Prof. Hande Yağcan  02324124776  [hande.yagcan@gmail.com](mailto:hande.yagcan@gmail.com)  Asst. Prof. Hasan Fehmi DİRİK  02324124797 |
| Course Instructor Interview Days and Hours  On weekdays, you can make an appointment after the lectures of the faculty member. |

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| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
|  | Introduction | Prof. Dr. Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening |
|  | Taking a Patient History | Dr. Öğr. Üyesi Hasan Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening |
|  | Charting and Documentation | Dr. Öğr. Üyesi Hasan Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening |
|  | Respiratory Problems | Prof. Dr. Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening |
|  | Medical Focus: The Respiratory System | Prof. Dr. Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening |
|  | Wound Care | Dr. Öğr. Üyesi Hasan Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening |
|  | Taking Part in CPD | Prof. Dr. Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening |
|  | Midterm Exam+  Feedback and Topics to be Repeated | Dr. Öğr. Üyesi Hasan Fehmi DİRİK | |
|  | HOLIDAY |  | |
|  | Medication Specimens | Dr. Öğr. Üyesi Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening |
|  | Medical Focus: Metabolism of Medication | Prof. Dr. Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening |
|  | Pre-operative Patient Assessment | Dr. Öğr. Üyesi Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening |
|  | Blood Circulation | Dr. Öğr. Üyesi Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening |
|  | Post-operative Patient Assessment | Dr. Öğr. Üyesi Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening |
|  | Medical Focus: Pain Receptors  Final Evaluation | Prof. Dr. Merlinda ALUŞ TOKAT |  |

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| Table1. Contribution of Course Learning Outcomes to Program Outcomes | | | | | | | | | | | | | |
| Course | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Foreign Language II | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

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| Table2. Matrix of Course Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | LO 1 | LO 5 | LO 1 | LO 2,3 | LO 2 | LO 1 | LO 1-5 | LO 1 | LO 2 | LO 2 | LO 1,2 | LO 2 | LO 4,5 |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. | 0 | 0 | 0 |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 2 | 2 |
| Preparation for final exam | 1 | 2 | 2 |
| Preparation for Quiz etc. | 0 | 0 | 0 |
| Preparing Assignments | 0 | 0 | 0 |
| Preparing presentation | 0 | 0 | 0 |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course |  |  | 2 |

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|  | HEF 2068 NURSING ENGLISH II COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | |
| Week | Topic | Learning Outcomes of The Course | | |
| 1.Being able to understand medical texts. | 2. Having sufficient communication skills to use in the field. | 3. Being able to write texts properly |
| 1 | Introduction |  | X |  |
| 2 | Taking a Patient History | X | X | X |
| 3 | Charting and Documentation | X | X | X |
| 4 | Respiratory Problems | X | X | X |
| 5 | Medical Focus: The Respiratory System | X | X | X |
| 6 | Wound Care | X | X | X |
| 7 | Taking Part in CPD | X | X | X |
| 8 | Midterm Exam+  Feedback and Topics to be Repeated | X | X | X |
| 9 | HOLIDAY |  |  |  |
| 10 | Medication Specimens | X | X | X |
| 11 | Medical Focus: Metabolism of Medication | X | X | X |
| 12 | Pre-operative Patient Assessment | X | X | X |
| 13 | Blood Circulation | X | X | X |
| 14 | Post-operative Patient Assessment | X | X | X |
| 15 | Medical Focus: Pain Receptors | X | X | X |
|  | FINAL | X | X | X |

# hef 2074 ONCOLOGY NURSING

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| Offered by: FACULTY OF NURSING | | | Offered to: FACULTY OF NURSING |
| Name of the Department:  NURSING | | | Course Name:  Oncology Nursing |
| Course Level: Bachelor | | | Course Code: HEF 2074 |
| Form Submitting/Renewal Date:  02.04.24 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructor/s:  Assoc. Prof. Ezgi KARADAĞ  Assoc. Prof. Özlem UĞUR  Assist. Prof Nurten ALAN |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 2 | | | Course Coordinator:  Assoc. Prof. Ezgi Karadağ |
| Theory | National Credit: 2 | Laboratory | National Credit: 2 |
| 2 | ECTS Credit: 2 | 0 | ECTS Credit: 2 |
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| Course Objective: This course aims to teach the student the cancer occurrence mechanisms; symptoms and signs of cancer; cancer treatment and side effects; symptoms and diagnosis of the most common cancer types in our country; and the diagnosis and treatment related problems experienced by the cancer patient and family, all of which are basics of oncology nursing. |
| Learning Outcomes of the Course:  LO1: The student knows the historical development, role and responsibilities, standards  and application fields of oncology nursing.  LO2: The student can describe the biology and affecting factors of cancer.  LO3: The student knows the cancer prevention and early detection methods.  LO4: The student can describe the methods used in the treatment of cancer.  LO5: The student knows the most common cancer types in Turkey and prevention methods.  LO6: The student can identify the problems and requirements of the patient and family in the process. |

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| Learning and Teaching Strategies:  Presentation, discussion, question-answer, literature review, self-learning |

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| Assessment Methods:  The exams assess the skills of; interpretation, recall, decision-making, explanation and combination of knowledge. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | X | 50 |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | 50 |
| Clinical Practice |  |  |
| Further Notes about Assessment Methods:  Course Grades: 50% of the semester grade + 50% of the final grade | | |

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| Assessment Criteria:  50% of the semester grade + 50% of the final grade = must be at least 60 over 100 full marks |

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| Textbook(s)/References/Materials:  1. McCorkle R, Grant M, Frank- Stromborg M, Baird SB Cancer Nursing: A Comprehensive Textbook, W.B. Saunders Company, Philadelphia, 1996.  2.Can G (2010). (Editor) Onkoloji Hemşireliğinde Kanıta Dayalı Bakım. Nobel tıp kitabevi. İstanbul.  3.Can G (2015). Onkoloji Hemşireliği, Nobel tıp kitabevi. İstanbul.  4. Hemşireler İçin Kanser El Kitabı, Platin N, (Çev. Ed.), Amerikan Kanser Birliği, 1996.  5. Barcley V. (Ed.) Kanser Hemşireliğinde Temel Kavramlar, Platin N, (Çev. Ed.) Onkoloji Hemşireler Derneği Bülteni  6. Tavsiye edilen periyodik yayınlar: Cancer Nursing, European Journal of Cancer Care, Oncology Nursing Forum, Seminars in Oncology Nursing, Journal of Hospice and Palliative Nursing, Clinical Journal of Oncology, Nursing, Palliative & Supportive Care | |
| Course Policies and Rules:  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. | |
| Contact Details for the Instructor:  Assoc. Prof. Özlem UĞUR 0 232 412 4181 ozlem.ugur@deu.edu.tr  Assoc. Prof. Ezgi KARADAĞ 0 232 4124762 [ezgikaradag44@gmail.com](mailto:ezgikaradag44@gmail.com)  Assist. Prof Nurten ALAN <Tel:0232> 4124771 nurten.alan@deu.edu.tr | |
| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. |  |

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| --- | --- | --- | --- |
| Week | Topics | Lecturer | Teaxhing Strategies |
|  | History of Oncology Nursing, Role and Responsibilities of Oncology Nurses, Oncology Nursing Standards  Associations related to oncology nursing (Objectives of European Oncology Nursing Society, American Oncology Nursing Society, Turkish Oncology Nursing Society) | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |
|  | Cancer epidemiology and etiology in the world and in our country | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | Cancer Occurrence Mechanism | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | Treatment Methods-1  -Chemotherapy, Radiotherapy, Surgical treatment | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | Cancer prevention and early detection methods | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |
|  | Treatment Methods-2  Biotherapies (interferons, interleukins, hormones), Bone marrow and stem cell transplantation | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | The most common types of cancer in Turkey-1  Breast cancer, Lung cancer | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | 1st Midterm | Assoc. Prof. Özlem UĞUR | Presentation, argument, question-answer |
|  | Holiday |  |  |
|  | Holiday  Pain in cancer patients and nursing approach | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |
|  | Fatigue and Nursing Approach in Cancer Patients | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |
|  | Symptom Control in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approach) | Assist. Prof. Nurten ALAN | Presentation, argument, question-answer |
|  | Cancer and Complementary Applications | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |
|  | The most common types of cancer in Turkey-2  Colon cancer, prostate and bladder cancer, Cervix cancer | Assist. Prof Nurten ALAN | Presentation, argument, question-answer |
|  | Evaluation of the lesson | Assoc. Prof. Ezgi KARADAĞ | Presentation, argument, question-answer |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO 1 | PO  2 | PO  3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
| Oncology Nursing | 3 |  | 2 | 2 |  | 1 |  | 1 | 2 | 1 |  |  |  |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
| Oncology Nursing | LO 2,3,4,5,6 | LO 1 | 0 | LO 6 | 0 | LO 3,5,6 | 0 | LO 1 | 0 | 0 | 0 | 0 | 0 |

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| AKTS Table | | | |
| Course Activities | Numbers | Duration | Total workload |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Quiz etc. |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 10 | 1 | 10 |
| Preparation for Mid-term Exam | 1 | 2 | 2 |
| Preparation for Final Exam | 1 | 6 | 6 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Course Activities |  |  |  |
| In Class Activities |  |  | 2  50/25 |

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|  | HEF 2074 ONCOLOGY NURSING COURSE COURSE CONTENT AND LEARNING OUTCOMES MATRIX | | | | | | |
| Week | Weekly Course Contents | Learning Outcomes of the Course | | | | | |
| 1. The student knows the historical development, role and responsibilities, standards  and application fields of oncology nursing. | 2. The student can describe the biology and affecting factors of cancer. | 3. The student knows the cancer prevention and early detection methods. | 4. The student can describe the methods used in the treatment of cancer. | 5. The student knows the most common cancer types in Turkey and prevention methods | 6. The student can identify the problems and requirements of the patient and family in the process. |
| 1 | History of Oncology Nursing, Role and Responsibilities of Oncology Nurses, Oncology Nursing Standards  Associations related to oncology nursing (Objectives of European Oncology Nursing Society, American Oncology Nursing Society, Turkish Oncology Nursing Society) | X |  |  |  |  |  |
| 2 | Cancer epidemiology and etiology in the world and in our country |  |  |  |  | X |  |
| 3 | Cancer Occurrence Mechanism |  | X |  |  |  |  |
| 4 | Treatment Methods-1  -Chemotherapy, Radiotherapy, Surgical treatment |  |  |  | X |  |  |
| 5 | Cancer prevention and early detection methods |  |  | X |  |  |  |
| 6 | Treatment Methods-2  Biotherapies (interferons, interleukins, hormones), Bone marrow and stemcell transplantation |  |  |  | X |  |  |
| 7 | The most common types of cancer in Turkey-1  Breast cancer, Lung cancer |  | X |  |  | X |  |
| 8 | 1st Midterm |  |  |  |  |  |  |
| 9 | Holiday |  |  |  |  |  |  |
| 10 | Holiday  Pain in cancer patients and nursing aprroach |  |  |  |  |  | X |
| 11 | Fatigue and Nursing Approach in Cancer Patients |  |  |  |  |  | X |
| 12 | Symptom Control in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approach) |  |  |  |  |  | X |
| 13 | Cancer and Complementary Applications |  |  |  | X |  |  |
| 14 | The most common types of cancer in Turkey-2  Colon cancer, prostate and bladder cancer, Cervix cancer |  | X |  |  |  | X |

# HEF 2076 FORENSIC NURSING

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Forensic Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF 2076 |
| Issuance/Renewal Date of the Form:  24/03/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dilek Özden  Assist. Prof. Nurten Alan  Assist. Prof. İlkin Yılmaz |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course):  Prof. Dilek Özden |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The purpose of this course is to call the student’s attention to forensic cases and address the basic knowledge, understanding and approaches that will contribute to evaluation of forensic case. Moreover, this course aims to enable the student to analyze the problems experienced by victims and solution options within the framework of a multidisciplinary understanding. |
| Learning Outcomes of the Course:  1. The student learns about the forensic nursing and its study fields.  2. The student can explain what the approach of the nurse to forensic cases should be.  3. The student gains awareness concerning physiological and psychological evidence in forensic cases.  4. The student can explain the importance of protection, preservation and recording of evidence in forensic cases.  5. The student understands the ethical, professional and legal responsibilities of the nurse in forensic cases. |

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| Learning and Teaching Strategies:  Lectures, questions and answers, discussion, group work, case studies, brainstorming. |

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| Assessment Methods: (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If  Available | Percentage (%) |
| Semester / Semester- End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  50% of the midterm grade and 50% of the final grade determine the semester grade. Semestre grade must be at least 60 over 100 full grades  Midterm exam will be given as homework.  Minimal Final grade: Must be at least 50 over 100 full grades  Minimal make-up grade: Must be at least 50 over 100 full grades  Make-up exam Grade: 50% intra-semester grade + 50% of the make-up grade= Must be at least 60 over 100 full grades | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  İnterpretation, recollection, decision making, description, classification, information combination skills shall be assessed in the exams. |

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| Recommended Resources for the Course:   1. Polat O, İnanıcı MA, Aksoy ME. Adli tıp ders kitabı. İstanbul: Nobel Tıp Kitabevi; 1997. 2. Lynch VA. Forensic nursing. St. Louis: Elsevier Mosby; 2006. 3. Zeyfeoğlu Y, Özdemir Ç, Hancı H. Adli hemşirelik. In: Hancı H. ed. Adli Tıp ve adli bilimler. Ankara: Seçkin Yayıncılık; 2002. 4. Polat O. Klinik adli Tıp. Seçkin kitabevi, Ankara, 2006. 5. Stevens S. Cracking the case: your role in forensic nursing. Nursing 2004; 34(11):54-56. 6. Gökdoğan MR, Altunçul H. Adli hemşirelik: kapsam ve görevi. Hemşirelik Forumu Dergisi, Eylül-Ekim 2002; 5(5):16-21. 7. McGillivray B. The role of Victorian emergency nurses in the collection and preservation of forensic evidence: a review of the literature. Accident and Emergency Nursing 2005; 13:95-100. 8. Gökdoğan MR. Cinsel saldırı konusunda çalışan adli hemşireye (SANE) duyulan gereksinim. Adli Tıp Bülteni 2008 13(2):69-77. |

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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Associate Prof. Dilek Özden  02324124778  dozden2002@yahoo.com |

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| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
|  | Forensic Nursing Forensic Nursing Historical Development-world and in Turkey | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
|  | Definition of Forensic Nursing, Study Area and  Nurses' Judicial Responsibility  Part 1: Forensic Nursing in Emergency Services | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
|  | Definition of Forensic Nursing, Study Area and  Nurses' Judicial Responsibility  Part 2: Forensic Nursing in Emergency Services  The Role of the Nurse in Receiving and Dispatching Biological Materials (blood, body fluid, etc.) from the Forensic Case | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
|  | Forensic Aspect and Nurse's Responsibilities in Injuries | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
|  | Gender inequality | Assist. Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Intimate partner violence, violence against women | Assist. Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Domestic Violence (children) Responsibilities of the nurse | Prof. Dilek Özden  Assist. Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Midterm Exam  Domestic Violence (elderly) Responsibilities of the nurse | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | The Forensic Aspect of Child Abuse and Nurses' Responsibilities | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Crimes Committed Against Body Immunity (Sexual Abuse) Forensic Aspect and Responsibilities of the Nurse | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Violence against health workers, Forensic Aspect | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Forensic Toxicology / Substance Abuse and Nurse Responsibilities | Assist. Prof. Nurten Alan | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Legal Responsibility of the Nurse, malpractice | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Discussion of Nurses' Ethical Approach in Forensic Cases with case examples | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
|  | Final exam | Dilek Özden |  |
|  | Make-up exam | Dilek Özden |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO1 | PO2 | PO3 | PO4 | PO 5 | PO6 | PO  7 | PO  8 | PO 9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Forensic Nursing | 3 | 1 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |

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| Table 2. Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO1 | PO2 | PO3 | PO4 | PO 5 | PO6 | PO  7 | PO  8 | PO 9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Forensic Nursing | LO 1-5 | LO4 | LO 2,4,5 | LO 1-5 | LO 1-4 | LO 4 | LO1-5 | LO 1-5 | LO1-5 | LO 4 | LO 1,2,4 | LO1,2 | LO 5 |

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| ECTS Table: | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 1 | 2 |
| Preparation for final exam | 1 | 2 | 2 |
| Independent study | 1 | 1 | 1 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50/25 |
| ECTS Credits of Course |  |  | 2 |

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| HEF 2076 FORENSIC NURSING COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| Hafta | Haftalık Ders İçerikleri | Learning Outcomes of The Course | | | | |
| 1.The student learns about the forensic nursing and its study fields. | 2. The student can explain what the approach of the nurse to forensic cases should be. | 3. The student gains awareness concerning physiological and psychological evidence in forensic cases. | 4. The student can explain the importance of protection, preservation and recording of evidence in forensic cases. | 5. The student understands the ethical, professional and legal responsibilities of the nurse in forensic cases. |
| 1 | Forensic Nursing Forensic Nursing Historical Development-world and in Turkey | X |  |  |  |  |
| 2 | Definition of Forensic Nursing, Study Area and  Nurses' Judicial Responsibility  Part 1: Forensic Nursing in Emergency Services | X |  |  |  |  |
| 3 | Definition of Forensic Nursing, Study Area and  Nurses' Judicial Responsibility  Part 2: Forensic Nursing in Emergency Services  The Role of the Nurse in Receiving and Dispatching Biological Materials (blood, body fluid, etc.) from the Forensic Case |  | X | X | X | X |
| 4 | Forensic Aspect and Nurse's Responsibilities in Injuries |  | X | X | X | X |
| 5 | Gender inequality |  | X | X |  | X |
| 6 | Intimate partner violence, violence against women |  | X | X |  | X |
| 7 | Domestic Violence (children) Responsibilities of the nurse |  | X | X |  | X |
| 8 | Midterm Exam  Domestic Violence (elderly) Responsibilities of the nurse |  | X | X |  | X |
| 9 | The Forensic Aspect of Child Abuse and Nurses' Responsibilities |  | X | X |  | X |
| 10 | Crimes Committed Against Body Immunity (Sexual Abuse) Forensic Aspect and Responsibilities of the Nurse |  | X | X |  | X |
| 11 | Violence against health workers, Forensic Aspect |  | X | X |  | X |
| 12 | Forensic Toxicology / Substance Abuse and Nurse Responsibilities |  | X | X | X | X |
| 13 | Legal Responsibility of the Nurse, malpractice |  | X | X |  | X |
| 14 | Discussion of Nurses' Ethical Approach in Forensic Cases with case examples |  | X | X |  | X |
| 15 | Forensic Nursing Forensic Nursing Historical Development-world and in Turkey | X | X | X | X | X |
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# HEF 2080 ASSERTIVENESS

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| Offered By: Faculty of Nursing | | | Offered To: Faculty of Nursing |
| Name Of the Department:  Nursing | | | Course Name:  Assertiveness |
| Course Level: Bachelor | | | Course Code: HEF 2080 |
| Form Submitting/Renewal Date:  15.12.2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Dr Zekiye Ç. Duman  Prof. Dr Neslihan Günüşen  Associate Prof. Dr Sibel Coşkun Badur  Dr Gülsüm Zekiye Tuncer |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 2 | | | Course Coordinator:  Prof. Zekiye Ç. Duman |
| Theory | Application | Laboratory | National Credit: 2 |
| 2 | - | - | ECTS Credit: 2 |

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| Course Objective:  This course helps the student know himself or herself in his or her personal and professional development and develop his or her assertiveness skills. |
| Learning Outcomes:  1. The student knows the forms of behavior in interpersonal relations.  2. The student knows the feelings and thoughts related to assertiveness.  3. The student realizes his or her own barriers to assertiveness.  4. The student can express his or her feeling in an appropriate manner.  5. The student learns to say no.  6. The student acts with confident. |

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| Learning and Teaching Strategies: Discussion, presentations, role plays, concept map.  All visual materials used in the lessons are provided with audio description / subtitles. (It uses audio-depicted forms of visual-based educational materials such as movies and videos, upon request of disabled students). |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | X | %50 |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | %50 |
| Clinical Practice |  |  |
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| Further Notes about Assessment Methods:  If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu.  Course with 1 midterm exam and 1 final or supplementary homework throughout the semester.  evaluation will be made.  Midterm exam grade: Your 1 midterm exam homework grade will create the semester grade.  Midterm grade: Midterm exam grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam homework grade  Minimum course grade: 60 out of 100 full grades.  Minimum final and supplementary exam grade: 50 out of 100 full grades. | | |
| Assess Criteria  In exams, interpretation, recall, decision making, explanation, classification, skills of combining information will be evaluated. | | |
| Textbook(s)/References/Materials:   1. Haddou. M. (2018). Hayır Demeyi Bilmek. 11. Baskı İletişim Yayınları 2. Yaman Efe, Ş. (2007). Hemşirelikte atılganlık. Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi, 10: 3. <http://dergipark.gov.tr/download/article-file/29374> 3. Gürüz,D., Eğinli, AT. (2016). İletişim Becerileri. Nobel Kitap Evi. 4. Temel, M. (2017). Sağlık örgütlerinde çatışma: nedenleri, yönetimi ve çözüm önerileri. İ.Ü. Sağlık Hizmetleri Meslek Yüksekokulu Dergisi, ISSN:2147-7892, Cilt 5, Sayı 2. <http://dergipark.gov.tr/download/article-file/351577> 5. Fennel, M.J.V. (2009) Overcoming Low Self-Esteem: A Self-Help Guide Using Cognitive Behavioral Techniques. USA. 6. Baltaş, A., Baltaş, Z. Stres ve Başa Çıkma Yolları. Remzi Kitabevi, 2000, İstanbul. 7. Onbaşıoğlu, M. (2004). Stresle Baş etmede zihinsel yöntemler. Türk Psikoloji Bülteni. 34-35: 103-127. 8. Özer, K. (2000). Ben Değeri Tiryakiliği Duygusal Gerilimle Baş Edebilme. Sistem Yayıncılık. 9. Psikiyatri Hemşireliği Dergisi 10. [www.psikiyatridizini.org](http://www.psikiyatridizini.org) 11. [www.phdernegi.org](http://www.phdernegi.org) 12. <http://www.turkhemsirelerdernegi.org.tr> 13. Atatürk Üniversitesi Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi 14. <http://e-dergi.atauni.edu.tr/index.php/HYD> 15. İstanbul Üniversitesi Hemşirelik Fakültesi Dergisi 16. <http://www.istanbul.edu.tr/yuksekokullar/floren/yayinlar.htm> | | |

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| Course Policies and Rules:  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. |
| Contact Details for the Instructor:  Prof. Zekiye Çetinkaya Duman [z.duman@deu.edu.tr](mailto:z.duman@deu.edu.tr) 0 232 412 47 84 |
| Office Hours: |

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| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | | |
| Week | Topics: | Instructor | Training Method and Materials |
| 1.Week | Introduction of the course and Concept of assertiveness and  Self-awareness | Prof. Dr. Neslihan Günüşen | Question answer, Discussion, Power point presentation |
| 2.Week | Concept of assertiveness and self-awareness exercises | Prof. Dr. Neslihan Günüşen | Question answer, role play, discussion Power point presentation |
| 3.Week | Behavior types; passive, aggressive, manipulative and assertive | Dr. Öğr. Üyesi Gülsüm Zekiye Tuncer | Question answer, role play, discussion  Power point presentation, short video demonstration |
| 4.Week | Behavior types: passive, aggressive, manipulative and assertive behaviors exercise | Dr. Öğr. Üyesi Gülsüm Zekiye Tuncer | Question answer, role play, discussion  Power point presentation, short video demonstration |
| 5.Week | Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) | Prof. Dr. Zekiye Çetinkaya Duman | Question answer, role play, discussion  Power point presentation |
| 6.Week | Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) and exercises | Prof. Dr. Zekiye Çetinkaya Duman | Question answer, role play, discussion  Power point presentation |
| 7.Week | Being able to say no | Prof. Dr. Zekiye Çetinkaya Duman  Research Assistant Abdurrahman Yakışır | Question answer, role play, discussion |
| 8.Week | Being able to say no exercises  Mid exam | Prof. Dr. Zekiye Çetinkaya Duman  Araş. Gör. Abdurrahman Yakışır | Question answer, role play, discussion |
| 9.Week | Making a request and assertiveness exercises | Prof. Dr. Zekiye Çetinkaya Duman | Question answer, role play, discussion Power point presentation, role play |
| 10.Week | Giving and receiving feedback | Assoc. Prof. Dr. Sibel Coşkun Badur | Question answer, role play, discussion Power point presentation, role play |
| 11.Week | Giving and receiving feedback exercises | Assoc. Prof. Dr. Sibel Coşkun Badur | Question answer, role play, discussion Power point presentation, role play |
| 12.Week | Assertiveness and nursing 1 | Dr. Öğr. Üyesi Gülsüm Zekiye Tuncer | Question answer, role play, discussion Power point presentation |
| 13.Week | Assertiveness and nursing | Assoc. Prof. Dr. Sibel Coşkun Badur | Question answer, role play, discussion Power point presentation |
| 14.Week | Evaluation of the course | Prof. Dr. Zekiye Çetinkaya Duman |  |

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| Matrix of Course Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Assertiveness | 3 | 1 | 3 | 2 | 2 | 0 | 0 | 1 | 2 | 2 | 0 | 1 | 0 |

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| Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Assertiveness | LO 1,2,3,  4,5 | LO 4,5 | LO 1, 2,3,4,5 | LO 1,2,3,  4,5 | LO 2,3,  4,5 |  |  | LO 1,2,3,  4,5 | LO 1,2,3,  4,5 | LO 1,2,3,  4,5 |  | LO 2,4,5 |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 13 | 2 | 28 |
| Clinical Practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Quiz etc. |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 1 | 14 |
| Preparation for Mid-term Exam | 1 | 2 | 2 |
| Preparation for Final Exam | 1 | 2 | 2 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  |  |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload | 50/25=  2 ECTS | | |

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|  | HEF2088 ASSERTIVENESS COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | | |
| Hafta | Topics:  Introduction of the course and Concept of assertiveness and  Self-awareness | Learning Outcomes of The Course | | | | | |
| 1.The student knows the forms of behavior in interpersonal relations. | 2.The student knows the feelings and thoughts related to assertiveness. | 3. The student realizes his or her own barriers to assertiveness. | 4. The student can express his or her feeling in an appropriate manner. | 5.The student learns to say no. | 6.The student acts with confident |
| 1 | Concept of assertiveness and self-awareness exercises | X | X | X |  |  |  |
| 2 | Behavior types; passive, aggressive, manipulative and assertive | X | X | X |  |  | X |
| 3 | Behavior types: passive, aggressive, manipulative and assertive behaviors exercise | X | X | X |  |  | X |
| 4 | Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) | X |  | X |  |  | X |
| 5 | Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) and exercises | X | X | X |  |  | X |
| 6 | Being able to say no | X | X | X |  |  | X |
| 7 | Being able to say no exercises  Mid exam |  | X | X | X | X |  |
| 8 | Making a request and assertiveness exercises | X | X | X | X | X | X |
| 9 | Giving and receiving feedback |  | X | X | X | X | X |
| 10 | Giving and receiving feedback exercises |  | X |  | X |  | X |
| 11 | Assertiveness and nursing 1 |  | X |  | X |  | X |
| 12 | Assertiveness and nursing |  | X | X | X |  | X |
| 13 | Evaluation of the course |  | X | X | X |  | X |

# HEF 2088 SİGN LANGUAGE

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| Teaching Staff (s): FACULTY OF NURSING | | | Course Unit (s): DEU Faculty of Nursing |
| Section name: Nursing | | | Course Title: Sign Language |
| Level of Course: License | | | Course Code: HEF 2088 |
| Date / Date of Revision: March 2024 | | | Type of Course: Elective |
| Date / Date of Revision: Turkish | | | Course Lecturer (s):  Assoc. Prof. Özlem UĞUR  Asist. Prof. Nurten ALAN |
| Prerequisite: - | | | Prerequisite: - |
| Weekly Course Hours:2 | | | Course Coordinator: Assoc. Prof. Özlem UĞUR |
| Theory | Application | Laboratory | Course Credits:2 |
| 28 | - | - | ECTS Credits of the course:2 |

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| The aim of the course: In this course, students are expected to communicate with hearing impaired individuals. |
| Learning Outcomes of the Course:   1. Student recognizes the importance of learning sign language in terms of nursing 2. Student actively uses sign language 3. Student expresses himself / herself independently by using sign language 4. The student communicates with the hearing impaired by using sign language |

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| Learning and Teaching Strategies:  Presentation, discussion, question-answer, concept map, self-learning |

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| Assessment Methods: | | |
|  | If any, mark as (X) | Percent (%) |
| Semester / End Studies |  |  |
| Midterm / Preparing homework | X | 50 |
| Final exam | X | 50 |
| Explanations on Assessment Methods: | | |
| Evaluation Criteria: In the student's presentations; The definitions that case, analyzing, planning, decision-making, attempts to means of solution, the rating is evaluated to cooperate and reach of information. | | |

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| Week | Course Contents | Instructor Teaching | Training Method and  Material Used |
| 1. Week | General characteristics of the sign language and hearing problems experienced by people with disabilities  Presentation of letters and name - writing the last name | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 2. Week | Greetings- Meet,  Explaining family and relatives | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 3. Week | Verbs | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 4. Week | Verbs | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 5. Week | Feelings and adverbs of time | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 6. Week | Education | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 7. Week | Colors-seasons | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 8. Week | Midterm exam  Home stuff | Assist. Prof. Nurten Alan | Lecture, question and answer, discussion,  Power point presentation |
| 9. Week | Public Holiday | | |
| 10. Week | Our body - Health-related explanations | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 11. Week | Our body - Health-related explanations | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |
| 12. Week | Time and time envelopes | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 13. Week | Clothing and food/drinks | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 14. Week | Names | Assist. Prof. Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 15. Week | Jobs  Course feedback | Assoc. Prof. Özlem UĞUR | Lecture, question and answer,  discussion, Power point presentation |

Final Exam Supervisor: Prof. Dr. Özlem Uğur

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | | |
| learning outcomes | LQ  1 | LQ  2 | LQ  3 | LQ  4 | LQ  5 | LQ  6 | LQ  7 | LQ  8 | LQ  9 | LQ  10 | LQ  11 | LQ  12 | LQ  13 |
| Sign Language | 3 |  | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |  |

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| Table 2. Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning outcomes | LQ  1 | LQ  2 | LQ  3 | LQ  4 | LQ  5 | LQ  6 | LQ  7 | LQ  8 | LQ  9 | LQ  10 | LQ  11 | LQ  12 | LQ  13 |
| Sign Language | 1,2,3,  4 | 3,4 | 2 | 2,3,4 | 1,2,3,  4 | 4 | 2 | 3,4 | 4 | 4 | 4 |  |  |

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| ECTS Tables | | | |
| Number of activities | Number | Time  (hours) | Total Workload (hours) |
| In-class activities | | | |
| Lecture | 14 | 2 | 28 |
| Exams  Exam dates will be specified in the course program. When these dates are determined, they can be changed. | | | |
| Midterm exam | 1 | 1 | 1 |
| Other Quiz / Quiz |  |  |  |
| Final exam | 1 | 1 | 1 |
| Extracurricular activities | | | |
| Preparations before / after weekly lessons (reading lessons materials and articles etc.) | 13 | 1 | 13 |
| Preparation for midterm exam | 1 | 4 | 4 |
| Preparation for final exam | 1 | 3 | 2 |
| Other Quiz / Quiz | - | - | - |
| Preparing homework | - | - | - |
| Preparing presentations | - | - | - |
| Other (please specify) | - | - | - |
| Total Workload (hours) | - | - | - |
| Course ECTS Credits  Total Workload (hours) / 25 |  |  | 2  50/25 |

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| HEF 2088 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Topics | Learning Outcomes of the Course | | | |
| 1. Student recognizes the importance of learning sign language in terms of nursing | 2.Student actively uses sign language | 3.Student expresses himself / herself independently by using sign language | 4.The student communicates with the hearing impaired by using sign language |
| 1 | General characteristics of the sign language and hearing problems experienced by people with disabilities  Presentation of letters and name - writing the last name | X | X |  |  |
| 2 | Greetings- Meet,  Explaining family and relatives | X | X |  |  |
| 3 | Verbs | X | X | X |  |
| 4 | Verbs | X |  | X |  |
| 5 | Feelings and adverbs of time | X |  | X |  |
| 6 | Education | X | X | X |  |
| 7 | Colors-seasons | X | X | X |  |
| 8 | Midterm exam  Home stuff | x | x | x |  |
| 9 | Our body - Health-related explanations | X | X | X | X |
| 10 | Our body - Health-related explanations |  | X | X |  |
| 11 | Time and time envelopes | X | X |  |  |
| 12 | Clothing and food/drinks | X | X |  |  |
| 13 | Names | X | X | X |  |
| 14 | Jobs  Course feedback | X | X | X | X |

# HEF 2089 INFORMATION TECHNOLOGY ADDICTION

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| Offered by:  DEU Faculty of Nursing | | | Offered to:  DEU Faculty of Nursing |
| Name of the Department:  Nursing | | | Course Name:  Information Technology Addiction |
| Course Level: Bachelor | | | Course Code:  HEF 2089 |
| Form Submitting/Renewal  April 2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Assoc. Prof. Sibel Coşkun Badur  Asist. Prof. Burcu Cengiz  Asist. Prof. E. Zahide Özdemir |
|  | | | Prerequisite to: HEF 2089 |
| Weekly Course Hours:  *2* | | | Course Coordinator:  Asist. Prof. E. Zahide Özdemir |
| Theory | Application | Laboratory | National Credit: 2 |
| 2 | - | - | ECTS Credit: 2 |

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| Course Objective:  To provide Information to students about the characteristics of Technology Addiction and its causes, consequences. To provide awareness about safe technology usage and roles in prevention of technology addiction. |
| Learning Outcomes:   1. Understanding the basic concepts related to addiction and the characteristics of technology addictions. 2. Ability to analyze the causes and consequences of Information Technology Addiction. 3. Realizing the importance of preventing technology addiction. 4. Learning conscious use of technology and methods of safe internet use. 5. Understanding professional roles and functions in the prevention and treatment of addiction. |

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| Learning and Teaching Methods:  Lectures with PowerPoint presentations, Q&A, brainstorming, discussion, critique of sample articles/cases, case discussions, video/film presentations, self-study. All visual materials used in the courses will have voice descriptions/subtitles. | | |
| Assessment Methods: Methods: Exams will assess skills in interpretation, recall, decision-making, explanation, classification, and integration of information. | | |
|  | If used, check as (X). | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| Midterm exam | X | 50% |
| Quiz |  |  |
| Homework, Assignments |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | 50% |
| Attending course |  |  |
| Assessment Criteria:  Midterm grade: Midterm Exam score  Course Success grade: 50% of Midterm grade + 50% of Final or Make-up Exam score  Minimum course success grade: 60 out of 100.  Minimum Final and Make-up Exam score: 50 out of 100.  Minimum Course Success Grade: 60 out of 100 full marks.  Minimum final or make-up exam Grade: 50 out of 100 full marks. | | |
| Textbook(s)/References/Materials:   1. Yazgan G, Atak H. Üniversite öğrencilerinde riskli davranışlar: internet bağımlılığı ve bilişsel tamamlanma ihtiyacının etkisi. Uluslararası Sosyal Araştırmalar Dergisi, Cilt: 13, Sayı: 71, 2020. 2. Erden S, Hatun O. İnternet bağımlılığı ile başa çıkmada bilişsel davranışçı yaklaşımın kullanılması: Bir olgu sunumu, Addicta: The Turkish Journal on Addictions, Bahar 2015, 2(1), 53-83. 3. Semerci A. Eğitim fakültesi öğrencileri ile diğer fakültelerdeki öğrencilerin siber güvenlik farkındalıklarının karşılaştırılması. Akdeniz Eğitim Araştırmaları Dergisi, 29, 2019. 4. Irmak AY, Erdoğan S. Ergen ve Genç Erişkinlerde Dijital Oyun Bağımlılığı: Güncel Bir Bakış. Türk Psikiyatri Dergisi 2016;27(2):128-37 5. Arısoy Ö. İnternet bağımlılığı ve tedavisi. Psikiyatride Güncel Yaklaşımlar. 2009; 1.55-67 6. Karaduman S. Yeni medya okuryazarlığı: Yeni beceriler/olanaklar/riskler. Erciyes İletişim Dergisi, 2019 Cilt/Volume 6, Sayı/Number 1, 683-700 7. Ektiricioğlu C, Arslantaş H, Yüksel R.Ergenlerde Çağın Hastalığı: Teknoloji Bağımlılığı. Arşiv Kaynak Tarama Dergisi. 2020;29(1):51-64. 8. Çakır Ö, Oguz E. Lise öğrencilerinin yalnızlık düzeyleri ile akıllı telefon bağımlılığı arasındaki ilişki. Mersin Üniversitesi Eğitim Fakültesi Dergisi, 2017; 13(1): 418-429 9. Kaşıkçı DN ve ark. Türkiye ve Avrupa’daki çocukların internet alışkanlıkları ve güvenli internet kullanımı. Eğitim ve Bilim, 2014, Cilt 39, Sayı 171 10. Ögel, K. (2014). İnternet bağımlılığı. İstanbul: İş Bankası Kültür Yayınları. 11. Lynn GT, Johnson CC. Ekran bağımlılığı (çev. F. Yolçan), Destek yayınları, İstanbul, 2018. 12. Mehmet Dinç, M.(2016). Teknoloji Yerinde Yeterince. Yeşilay TBM Alan Kitaplığı Dizisi No: 9, İstanbul 13. Amerikan Psikiyatri Birliği. (2014). Ruhsal Bozuklukların Tanısal ve Sayımsal Elkitabı, Beşinci Baskı (DSM-5), Tanı Ölçütleri Başvuru Elkitabı’ndan çev. Köroğlu E, Hekimler Yayın Birliği, Ankara, ss. 231-290. 14. Aygül HH., Eke E. (editörler)(2020)Dijital Bağımlılık ve e-hastalıklar, Nobel Yayınevi, Ankara. 15. Kuss DJ, Griffiths D. (2015) Psikoterapide İnternet Bağımlılığı, Ayrıntı Yayınları, İstanbul 16. Karan G. (2006) Anne babalar için internet rehberi, Epsilon Yayıncılık, İstanbul. 17. Davranışsal bağımlılıklar ile mücadele 2018-2023 ulusal strateji belgesi ve eylem planı 2019-2023 <https://bmyk.gov.tr/TR-68404/davranissal-bagimlilik-ile-mucadele-eylem-plani.html> (erişim tarihi: 10/01/2022) 18. Yalçın B. (2019). Çocuğum Bağımlı Olmasın. Nobel Akademi Yayınları. 19. Ögel K., Tekin K. (2021) Bağımlılık Hakkında Ne Yapmalıyım? - Aile ve Yakınlar İçin Bilgiler, Uçurtma Yayınları 20. Yıldırım E, Kural H. (2017) Bağımlılık ve Değişim. İstanbul. Nobel Akademik Yayıncılık. 21. Ögel K. İnternet Bağımlılığı - İnternetin Psikolojisini Anlamak ve Bağımlılıkla Başa Çıkmak. İş Bankası Kültür Yayınları. 2014: syf:244 22. Young K. Cristiano Nabuco De Abreu. Internet Addiction: A Handbook and Guide to Evaluation and Treatment. 2011. 1st edition, Canada 23. Young K. Cristiano Nabuco De Abreu. Internet Addiction in Children and Adolescents: Risk Factors, Assessment, and Treatment. Springer publishing company. 2017: 24. Feindel H. İnternet Bağımlılığı. İletişim Yayıncılık. 2019 25. Gerhart, N. (2017) ‘Technology addiction: How social network sites impact our lives’, Informing Science. doi: 10.28945/3851.   <https://hsgm.saglik.gov.tr/tr/ruh-sagligi-yayinlarimiz.html> | | |
| Policies and Rules concerning the Course: - | | |
| Contact Details for the Instructor:  Asist. Prof. Emine Zahide ÖZDEMİR  02324124774  zahide.ozdemir@deu.edu.tr | | |
| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | |
| Teknoloji bağımlılığının, fiziksel, ruhsal ve sosyal etkileri (sosyal izolasyon ve aile içi problemler, akademik performans sorunları, ekonomik sorunlar, dijital dikkat dağınıklığı ve teknostress, FOMO vb) | | |

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| Weeks | Subjects | Lecturer | Training Method and Materials |
| 1.Week | Introduction to the course, explanation of goals, and introduction to Information Technology Addiction. | Asst. Prof. Burcu Cengiz | Lecture, Q&A, brainstorming. |
| 2.Week | Addiction and Related Concepts, Theories, Behavioral Addictions, General Characteristics of Addiction, Importance of Prevention in Addictions. | Assoc Prof. Sibel Coşkun Badur | Lecture, Q&A, brainstorming, video presentation, Kahoot. |
| 3.Week | General Risk Factors for Addictions, Childhood and Adolescence Mental Health Issues as Risk Factors for Addiction. | Asst. Prof. Emine Zahide Özdemir | Lecture, Q&A, brainstorming. |
| 4.Week | Types of Technology Use and their Role in Our Lives, Prevalence of Use, Misuse of Technology, and Related Addictions, Definition, Scope, and Symptoms of Technology Addiction. | Asst. Prof. Burcu Cengiz | Lecture, Q&A, brainstorming, case/discussion, video presentation, self-report scale application. |
| 5.Week | Symptoms and Diagnosis of Internet Addiction, Symptoms and Diagnosis of Smartphone Addiction. | Asst. Prof. Emine Zahide Özdemir | Lecture, Q&A, video presentation, self-report scale application. |
| 6.Week | Symptoms and Diagnosis of Screen Addiction, Symptoms and Diagnosis of Social Media Addiction. | Assoc Prof. Sibel Coşkun Badur | Lecture, Q&A, brainstorming, case/discussion, video presentation. |
| 7.Week | Symptoms and Diagnosis of Digital Game and Online Gambling/Betting Addiction. | Asst. Prof. Burcu Cengiz | Lecture, Q&A, brainstorming, video presentation, self-report scale application. |
| 8.Week | Mid Exam  Asst. Prof. Burcu Cengiz | | |
| 9.Week | Holiday Break | | |
| 10.Week | Digital Literacy | Assoc Prof. Sibel Coşkun Badur | Lecture, Q&A, brainstorming, case/discussion, video discussion. |
| 11. Week | Physical, Psychological, and Social Effects of Technology Addiction (Social Isolation, Family Issues, Academic Performance Problems, Economic Issues, Digital Distraction, Technostress, FOMO, etc.). | Asst. Prof. Emine Zahide Özdemir | Lecture, Q&A, case/discussion, brainstorming, Kahoot. |
| 12.Week | Cyberbullying and Safe Internet Usage | Asst. Prof. Emine Zahide Özdemir | Lecture, Q&A, brainstorming, case/discussion, video presentation. |
| 13.Week | Treatment Approaches in Addiction, The Role of Nurses in Prevention. | Assoc Prof. Sibel Coşkun Badur | Lecture, Q&A, brainstorming, case/discussion, video discussion. |
| 14.Week | Protective Factors in Technology-Related Addictions, Prevention and Intervention Strategies. | Asst. Prof. Burcu Cengiz | Lecture, Q&A, group discussion, video viewing. |
| 15.Week | Discussion on Current National Policies, Projects, and Reports on the Prevention of Technology-Related Addictions, The Role of Peers in Prevention. | Asst. Prof. Burcu Cengiz | Lecture, Q&A, group discussion, video viewing. |
|  | Final Exam | Asst. Prof. Emine Zahide Özdemir |  |
|  | Make-up exam | Asst. Prof. Emine Zahide Özdemir |  |

Contribution of Course Learning Outcomes to Program Outcomes

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 2089 | 2 | 0 | 2 | 1 | 2 | 1 | 0 | 1 | 2 | 2 | 1 | 0 | 0 |

Matrix of Course Learning Outcomes Versus Program Outcomes

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO 1-5 | ÖÇ 1,2,3,5 | ÖÇ 4 | ÖÇ 1,2,3,4,5 | ÖÇ 2,3,5 | ÖÇ 1,2,3,5 | ÖÇ 3,4 | ÖÇ4,5 | ÖÇ 1,5 | ÖÇ 1,2,3,5 | ÖÇ 2,3,4 | ÖÇ 3,5 | ÖÇ 5 | ÖÇ 1,2,3,4,5 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload (hour) |
| In Class Activities | | | |
| Lecture/presentation | 14 | 2 | 28 |
| Exams | | | |
| Mid-term Exam | 1 | 1 | 1 |
| Final Exam | 1 | 1 | 1 |
| Out Class activities | | | |
| Preparation before/after weekly lectures (reading  course materials, essays etc.) | 13 | 1 | 13 |
| Preparation for Mid-term Exam | 1 | 4 | 4 |
| Preparation for Final Exam | 1 | 3 | 3 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) | 50 | | |
| Total Workload (hour)/25 | 50 | | |
| Total ECTS Credit of Course | 2 ECTS | | |

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|  | HEF 2089 INFORMATION TECHNOLOGY ADDICTION COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | | |
| 1. Bağımlılıkla ilgili temel kavramları ve teknoloji bağımlılıklarının özelliklerini anlama. | 2. Bilişim Teknolojileri Bağımlılığının nedenlerini ve sonuçlarını analiz etme yetisi. | 3. Teknoloji bağımlılığını önlemenin önemini fark etme. | 4. Teknolojinin bilinçli kullanımı ve güvenli internet kullanımı yöntemlerini öğrenme. | 5. Bağımlılık önleme ve tedavi süreçlerinde mesleki rol ve işlevleri anlama. |
| 1 | Introduction to the course, explanation of goals, and introduction to Information Technology Addiction. | X |  |  |  |  |
| 2 | Addiction and Related Concepts, Theories, Behavioral Addictions, General Characteristics of Addiction, Importance of Prevention in Addictions. | X | X |  |  |  |
| 3 | General Risk Factors for Addictions, Childhood and Adolescence Mental Health Issues as Risk Factors for Addiction. | X | X | X |  |  |
| 4 | Types of Technology Use and their Role in Our Lives, Prevalence of Use, Misuse of Technology, and Related Addictions, Definition, Scope, and Symptoms of Technology Addiction. | X | X | X | X |  |
| 5 | Symptoms and Diagnosis of Internet Addiction, Symptoms and Diagnosis of Smartphone Addiction. | X | X | X | X |  |
| 6 | Symptoms and Diagnosis of Screen Addiction, Symptoms and Diagnosis of Social Media Addiction. | X | X | X | X |  |
| 7 | Symptoms and Diagnosis of Digital Game and Online Gambling/Betting Addiction. | X | X | X | X |  |
| 8 | Midterm Exam | X | X | X | X |  |
| 9 | Digital Literacy | X | X | X | X | X |
| 10 | Physical, Psychological, and Social Effects of Technology Addiction (Social Isolation, Family Issues, Academic Performance Problems, Economic Issues, Digital Distraction, Technostress, FOMO, etc.). | X | X | X | X | X |
| 11 | Cyberbullying and Safe Internet Usage | X | X | X | X |  |
| 12 | Treatment Approaches in Addiction, The Role of Nurses in Prevention. | X |  | X |  | X |
| 13 | Protective Factors in Technology-Related Addictions, Prevention and Intervention Strategies. | X | X | X | X | X |
| 14 | Discussion on Current National Policies, Projects, and Reports on the Prevention of Technology-Related Addictions, The Role of Peers in Prevention. | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X |

# HEF 2099 PLAY IN CHILDHOOD

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| Offered by:  DEU Faculty of Nursing | | | Offered to:  DEU Faculty of Nursing |
| Name of the Department:  Nursing | | | Course Name:  Play in Childhood |
| Course Level: Bachelor’s Degree | | | Course Code: HEF 2099 |
| Form Submitting/Renewal  25.03.2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Murat BEKTAŞ  Assoc. Prof. Gülçin ÖZALP GERÇEKER  Asst. Prof. Emine Zahide ÖZDEMİR  Asst. Prof. Yasemin SELEKOĞLU OK |
| Prerequisite: None. | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | Course Coordinator:  Assoc. Prof. Gülçin ÖZALP GERÇEKER |
| Theory | Application | Laboratory | National Credit: 2 |
| 2 | - | - | ECTS Credit: 2 |

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| Course Objective:  It aims to provide children with the knowledge and ability to plan and develop daily game and activity programs. |
| Learning Outcomes  1. Being able to define the game and comprehend its effects on child development  2. Classifying the types of games suitable for childhood periods  3. To be aware of the importance of age-appropriate toy selection, to be able to develop toys  4. To be able to define and discuss the role of play in the field of health |

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| Learning and Teaching Strategies:  Class participation, presentation, discussion, research, question-answer, group work, self-learning |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | If used, check as (X). | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| Midterm exam | X | 50% |
| Clinical Practice and Case  Report/presentation |  |  |
| Quiz |  |  |
| Homework, Assignments | X | 50% |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam |  |  |
| Attending lesson / PBE lesson |  |  |
| Explanations Concerning the Assessment Methods:  In the assessment of the course:  The success grade will be determined by taking 50% of the midterm grade and 50% of the project presentation, which will replace the final grade, in determining the semester calculations in the Evaluation of the Course. | | |
| Assessment Criteria  The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge. | | |

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| Recommended Resources for the Course:   * Seyrek H., Sun M., (1985). Çocuk Oyunları Okul Öncesi Eğitiminde Oyun Dersi El Kitabı, Müzik Eserleri Yayınları, İzmir. * Yavuzer H. (2000). “Çocuk Psikolojisi”, Remzi Kitabevi,19. Basım, İstanbul, * Poyraz H. “Okul öncesi Dönemde Oyun ve Oyuncak”, Arı Yayıncılık, Ankara, 2003 * Yörükoğlu A. (2000). “Çocuk Ruh Sağlığı”, Özgür Yayınları, 20. Basım, İstanbul, * Özdoğan, B. (2000). Çocuk ve Oyun, Çocuğa Oyunla Yardım, Anı Yayıncılık, 3. Baskı, Ankara. * Gerçeker GÖ, Kahraman A, Yardımcı F, Bolışık B. (2014). İlköğretim Öğrencilerinin Geleneksel Çocuk Oyunlarını Oynama Durumlarının Ve Etkileyen Etmenlerin İncelenmesi. Uluslararası Aile Çocuk ve Eğitim Dergisi, 2(3):49-62. |

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| Course Policies and Rules:  (Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu) |
| Contact Details for the Instructor:  Assoc. Prof. Gülçin ÖZALP GERÇEKER  02324126976 gulcin.ozalp@deu.edu.tr |

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| Course Content:  (Examination dates will be specified in the course period) | | | |
| Weeks | Topics | Lecturer | Training Strategies |
| 1.Week | Introduction and Course Introduction | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 2. Week | Game Definitions, Right to Play | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 3.Week | Game Theories | Prof. Murat BEKTAŞ | Class participation, presentation, discussion, research, question-answer |
| 4.Week | The Place of Play in Child Development | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 5.Week | Types of Play in Childhood Periods | Asst. Prof. Emine Zahide ÖZDEMİR | Class participation, presentation, discussion, research, question-answer |
| 6.Week | Toy Selection for Children | Asst. Prof. Yasemin SELEKOĞLU OK | Class participation, presentation, discussion, research, question-answer |
| 7.Week | Therapeutic Game | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 8.Week | Traditional Children's Games and Changing Gameplay Habits-1 | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 9.Week | Traditional Children's Games and Changing Gameplay Habits-2 | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Class participation, presentation, discussion, research, question-answer |
| 10.Week | Information Technologies and Game Addiction | Asst. Prof. Emine Zahide ÖZDEMİR | Class participation, presentation, discussion, research, question-answer |
| 11.Week | Game/Toy Development Project-Group Studies (Age 0-1) | Asst. Prof. Yasemin SELEKOĞLU OK | Self-Learning, Group Work |
| 12.Week | Game/Toy Development Project-Group Studies (Age 1-3) | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Self-Learning, Group Work |
| 13.Week | Game/Toy Development Project-Group Studies (Age 3-6) | Assoc. Prof.Gülçin ÖZALP GERÇEKER | Self-Learning, Group Work |
| 14. Week | Game/Toy Development Project-Group Studies (Age 6-12) | Asst. Prof. Emine Zahide ÖZDEMİR | Self-Learning, Group Wor |

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| Table 1. Contribution of course learning outcomes to program outcomes (for Accreditation)  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 | |
| Play in childhood | 2 | 3 |  | 1 | 2 | 1 |  | 1 | 1 | 2 | 1 | 1 | 1 | |

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| Table 2. Relation of Course Learning Outcomes and Program Outcome (for Accreditation) | | | | | | | | | | | | | |
| Learning Outcome | PO1 | PO2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Play in childhood | LO 1,2,  3,4 | LO  1,2,3,4 |  | LO  4 | LO  1,4 | LO  1,2,3,4 |  | LO  1,4 | LO1,4 | LO1,2,  4 | LO 1,2,3,4 | LO 1,3,4 | LO 1,2,3,4 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload (hour) |
| In Class Activities | | | |
| Lecture/presentation-- | 10 | 2 | 20 |
| Exams | | | |
| Final |  |  |  |
| Mid-term | 1 | 2 | 2 |
| Assignments |  |  |  |
| Out Class activities | | | |
| Preparations before/after weekly lectures | 9 | 1 | 9 |
| Preparation for midterm exam | 1 | 6 | 6 |
| Preparation for final exam |  |  |  |
| Project preparation | 4 | 4 | 16 |
| Total workload (hour) | 53 | | |
| Total Workload (hour)/25 | 53/25 | | |
| Total ECTS Credit | 2 ECTS | | |

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|  | HEF 2099 PLAY IN CHILDHOOD COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | |
| Week | Topics | Learning Outcomes of The Course | | | |
| 11. Being able to define the game and comprehend its effects on child development | 2. Classifying the types of games suitable for childhood periods | 3. To be aware of the importance of age-appropriate toy selection, to be able to develop toys | 4. To be able to define and discuss the role of play in the field of health |
| 1 | Introduction and Course Introduction | x |  | x | x |
| 2 | Game Definitions, Right to Play | X | X | x | x |
| 3 | Game Theories | X | X | X | X |
| 4 | The Place of Play in Child Development | x | x | X | x |
| 5 | Types of Play in Childhood Periods | X | x | x | X |
| 6 | Toy Selection for Children | X | x | x |  |
| 7 | Therapeutic Game |  |  |  | X |
| 8 | Traditional Children's Games and Changing Gameplay Habits-1 | X | X | X | X |
| 9 | Traditional Children's Games and Changing Gameplay Habits-2 | X |  | X | X |
| 10 | Information Technologies and Game Addiction | x | x | x | x |
| 11 | Game/Toy Development Project-Group Studies (Age 0-1) | x | X | X | x |
| 12 | Game/Toy Development Project-Group Studies (Age 1-3) | x | X | x | x |
| 13 | Game/Toy Development Project-Group Studies (Age 3-6) | x | x | x | x |
| 14 | Game/Toy Development Project-Group Studies (Age 6-12) | X | X | X | X |
|  | Fınal Exam | X | X | X | X |

# HEF 2100 GENDER AND WOMEN'S HEALTH

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Gender and Women's Health |
| Course Level: (Undergraduate) | | | Course Code: HEF 2100 |
| Issuance/Renewal Date of the Form:  20/03/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Merlinda Aluş Tokat……Tel: 24770  Assoc. Prof. Dilek Bilgiç…………… Tel: 26968  Assist. Prof. Hande Yağcan… Tel: 24775  Assist. Prof. Hülya Özberk……………. Tel: 24765  Assist. Prof. Buse Güler………………. Tel: 26970 |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Assist. Prof. Hande Yağcan |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course: 2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  In this course, it is aimed to increase the students' awareness on gender equality and gender issues to contribute scientific studies to solve the gender inequality problem. Also it aims to develop and implement social policy proposals to prevent women's health problems arising from gender inequality by providing a critical perspective on the effects of gender inequality on women's health. |
| Learning Outcomes of The Course:  1. The students can examine the concepts of gender and society with a critical perspective on the world and know the gender inequality rates in Turkey.  2. The student can define the effects of gender inequality on women's health.  3. The student can define menopause period according to social point of view and to know women's health problems specific to menopause  4. The student can identify vulnerable women and be aware of women's health problems and develop solutions.  5. The student can explain the social events’ effects on women's health and provide evidence-based information for the solution of women's health problems and nursing approaches. |

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| Learning and Teaching Methods:  Presentation, question-answer, small group discussion, power point presentation, role play, brainstorming |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Homework/Presentation |  |  |
| Classroom activities |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.  Midterm Grade includes %25 midterm exam, %15 homework/ presentations and %10 classroom activities.  Semester Grade: 50% 1st Midterm Exam grade + 50% final grade | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams; interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. |

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| Recommended Resources for the Course:   1. Taşkın L. (2016). Doğum ve Kadın Sağlığı Hemşireliği. Genişletilmiş XIII. Baskı, Akademisyen Tıp Kitabevi, Ankara, Ss: 761-864. 2. Sevil Ü. (2016). Adölesan Dönem. Ed: Şirin A., Kavlak O. Kadın Sağlığı. Genişletilmiş 2. Baskı, Nobel Tıp Kitabevleri, Ss: 57. 3. Sevil Ü., Gürkan A. (2017). Her Alanda Kadın Olmak. 1. Baskı, Ankara Nobel Tıp Kitabevi, Ankara. 4. Keser A., Yıldırım F., Kaplan M. (2016). Hastalıkta Sağlıkta Kadın Olmak. 1. Baskı, Ankara Nobel Tıp Kitabevleri, Ankara. 5. Akın A.,Özpınar S. (2019) Toplumsal Cinsiyet ve Kadın Sağlığı. 1.Baskı, Nobel Akademik Yayıncılık, Ankara. 6. Gender equality <https://www.unicef.org/gender-equality> 7. UNDP. Gender Inequality. 8. WHO. (2009). Gender equality, women and health: implications for actions A discussion paper for further consultation and inputs. <https://www.who.int/gender/women_health_report/discussion_paper_20091109_en.pdf> 9. WHO. (2012). Gender and Health. <http://www.euro.who.int/__data/assets/pdf_file/0007/169531/Eurohealth-Vol-18-No-2.pdf> 10. Gender equality <https://www.unglobalcompact.org/what-is-gc/our-work/social/gender-equality> 11. Priority Gender Equality <https://en.unesco.org/> 12. Kadın Cinselliği <http://www.cetad.org.tr/CetadData/Books/37/pdf-dosyasini-indirmek-icin-tiklayiniz.pdf> 13. Kadına ve aile bireylerine yönelik şiddet nedir? <https://ailevecalisma.gov.tr/ksgm/siddete-maruz-kalindiginda> |

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| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Prof. Merlinda Aluş Tokat  merlinda\_alus@yahoo.com  Tel: 4124770  Assoc. Prof. Dilek Bilgiç  bilgicdilek@gmail.com  Tel: 4126968  Assist Prof. Hande Yağcan  [hande.yagcan@gmail.com](mailto:hande.yagcan@gmail.com)  Tel: 4124775  Assist Prof. Hülya Özberk  hulyaozberk1@gmail.com  Tel: 4124765  Assist Prof. Buse Güler  busebahitli@gmail.com  Tel: 4126970 |

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| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
| 1.Week | Introduction and planning of the course  Discussion of the expectations of students and lecturers | Hande Yağcan | Group Discussion Presentation |
| 2.Week | Gender, Gender Inequality and Women's Health | Hande Yağcan | Debate  Presentation |
| 3.Week | Feminism Effect on and Laws Related to Women's Health | Dilek Bilgiç | Role Play  Group Discussion Presentation |
| 4.Week | Health Literacy and Women's Health | Buse Güler | PICO Game  Group Discussion Presentation |
| 5.Week | Adolescent Pregnancy and Women's Health | Buse Güler | Case Discussion  PBL Presentation |
| 6.Week | Relative Marriage, Custom, Honor Killings and Women's Health | Hülya Özberk | Debate  Group Discussion Presentation |
| 7. Week | Violence Against Women and Women's Health  Sexual Abuse, Sexual Harassment, Pedophilia and Women's Health | Dilek Bilgiç | Group Discussion Presentation |
| 8. Week | Midterm Exam+  Developing a Project on Combating Gender Discrimination | Merlinda Aluş Tokat  Hülya Özberk | Written exam  Developing Project |
| 9. Week | Holiday |  |  |
| 10.Week | Women's Health in Menopause and Elderly Period | Hülya Özberk | Group Discussion Presentation |
| 11. Week | War, migration and women's health  (Refugee women's health) | Hande Yağcan | Group Discussion Presentation |
| 12. Week | Health of convicted women | Merlinda Aluş Tokat | Group Discussion Presentation |
| 13. Week | Health of Disabled Women | Dilek Bilgiç | Group Discussion Presentation |
| 14.Week | Poverty and Women's Health  LGBT Individuals and Women's Health | Hülya Özberk | Group Discussion Presentation |
| 15. Week | Work Life and Women's Health  (Glass ceiling syndrome) | Buse Güler | Group Discussion Presentation |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| LO1 | 3 | 3 |  |  | 2 | 2 |  |  |  |  |  |  |  |

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| Table 2. Relation of Course Learning Outcomes and Program Outcome | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Gender and Women's Health | LO1,2,  3,4,5,6 | LO1,2,  3,4,5,6 | LO  4,5 | LO4 | LO1,2,  3,4,5,6 | LO1,2,  3,4,5,6 |  |  |  | LO,  5,6 | LO  5,6 | LO  6 | LO  6 |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 5 | 2 | 10 |
| Preparation for midterms exam | 1 | 2 | 2 |
| Preparation for final exam | 1 | 2 | 2 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Independent Study | 1 | 4 | 4 |
| Total Workload (hour) |  |  | 50/25 |
| ECTS Credits of Course |  |  | 2 |

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|  | HEF 2100 Gender and Women's Health COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | | |
| 1. The students can examine the concepts of gender and society with a critical perspective on the world and know the gender inequality rates in Turkey. | 2. The student can define the effects of gender inequality on women's health. | 3. The student can define menopause period according to social point of view and to know women's health problems specific to menopause | 4. The student can identify vulnerable women and be aware of women's health problems and develop solutions. | 5. The student can explain the social events’ effects on women's health and provide evidence-based information for the solution of women's health problems and nursing approaches. |
| 1 | Introduction and planning of the course  Discussion of the expectations of students and lecturers |  | X |  |  |  |
| 2 | Gender, Gender Inequality and Women's Health | X | X |  |  | X |
| 3 | Feminism Effect on and Laws Related to Women's Health |  |  |  |  | X |
| 4 | Health Literacy and Women's Health |  | X |  |  | X |
| 5 | Adolescent Pregnancy and Women's Health |  | X |  | X | X |
| 6 | Relative Marriage, Custom, Honor Killings and Women's Health |  | X |  | X | X |
| 7 | Violence Against Women and Women's Health  Sexual Abuse, Sexual Harassment, Pedophilia and Women's Health |  | X |  | X | X |
| 8 | Midterm Exam+  Developing a Project on Combating Gender Discrimination | X | X |  | X | X |
| 9 | Holiday |  |  |  |  |  |
| 10 | Women's Health in Menopause and Elderly Period |  |  | X |  | X |
| 11 | War, migration and women's health  (Refugee women's health) |  |  | X |  | X |
| 12 | Health of convicted women |  |  |  | X | X |
| 13 | Health of Disabled Women |  |  |  | X |  |
| 14 | Poverty and Women's Health  LGBT Individuals and Women's Health |  |  |  | X | X |
| 15 | Work Life and Women's Health  (Glass ceiling syndrome) | X | X |  | X | X |

# HEF 2103 HEALTH PROTECTION AND PROMOTION

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Course Title:  Health Protection and Promotion |
| Course Level: (Undergraduate) | | | Course Code: HEF2103 |
| Form Submitting/renewal Date: February 2024 | | | Course Status: Elective |
| Language of the course: Turkish | | | Instructor/s:  Assoc. Prof. Dr. Meryem ÖZTÜRK HANEY  Assoc. Prof. Dr. Şeyda ÖZBIÇAKÇI |
| Prerequisite of the course: - | | | Prerequisite course for: - |
| Weekly course hours: 2 hours | | | Course Coordinator (Responsible for registers to the course): Assoc. Prof. Dr. Meryem ÖZTÜRK HANEY |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | - | - | AKTS Credit of the Course:2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective: The students gain attitudes and behaviors necessary for the protection and development of the health of the individual, the family and the society. |
| Learning Outcomes of The Course  1 To be able to associate health and health related concepts  2 To be able to evaluate risk factors and the factors affecting health  3 To be able to aware of individual health behaviors and taking responsibility for their health  4 To be able to learn healthy lifestyle behaviors and exhibiting them in their own life  5 To be able to explain nurses rol on health promotion and protection.  6 To be able to define health promotion practices according to their life periods  7 To be able to explain the importance of the behavior change process to gain the positive health behavior |

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| Learning and Teaching Methods:  Presentation, discussion, question-answer, case discussion, group discussion, Power point presentation |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Assignment/Presentation |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in the determination of the semester calculations.  Course Success Grade: 50% midterm grade + 50% final grade  Minimum course grade: 60 out of 100 full grades  Minimum final and make-up exam grade: 50 out of 100 full marks | | |

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| Assessment Criteria: (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.)  In exams, interpretation, recall, decision making, explanation, classification, information combining skills will be evaluated. |
| Recommended Resources for the Course:   1. Ayaz Alkaya, S. (2017). Health Promotion. Hedef Publishing, Ankara. 2. Clark C.C. (2002). Health Promotion in Communities, Holistic and Wellness Approaches, Spinger Publishing Company, 3. Clark M (2003). Community Health Nursing Caring for Populations. Fourth Edition. Pearson Education,New Jersey. 4. Davies M (2005). Health Promotion Theory. Berkshire,GBR.McGraw-Hill Education. 5. Demirdağ, B.C. (2016). Health Protection and Development. Göktuğ Press, Amasya. 6. Edelman CL ve Mandle CL (2002). Health Promotion Throughout the Lifespan, Mosby, Toronto. 7. Fertman C.I, Işıtman, N.M, Allensworth D.D. (2012). Health Promotion Programs: From Theory to Practice. Ministry of Health, Ankara. 8. Güler Ç, Akın L. (2013). Public Health Basics 3. Volume. Hacettepe University Publications, Ankara. 9. Kaya H (2010). Nursing education to improve global health, Journal of Human Sciences, 7(1), 360-365. 10. Marmot M, Wilkinson RG (Edit.) (2009). Social Determinants of Health. İnsev Publications, , İstanbul 11. Özvarış, Ş.B. (2016). Health Promotion and Health Education. Hacettepe University Publications, Ankara. 12. Pender N, Murgaugh C, Paesons M. Health Promotion in Nursing Practice. 7.Edition.2015. 13. Smith C.M, Maurer F.A (2000). Community Health Nursing Theory and Practice. Second Edition. Saunders Company,USA. 14. Şimşek Z (2013). (The History and Strategies Based on the Samples of Health Promotion, TAF Preventive Medicine Bulletin, 12(3), 343-358. |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact information of the course instructor:  Assoc.Prof. Dr. Meryem ÖZTÜRK HANEY  02324126964  meryem.ozturk@deu.edu.tr |

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| Course content | | | |  |
| Week | Topics | Lecturer | Training method and material used | Education Form |
| 1.Week | Introduction the Course, Health, concepts related to health (health, illness, wellness, health education, inequality in health, protection and promotion of health | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 2.Week | History of health promotion concept National and international policies and strategie in the health promotion, national and international health organizations | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
| 3.Week | Factors affecting the health promotion: Individual Characteristics (age, sex, education level, resume, habits ...) | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 4.Week | Factors affecting the health promotion: Environment | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
| 5.Week | Health promotion: Media and Culture | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 6. Week  . | Nurses' roles in improving health Holistic approach in the health promotion | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
| 7. Week | Stress management and health promotion | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 8. Week | Midterm Exam  General repetation | Şeyda Özbıçakcı |  | Face to face |
| 9.Week | Holiday |  |  |  |
| 10. Week | Nutrition and health promotion Physical activity, sleep and health promotion | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 11. Week | Tobacco, alcohol and substance use and health promotion | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
| 12. Week | Health promotion during newborn and baby period Health promotion during childhood | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 13.Week | Health promotion for school children Health promotion during adolescent | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
| 14.Week | Health promotion during adult and women | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
| 15.week | Health promotion during elderly period | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Final | Meryem Öztürk |  | Face to face |
|  | Integration | Şeyda Özbıçakcı |  | Face to face |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 2103 | 2 | 2 | 0 | 2 | 0 | 2 | 3 | 2 | 1 | 2 | 0 | 1 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| PO1-7 | LO  1,2,4, | LO  4 |  | LO  4 | LO  1 | LO  1,2,3,  4,5,6,7 | LO  2  8 | LO  1,2,3,  4 | LO  5,6, | LO  7 |  | LO  4 |  |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| Lectures | 14 | 2 | 28 |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
|  | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 2 | 2 |
| Preparation for final exam | 1 | 2 | 2 |
| Total Workload (hour) |  |  | 50/25 |
| ECTS Credits of Course |  |  | 2 |

# HEF 2105 DEVELOPING NURSING CARE BEHAVIOUR

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Course Name:  Developing Nursing Care Behavior |
| Course Level: (Undergraduate) | | | Course Code: HEF 2105 |
| Issuance/Renewal Date of the Form:  02/02/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Asst. Prof. Cahide Ayik  Asst. Prof. İlkin Yılmaz  Asst. Prof. Gizem Göktuna  Lecturer Dr F. Yelkin Alp |
| Prerequisite of the course:  -- | | | Prerequisite course for:  -- |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Asst. Prof. Cahide Ayik |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | - | - | AKTS Credit of the Course: 2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  In this course.  Student understands the role of the decision maker in reflecting the theoretical knowledge in the context of nursing practices in the context of professional roles and responsibilities and in meeting patient needs. |
| Learning Outcomes of the Course:  1. The student can explain the nursing care organization.  2. The student knows the nursing care requirements of the patient.  3. The student knows the importance of teamwork in patient care.  4. The student can make plans in which he or she can use leadership skills in patient care.  5. The student practices nursing care with Watson's care behaviors  6. The student understands that cultural values should be taken into consideration when planning care.  7. The student plans by critically thinking about the patient-centered nursing care plan  8. The student understands that care should be applied by taking ethical principles into consideration. |

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| Learning and Teaching Strategies:  Lectures, questions and answers, discussion, brainstorming. |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| 1st Mid-term exam | X | %50 |
| Quiz |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.  Midterm and final exam will be given as homework.  Semester Grade: 50% intra-semester grade + 50% of the final grade= Must be at least 60 over 100 full grades  Minimal Final grade: Must be at least 50 over 100 full grades  Make-up exam Grade: 50% intra-semester grade + 50% of the make-up grade= Must be at least 60 over 100 full grades  Minimal make-up grade: Must be at least 50 over 100 full grades | | |
| Assessment Criteria:  İnterpretation, recollection, decision making, description, classification, information combination skills shall be assessed in the exams. | | |

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| Textbook(s)/References/Materials:   1. Alpar Ş.E., Bahçecik N., Karabacak Ü. Çağdaş Hemşirelikte Etik. İstanbul Tıp Kitabevi. 3. Baskı, İstanbul, 2013. 2. Deliveli Ö. (Danışman: Aktel M.) Yönetimde Yeni Yönelimler Bağlamında Lider Yöneticilik. S.D.Ü. Sosyal Bilimler Enstitüsü Kamu Yönetimi AD Yüksek Lisans Tezi. Isparta, 2010. 3. Aştı T.A., Karadağ A. Hemşirelik Esasları: Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık. İstanbul, 2012. 4. Ay F.A. Sağlık Uygulamalarında Temel Kavramlar ve Beceriler. Nobel Tıp Kitabevleri. 3. Baskı, İstanbul, 2011. 5. Bakan İ., Büyükbeşe T. (2010) Liderlik “Türleri” Ve “Güç Kaynakları”na İlişkin Mevcut-Gelecek Durum Karşılaştırması: Eğitim Kurumu Yöneticilerinin Algılarına Dayalı Bir Alan Araştırması. KMÜ Sosyal ve Ekonomi̇k Araştırmalar Dergi̇si, 12(19): 73-84. 6. Birol L. Hemşirelik Süreci. Etki Matbaacılık Yayıncılık Ltd.Şti., 10. Baskı, İzmir, 2011. 7. Craven R.F., Hirnle C., Jense S. (Çev.Edit. Uysal N, Çakırcalı E.) Hemşirelik Esasları: İnsan Sağlığı ve Fonksiyonları. Palme Yayıncılık. Ankara, 2015. 8. Çelik V. (1998) Eğitimde Dönüşümcü Liderlik. Kuram ve Uygulamada Eğitim Yönetimi, 4(4). <https://www.pegem.net/dosyalar/dokuman/821-2012021117642-celik.pdf> (E.T: 10.03.2015) 9. Köşgeroğlu N. Hemşirelik ve Estetik: Hemşire Olmak Hayata. Nobel Tıp Kitabevleri. İstanbul, 2013. 10. Ocakçı A.F., Alpar Ş.E. Hemşirelikte Kavram, Kuram ve Model Örnekleri. İstanbul Tıp Kitabevi. İstanbul, 2013. 11. Özcan A. Hemşire Hasta İlişkisi ve İletişim. Sistem Ofset Bas. Yay. San. Tic. Ltd.Şti. Ankara, 2006. 12. Özçelik Z., Karaduman B., Bafra K., Yıldırım A. Çelik S.Ş., Ülker S. Hemşirelikte Haklar ve Sorumluluklar. THD Yayını. Odak Ofset Matbaacılık. Ankara, 2006. 13. Özkan H.A. Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri. Akademi Basın. İstanbul, 2014. 14. Pektekin Ç. Hemşirelik Felsefesi. İstanbul Tıp Kitabevi. İstanbul, 2013. 15. Velioğlu P. Hemşirelikte Kavram ve Kuramlar. Akademi Basın ve Yayıncılık. İstanbul, 2012. 16. Seviğ Ü., Tanrıverdi G. Kültürlerarası Hemşirelik. İstanbul Tıp Kitabevi. İstanbul, 2012. |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact Details for the Instructor:  Asst. Prof. Cahide Ayik  02324124774  cahide.ayik@deu.edu.tr |

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| Course Content: | | | |
| Week | Topics | Lecturer | Training Method and Material Used |
| 1.Week | Introduction to Developing Nursing Care Behaviors | Asst. Prof. Cahide Ayik | Lectures, questions and answers, discussion, brainstorming. |
| 2.Week | Nursing Care Concept and Care Behaviors | Asst. Prof. Gizem Göktuna | Lectures, questions and answers, discussion, brainstorming. |
| 3.Week | Ethics of Care, Moral sensitivity and Personal Data Protection | Asst. Prof. Cahide Ayik | Lectures, questions and answers, discussion, brainstorming. Simulation |
| 4.Week | Clinical decision making in determining the patient's care needs | Asst. Prof. Cahide Ayik | Lectures, questions and answers, discussion, brainstorming. |
| 5.Week | Decision Making by Recognizing Cultural Values in Patient Care | Asst. Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, brainstorming. |
| 6.Week | Planning and Execution of the Patient's Treatment Process | Lecturer.Dr.F.Yelkin Alp | Lectures, questions and answers, discussion, brainstorming |
| 7. Week | To be able to decide the care of the patient with peripheral and central intravenous catheter | Lecturer.Dr.F.Yelkin Alp | Lectures, questions and answers, discussion, brainstorming. Simulation |
| 8. Week | Midterm exam (homework) | Lecturer.Dr.F.Yelkin Alp | Lectures, questions and answers, discussion, brainstorming |
| 9. Week | Care Plan Preparation and Example: Deciding the Care of a Patient with No Oral Intake | Lecturer.Dr.Yelkin Alp  2. şb: Asst. Prof. Gizem Göktuna | Lectures, questions and answers, discussion, brainstorming |
| 10.Week | To be able to decide on patient care for the maintenance of respiratory support | Asst. Prof. Cahide Ayik  2. şb: Dr. İlkin Yılmaz | Lectures, questions and answers, discussion, brainstorming |
| 11. Week | To be able to decide the care of the patient in maintaining bowel emptying habits | Asst. Prof. Gizem Göktuna  2. şb: Asst. Prof. Cahide Ayik | Lectures, questions and answers, discussion, brainstorming |
| 12. Week | To be able to decide on the management of parenteral drug administration | Asst. Prof. İlkin Yılmaz  2. şb: Lecturer.Dr. Yelkin Alp | Lectures, questions and answers, discussion, brainstorming |
| 13. Week | To be able to decide on the care of the patient for urinary system emptying | Asst. Prof. Gizem Göktuna | Lectures, questions and answers, discussion, brainstorming |
| 14.Week | To be able to decide the care of the patient in maintaining skin integrity | Asst. Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, brainstorming |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Developing Nursing Care Behavior | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 0 | 3 | 0 | 0 | 0 |

Table 2. Relationship between Course Learning Outcomes and Programme Outcomes

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| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Developing Nursing Care Behavior | LO1,2,3 | LO3 | LO1,2,4 | LO1,2,4 | LO1,3 | LO 2,4 | LO1,2,3,4 | LO1,2,4 |  | LO1,2,4 |  |  |  |

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|  | HEF 2105 DEVELOPING NURSING CARE BEHAVIOUR  COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | | | |
| Week | Topics | Dersin Öğrenim Kazanımları | | | | | | | |
| 1. The student can explain the nursing care organization.  . | 2. The student knows the nursing care requirements of the patient | 3. The student knows the importance of teamwork in patient care. | 4. The student can make plans in which he or she can use leadership skills in patient care. | 5. The student practices nursing care with Watson's care behaviors | 6. The student understands that cultural values should be taken into consideration when planning care. | 7. The student plans by critically thinking about the patient-centered nursing care plan | 8. The student understands that care should be applied by taking ethical principles into consideration. |
| 1 | Introduction to Developing Nursing Care Behaviors | X | X |  |  |  |  |  |  |
| 2 | Nursing Care Concept and Care Behaviors | X | X |  |  | X |  |  |  |
| 3 | Ethics of Care, Moral sensitivity and Personal Data Protection | X | X |  | X |  |  |  | X |
| 4 | Clinical decision making in determining the patient's care needs | X | X | X |  |  |  | X |  |
| 5 | Decision Making by Recognizing Cultural Values in Patient Care | X | X |  |  |  | X | X |  |
| 6 | Planning and Execution of the Patient's Treatment Process | X | X |  |  | X | X |  |  |
| 7 | To be able to decide the care of the patient with peripheral and central intravenous catheter | X | X |  |  | X |  | X | X |
| 8 | Midterm exam (homework) | X | X | X | X | X | X |  |  |
| 9 | Care Plan Preparation and Example: Deciding the Care of a Patient with No Oral Intake | X | X |  |  | X |  | X | X |
| 10 | To be able to decide on patient care for the maintenance of respiratory support | X | X |  | X | X |  | X |  |
| 11 | To be able to decide the care of the patient in maintaining bowel emptying habits | X | X | X |  | X |  | X |  |
| 12 | To be able to decide on the management of parenteral drug administration | X | X |  |  | X | X | X |  |
| 13 | To be able to decide on the care of the patient for urinary system emptying | X | X |  |  | X | X | X | X |
| 14 | To be able to decide the care of the patient in maintaining skin integrity | X | X |  |  | X |  | X |  |

# HEF 2106 MEDICAL DEVICE USE IN NURSING

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Medical Device Use in Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF2106 |
| Issuance/Renewal Date of the Form:  24/03/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Assist. Prof. İlkin Yılmaz  Lecturer Erdoğan Doğmuş |
| Prerequisite of the course:  -- | | | Prerequisite course for:  -- |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Assist. Prof. İlkin Yılmaz |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | AKTS Credit of the Course: 2 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The aim of this course is to introduce the principles of use of medical devices and their accessories, to introduce the standards related to their availability on the market, to put them into service, to ensure that the data obtained from clinical applications with medical devices are reliable and robust, and to introduce the legal regulations regarding the protection of the safety of healthy/sick individuals who come into contact with the devices. |
| Learning Outputs of the Course:   1. Student learns the basic concepts and standards of Quality Management guidelines for Medical Devices. 2. Student understands the importance of quality in medical device operations and its effect on business results. 3. Student as an individual learns the duties and responsibilities of ensuring the quality determined by the directives in medical devices. 4. Student gains knowledge about using the acquired knowledge and skills in professional life. |

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| Learning and Teaching Methods:  Lecture presentation and homework. |

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| Assessment Methods:  In exams, interpretation, memory, decision-making, description, classification, information integration skills will be evaluated. | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall  determine the semester grade.  Semester Grade: 50% intra-semester grade + 50% of the final grade= Must be at least 60 over  100 full grades  Minimal Final grade: Must be at least 50 over 100 full grades  Make-up exam Grade: 50% intra-semester grade + 50% of the make-up grade= Must be at  least 60 over 100 full grades  Minimal make-up grade: Must be at least 50 over 100 full grades | | |

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| Assessment Criteria:  In exams, remembering, making decisions, explaining, classifying and combining their knowledge will be evaluated. |

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| Recommended Resources for the Course:  Main references:  TS-EN-ISO-13485-2012 Standartları, Türkiye Standartlar Enstitütüsü, 2012.  Diğer ders materyalleri: ISO 13485 Tıbbi Cihazlar Kalite Yönetim Sistemi Geçiş Kılavuzu, Uluslararası Standartlar Organizasyonu, 2016. |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):  Class attendance is mandatory. Course presentations, assignments and announcements should be followed up-to-date on the course information site managed by the Faculty of Nursing. |
| Contact information of the course instructor:  ASsist.Prof. İlkin Yılmaz, ilkin.yilmaz@deu.edu.tr, 02324124779 |
| Course Instructor Meeting Days and Hours:  Friday, between 13:00-13:30 |

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| Course content: | | | |
|  | Subjects | Instructor | Method of Instruction and Materials Used |
| 1. Week | Official or approved national and international institutions, organizations and their authorities, duties related to Medical Devices  Duties and authorities of the responsible persons defined in the medical device legislation | İlkin Yılmaz | Presentation, discussion, question-answer |
| 2. Week | Basic physics and electrical principles (dc, ac and electrical properties) used in performing the functions of medical devices  Electrical and mechanical safety for patients and nurses | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 3. Week | Physiological signal monitoring diagnostic and recording devices:  ECG devices  Electrocardiography device (ecg) holter (ecg-tension)  Electromyography device (emg)  Bedside monitor (hbm)  Electroretinogram device (erg)  Electroencephalography (eeg) | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 4. Week | Monitoring of hemodynamic responses; blood pressure measurements, blood flow measurements | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 5. Week | Life support and treatment systems  Ventilators invasive-non-invasive  Anesthesia devices | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 6. Week | Life support and treatment systems  Heart-lung machine  Defibrillator - pacemakers  Electrosurgical devices-electro cautery | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 7. Week | Life support and treatment systems  Surgical aspirators  Intravenous therapy devices (infusion pumps) | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 8. Week | Midterm  Dialysis devices (artificial kidney) | İlkin Yılmaz  Erdoğan Doğmuş | --- |
| 9. Week | Endoscopic imaging systems  Medical imaging systems  X-ray devices (cr-dr-angiography-fluoroscopy-mammography)  Tomography devices | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 10. Week | Medical imaging systems  Magnetic resonance | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 11. Week | Medical imaging systems  Nuclear medicine ( pet- spect) | Erdoğan Doğmuş | Presentation, discussion, question-answer |
| 12. Week | Radiation, Radiation Protection and Safety | İlkin Yılmaz | Presentation, discussion, question-answer |
| 13. Week | Quality Standards in Calibration (17025 Vs.) (Quality and calibration concepts, measurement uncertainties, quality standards) | İlkin Yılmaz | Presentation, discussion, question-answer |
| 14. Week | Legal regulations of medical device applications | İlkin Yılmaz | Presentation, discussion, question-answer |
|  | Final exam | İlkin Yılmaz |  |
|  | Make-up exam | İlkin Yılmaz |  |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Medical Device Use in Nursing | 1 | 1 | 0 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |

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| Table 2. Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| Medical Device Use in Nursing | LO2 | LO3 |  | LO2,4 | LO2 |  | LO3 | LO3 | LO1 | LO4 |  |  |  |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 1 | 1 | 1 |
| Preparation for midterms exam | 1 | 1 | 1 |
| Preparation for final exam | 1 | 2 | 2 |
| Independent learning | 14 | 1 | 14 |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50/25 |
| ECTS Credits of Course |  |  | 2 |

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| HEF2106 MEDICAL DEVICE USE IN NURSING  COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | |
| Student learns the basic concepts and standards of Quality Management guidelines for Medical Devices. | Student understands the importance of quality in medical device operations and its effect on business results. | Student as an individual learns the duties and responsibilities of ensuring the quality determined by the directives in medical devices. | Student gains knowledge about using the acquired knowledge and skills in professional life. |
| 1 | Official or approved national and international institutions, organizations and their authorities, duties related to Medical Devices  Duties and authorities of the responsible persons defined in the medical device legislation | X | X |  |  |
| 2 | Basic physics and electrical principles (dc, ac and electrical properties) used in performing the functions of medical devices  Electrical and mechanical safety for patients and nurses |  |  | X | X |
| 3 | Physiological signal monitoring diagnostic and recording devices:  ECG devices  Electrocardiography device (ecg) holter (ecg-tension)  Electromyography device (emg)  Bedside monitor (hbm)  Electroretinogram device (erg)  Electroencephalography (eeg) |  |  | X | X |
| 4 | Monitoring of hemodynamic responses; blood pressure measurements, blood flow measurements |  |  | X | X |
| 5 | Life support and treatment systems  Ventilators invasive-non-invasive  Anesthesia devices |  |  | X | X |
| 6 | Life support and treatment systems  Heart-lung machine  Defibrillator - pacemakers  Electrosurgical devices-electro cautery |  |  | X | X |
| 7 | Life support and treatment systems  Surgical aspirators  Intravenous therapy devices (infusion pumps) |  |  | X | X |
| 8 | Midterm  Dialysis devices (artificial kidney) |  |  | X | X |
| 9 | Endoscopic imaging systems  Medical imaging systems  X-ray devices (cr-dr-angiography-fluoroscopy-mammography)  Tomography devices |  |  | X | X |
| 10 | Medical imaging systems  Magnetic resonance |  |  | X | X |
| 11 | Medical imaging systems  Nuclear medicine ( pet- spect) |  |  | X | X |
| 12 | Radiation, Radiation Protection and Safety | X | X | X | X |
| 13 | Quality Standards in Calibration (17025 Vs.) (Quality and calibration concepts, measurement uncertainties, quality standards) | X | X | X | X |
| 14 | Legal regulations of medical device applications | X | X | X | X |
| 1 | FINAL EXAM | X | X | X | X |

THİRD YEAR COMPULSORY COURSES

HEF 3058 MENTAL HEALTH AND PSYCHIATRIC NURSING

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| Offered by: FACULTY OF NURSING | | | Offered to: FACULTY OF NURSING |
| Name of the Department:  NURSING | | | Course Name:  HEF 3058 MENTAL HEALTH AND PSYCHIATRIC NURSING |
| Course Level: Bachelor | | | Course Code: HEF 3066 |
| Form Submitting/Renewal Date: 24.01.2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Zekiye Çetinkaya Duman  Prof. Neslihan Günüşen  Associate Prof. Sibel Coşkun Badur  Assistant Prof. Gülsüm Zekiye TUNCER |
| Prerequisite:  HEF 2036  HEF 2038 | | | Prerequisite to:  HEF 4055  HEF 4056  HEF 4058 |
| Weekly Course Hours: 11 | | | Course Coordinator:  Assistant Prof. Gülsüm Zekiye TUNCER |
| Theory | Application | Laboratory | National Credit: 11 |
| 6 | 10 | - | ECTS Credit: 15 |

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| Course Objective:  The purpose of this course is to train nurses who can address individuals holistically by evaluating bio-psychosocial factors that affect mental health development, provide nursing care using concepts specific to mental health and psychiatric nursing in order to improving the mental health and treating to mental health problems. |
| Learning Outcomes:  1. The student can fulfill his or her role and responsibilities as a nurse to protect, develop and improve mental health.  2. The student can carry out the nursing process using the knowledge and skills specific psychiatric nursing during individual, family and community care.  3. The student can assess the individual, family and community by identifying them holistically.  4. The student can take responsibility related to nurse's role in the mental illness treatment, adaptation to the treatment, implementation of the treatment and monitoring the effects of the treatment on the patient.  5. The student has positive attitudes towards individuals with mental illness and psychiatric nursing. |

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| Learning and Teaching Strategies:  Clinical practice, lecture, question and answer, discussion, case discussion, article discussion, Power point presentation, video presentation, concept map, self-learning.  All visual materials used in the lessons are provided with audio description / subtitles. (It uses audio-depicted forms of visual-based educational materials such as movies and videos, upon request of disabled students). |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | X | %50 |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | %50 |
| Clinical Practice | X | %50 |
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| Further Notes about Assessment Methods: (If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu)  Explanations on Evaluation Methods:  Mid-term grade: 50% of the midterm exam + 50% of the application grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade  Minimum course grade: 60 out of 100 full grades  Minimum final and make-up exam grade: 50 out of 100 full grades | | |

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| Assessment Criteria  In exams; skills of interpretation, recall, decision making, explanation, classification, information merging and analysis will be evaluated. |

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| Recommended Readings:   1. Carpenito JL. Hemşirelik Tanıları El Kitabı. Çev. Erdemir F., Nobel Tıp Kitabevleri,10. Baskı, İstanbul, 2005. 2. Çam O, Engin E. Ruh Sağlığı Hastalıkları Hemşireliği Bakım Sanatı. İstanbul Tıp Kitapevi, I. Baskı İstanbul, 2014. 3. Stuart GW. Principles and Practice of Psychiatric Nursing. Mosby Elsevier, Missouri, USA, 2009 4. Townsend MC. Psychiatric Mental Healt Nursing. Sixth Edition. David Company. Philadelphia. USA, 2015 5. Yüksel N. Ruhsal Hastalıklar, 3. Baskı, Özyurt Matbaacılık, Ankara, 2006. 6. Semin S, Aras Ş. Temel Yönleriyle Psikiyatride Etik, 1. Baskı, Dokuz Eylül Yayıncılık, İzmir, 2004. 7. Aydıner R, Şehiraltı M. Çözümlenmemiş bir konu: psikiyatrik bozukluğu olan hastanın gönülsüz/zorla tedavi edilmesi. Psikiyatri Hemşireliği Dergisi, 2010;1(1):39-42. 8. Duman ÖY. Göka E. Yeni Türk Medeni Yasası ve Psikiyatri. 3P Dergisi, 2002;10( Ek.2). 2002. 9. Türkcan S. Adli Psikiyatride Etik Sorunlar, 3P Dergisi, 2002; 10(ek-2): 33-41. 10. Kocaman N. Sağlık bakım profesyonelleri ve hasta iletişimi. Klinik Beceriler: Sağlığın Değerlendirilmesi, Hasta Bakım ve Takibi, 2010: 161-195. 11. Üstün B, Akgün E, Partlak N. Hemşirelikte İletişim Becerileri Öğretimi, Okullar Yayınevi, İzmir, 2005. 12. Bademli K, Çetinkaya Duman Z. Şizofreni hastalarının bakım verenleri, Psikiyatride Güncel Yaklaşımlar, 2013; 5(4):461-478. 13. Gümüş AB. Şizofreni hastalarının ve yakınlarının sağlık eğitimi gereksinimleri Anadolu Psikiyatri Dergisi, 2006;7 :33-42 14. Gümüş AB. Şizofrenide hasta ve ailelerinin yaşadıkları güçlükler psikoeğitim ve hemşirelik. Hemşirelikte Araştırma ve Geliştirme Dergisi, 2006; 1(2) :23-34. 15. Arslantaş H, Adana F. Şizofreninin bakım verenlere yükü. Psikiyatride Güncel Yaklaşımlar, 2011; 3(2):251-277. 16. Çetinkaya Duman Z, Bademli K. Kronik psikiyatri hastalarının aileleri sistematik bir inceleme Psikiyatride Güncel Yaklaşımlar, 2013;5(1):78-94. 17. Öz F. Yalnızlık, Sağlık Alanında Temel Kavramlar, Ankara, 2004, ss:180-202 18. Birol L. Hemşirelik Süreci, 6. Baskı İzmir, 2004 19. Çam O, Bilge A. Ruh hastalığına yönelik inanç ve tutumlar. Anadolu Psikiyatri Dergisi, 2007, 8: 215-223. 20. Çam O, Bilge A. (2010) Ruhsal hastalığa yönelik damgalama ile mücadele.TAF Preventive Medicine Bulletin, 9 (1): 21. Barlas GÜ, Işıl Ö. Kronik şizofren hastalarda psikososyal beceri eğitiminin etkinliğinin değerlendirilmesi Maltepe Üniversitesi Hemşirelik Bilim ve Sanatı Dergisi, Sempozyum Özel Sayısı, 2010. 22. Duman ZÇ, Aştı N, Üçok A, Kuşcu MK. Şizofreni hastaları ve ailelerine bağımsız ve sosyal yaşam becerileri topluma yeniden katılım programı uygulaması, izlenmesi. Anadolu Psikiyatri Dergisi, 2007; 8(2):91-99. 23. Ünal S. Psikiyatri kliniklerinde şiddet yönetimi. İ.U.F.N. Hem. Derg. 2011; 19(2): 116-121 24. Bilgin H. Özcan KN. Psikiyatri servislerinde agresyon Psikiyatri Hemşireliği Dergisi, 2012; 3(1):42-47. 25. Bilici R, Sercan M, Tufan AE. Psikiyatrik Hastalarda Saldırganlık ve Saldırgan Hastaya Yaklaşım. Düşünen Adam, 2013, 26:190-198 26. Kelleci M. Ata E Psikiyatri kliniğinde hastaların ilaç uyumları ve sosyal destekle ilişkisi Psikiyatri Hemşireliği Dergisi, 2011; 2(3):105-110. 27. Sofuoğlu, S. Antipsikotik İlaç Tedavisinde Uyum Problemleri, Anadolu Psikiyatri Dergisi, 2000; (2):100-106. 28. Oflaz F. Psikiyatri kliniğinde tedavi edici ortam kavramı ve hemşirenin sorumlulukları Anadolu Psikiyatri Dergisi, 2006; 7:55-61. 29. Kamışlı S, Daştan L. Bir psikiyatri kliniğinde hemşirelik uygulamaları ve bu uygulamalara yönelik hasta görüşleri. Cumhuriyet Üniversitesi Hemsirelik Yuksekokulu Dergisi, 2008; 12(1): 45-52. 30. Akhan LU, Beytekin E, Aydın YG, Özgür H, Küçükvural G, Acar H,Darıkuşu ME. Psikiyatri kliniğinde yatan hastaların terapötik ortam algılamaları Acıbadem Üniversitesi Sağlık Bilimleri Dergisi, 2013; 4 (4):194-199 |

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| Course Policies and Rules:  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. |
| Contact Details for the Instructor:  Asist. Prof. Gülsüm Zekiye TUNCER  gulsum.damlarkaya@deu.edu.tr |

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| Office Hours:  01-02 .pm on Fridays |

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| Course Outline:  (If the midterm exam date and instuctors have changed, this will be indicated in current course plan) |

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| Week | Topics | Instructor | Training Method and Material Used |
|  | -Course Introduction  -Psychosocial Diagnosis and Mental Status Assessment | Prof. Zekiye Çetinkaya Duman | Lecture, question and answer, case discussion, Kahoot application |
|  | Therapeutic setting in psychiatric clinics, Observation Interview | Prof. Zekiye Çetinkaya Duman | Lecture, question and answer, interview video demonstration |
|  | -Basic Concepts in Mental Health, Historical development, roles and responsibilities of mental health and psychiatric nursing | Assoc. Prof. Dr. Sibel Coşkun Badur | Lecture, question and answer, discussion, video demonstration |
|  | Mental problems in physical illnesses, crisis and CLP | Prof.  Neslihan Gunshen | Lecture, question and answer, case discussion |
|  | Anxiety disorders and nursing approaches | Prof. Neslihan Günşen | Lecture, question and answer, case discussion, laboratory (relaxation and deep breathing exercises) |
|  | Schizophrenia and psychotic disorders and nursing approaches | Prof. Zekiye Çetinkaya Duman | Lecture, question and answer, case discussion, video demonstration, laboratory (approach to the individual with delusions and hallucinations) |
|  | Mood disorders and nursing approaches | Assoc. Prof. Dr. Sibel Coşkun Badur | Lecture, question and answer, case discussion, laboratory (approach to the individual at risk of aggression) |
|  | Midterm Exam (2 hours)  Psychosocial and somatic treatments (3 hours) | Prof. Zekiye Çetinkaya Duman | Lectures, questions and answers, case discussions, video excerpts (excerpts from individual and group counseling) |
|  | HOLIDAY |  |  |
|  | Psychotropic drugs, adherence to treatment and ECT | Prof. Neslihan Günüşen | Lecture, question and answer, case discussion, video demonstration, Kahoot application |
|  | APRIL 23 |  |  |
|  | Stress and psychosomatic diseases, eating disorders and nursing approaches | Assist. Prof. Gülsüm Zekiye Tuncer | Lecture, question and answer, case discussion |
|  | Addiction and nursing approaches | Assoc. Prof. Dr. Sibel Coşkun Badur | Lecture, question and answer, case discussion, video demonstration, Kahoot application |
|  | Preventive mental health, protecting and promoting mental health | Assist. Prof. Gülsüm Zekiye Tuncer | Lecture, question and answer, video demonstration |
|  | Legal and ethical dimension in psychiatry (2 hours)  Nursing approaches to personality disorders (3 hours) | Prof. Neslihan Günüşen | Lecture, question and answer, case discussion, video demonstration, Kahoot application |
|  | Child and Adolescent Mental Health  -Course Evaluation | Assoc. Prof. Dr. Sibel Coşkun Badur | Lecture, question and answer, discussion, video demonstration |

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| Contribution of Course Learning Outcomes to Program Gains | | | | | | | | | | | | | |
| Compulsory courses | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| 3053 Mental Health and Psychiatric Nursing | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 1 | 2 |  |

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| The Relationship between Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Compulsory courses | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| 3053 Mental Health and Psychiatric Nursing | LO 1, 2, 3, 4, 5 | LO 1, 2, 3, 4 | LO 1, 2, 3, 4, 5 | LO 1, 2, 3, 4, 5 | LO 1, 2, 3, 4, 5 | LO 1, 5 | LO 1, 2, 3, 4, 5 | LO 1, 2, 3, 4 | LO 1, 2, 3, 4, 5 | LO 1, 2, 3, 4, 5 | LO 5 | LO 1, 2, 5 |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 6 | 84 |
| Clinical Practice | 14 | 10 | 70 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 5 | 70 |
| Independent study | 14 | 5 | 70 |
| Preparation for Mid-term Exam | 1 | 3 | 3 |
| Preparation for Final Exam | 1 | 4 | 4 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  |  |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload | 375/25:15 | | |

Note: Upon request of our disabled students, the detailed plan of the course, weekly topics, homework, evaluation criteria, attendance requirements, expectations, etc. This syllabus / program, which explains in detail, is provided in written and / or electronic format according to the student's preference).

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| HEF 3066 MENTAL HEALTH AND PSYCHIATRIC NURSING COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| Learning Outcomes of The Course | | | | | | |
| Week | Topics | 1. The student can fulfill his or her role and responsibilities as a nurse to protect, develop and improve mental health. | 2. The student can carry out the nursing process using the knowledge and skills specific psychiatric nursing during individual, family and community care. | 3. The student can assess the individual, family and community by identifying them holistically. | 4. The student can take responsibility related to nurse's role in the mental illness treatment, adaptation to the treatment, implementation of the treatment and monitoring the effects of the treatment on the patient. | 5. The student has positive attitudes towards individuals with mental illness and psychiatric nursing. |
| 1 | -Course Introduction  -Psychosocial Diagnosis and Mental Status Assessment | X | X | X | X |  |
| 2 | Therapeutic setting in psychiatric clinics, Observation Interview | X | X | X | X | X |
| 3 | -Basic Concepts in Mental Health, Historical development, roles and responsibilities of mental health and psychiatric nursing | X | X | X | X | X |
| 4 | Mental problems in physical illnesses, crisis and CLP | X | X | X | X |  |
| 5 | Anxiety disorders and nursing approaches | X | X | X |  |  |
| 6 | Schizophrenia and psychotic disorders and nursing approaches | X | X | X |  |  |
| 7 | Mood disorders and nursing approaches | X | X | X |  |  |
| 8 | Midterm Exam (2 hours)  Psychosocial and somatic treatments (3 hours) | X | X | X | X | X |
| 9 | HOLIDAY | X | X | X | X |  |
| 10 | Psychotropic drugs, adherence to treatment and ECT | X | X |  | X |  |
| 11 | APRIL 23 | X | X | X |  |  |
| 12 | Stress and psychosomatic diseases, eating disorders and nursing approaches | X | X | X | X | X |
| 13 | Addiction and nursing approaches | X | X |  | X | X |
| 14 | Preventive mental health, protecting and promoting mental health | X | X | X |  |  |

# HEF 3060 PubLIC HEALTH NURSING

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| Offered by: FACULTY OF NURSING | | | Offered to: FACULTY OF NURSING |
| Name of the Department:  Nursing | | | Course Name:  Community Health Nursing |
| Course Level: Bachelor | | | Course Code: HEF 3060 |
| Form Submitting/Renewal Date:  March 2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Dr. Gülendam KARADAG  Assoc. Prof. Şeyda ÖZBIÇAKCI  Assoc. Prof. Meryem ÖZTÜRK HANEY  Assist. Prof. Burcu CENGİZ  Research Assist. Nuray ÖZTÜRK |
| Prerequisite:  HEF 3061  HEF 3063 | | | Prerequisite to:  HEF 4055  HEF 4056 |
| Weekly Course Hours: 5 | | | Course Coordinator:  Assist. Prof. Burcu Cengiz  Burcu.cengiz@deu.edu.tr |
| Theory | Application | Laboratory | National Credit: 8 |
| 5 | 6 | - | ECTS Credit: 12 |

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| Course Objective:  In this course, it is aimed to gain students the knowledge, skills and competencies to practice nursing attempts related to health protection and development in provision of primary health services. |
| Learning Outcomes:   1. The student can discuss socio-economic and cultural issues that affect individual, family and community health in the world and in our country. 2. The student knows the basic concepts and principles related to Community Health Nursing. 3. The student provides evidence-based nursing care in accordance with cultural and ethical values to avoid problems, improve health and rehabilitate using risk approaches according to life periods in primary health services. 4. The student can evaluate primary health issues as a bio-psycho-social whole and develops training programs that reduce health risks. 5. The student makes inter-sectoral collaboration to meet health requirements. |

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| Learning and Teaching Strategies: Discussion, presentations, role plays, concept map, PİCO, Jam board, Kahoot, Crossword, Video, Article, Word Cloud |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| 1. Mid-term exam | X | %50 |
| Clinical Practice | X | %50 |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | X | %50 |
| Assessment Criteria  During the semester, course evaluation will be made with 1 homework, 1 midterm homework and 1 final or make-up paper.  Mid- Term Exam: 50% of 1 homework grade +1 midterm exam will consist of 50% of the homework grade.  Semester grade: 50% of mid-term exam+ 50% of Clinical Practice note  Course Success Grade: 50% of semester grade note+ 50% of the final or make-up exam grade  Minimum course grade: It is 60 out of 100 full marks.  Minimum Final and make-up exam grade: It is 50 out of 100 full marks. | | |
| Evaluation Criteria:  Applied Vocational Courses- 1 (1 visa) | | |

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| Textbook(s)/References/Materials:   1. Carter K.F.,Kaiser K.L., O’Hara P.A., Callister L.C. (2006). Use of PHN Competenciesand ACHNE Essentials toDevelopTeaching-Learning StrategiesforGeneralist C/PHN Curricula. PublicHealthNursing, 23(2):146-160. 2. Erci B. (2009). Halk Sağlığı Hemşireliği. Göktuğ yayıncılık, Ankara. 3. Stanhope, M.,&Lancaster, J. (2013). *PublicHealthNursing-RevisedReprint: Population-CenteredHealthCare in theCommunity*. ElsevierHealthSciences. 4. Allender, J.,Rector, C., & Warner, K. (2013). *Community&PublicHealthNursing: PromotingthePublic’sHealth*. Lippincott Williams &Wilkins. 5. Linsley, P.,Kane, R., &Owen, S. (Eds.). (2011). *Nursingforpublichealth: promotion, principlesandpractice*. Oxford UniversityPress. 6. Maurer, F. A., & Smith, C. M. (2012). *Community/publichealthnursingpractice: Healthforfamiliesandpopulations*. ElsevierHealthSciences. 7. Aksayan S., Bahar Z, Bayık A ve ark. (1998). Halk Sağlığı Hemşireliği El Kitabı, Vehbi Koç Vakfı Yayınları, Birlik Ofset, İstanbul. 8. Bertan, M., Güler, Ç., (1997), “Halk Sağlığı Temel Bilgiler” Ankara. 9. Dirican, R., Bilgel, N., (1993), “Halk Sağlığı”, 2. Basım, Uludağ Üniversitesi Basımevi. 10. Öztek, Z., Kubilay, G., (1993), “Toplum Sağlığı Ve Hemşireliği” Somgür Yayıncılık, Ankara. 11. Erefe İ., Bayık A., Özsoy S.A. ve ark. Halk Sağlığı Hemşireliği Ders Notları, E.Ü. H.Y.O, Bornova- İzmir, 2004 12. Güler, Ç., Akın, L. (2012) Halk Sağlığı Temel Bilgiler, Hacettepe Üniversitesi Yayınları, Ankara. |

Course Outline

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| Week | Subject | Lecturer | Training Method and Material Used |
| 1.Week | Health Organization, Community Health Nursing, Health transformation program | Assoc. Prof. Şeyda Özbıçakçı  Assoc. Prof. Meryem Ozturk Haney | Article  Straight Lecture  Question answer  Discussion |
| Community Health Nursing | Assoc. Prof. Seyda Ozbicakci  Prof. Dr. Gülendam Karadağ | Discussion  Article  Lecture  Question Answer |
| 2.Week | Community Health Nursing | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Discussion  Article  Lecture  Question Answer |
| Family Nursing | Assoc. Prof. Seyda Ozbicakci  Assist. Prof. Burcu Cengiz | Kahoot  Straight Lecture  Question answer |
| 3.Week | Society Diagnostic | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Scenario  Straight Lecture  Question answer  Word Cloud  Discussion |
| Early diagnosis | Assist. Prof. Burcu Cengiz  Prof. Dr. Gülendam Karadağ | Jam board  Straight Lecture  Question answer |
| 4.Week | Household Accidents | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Article Review  Straight Lecture  Question answer |
| School Health Nursing | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Kahoot  Straight Lecture  Question answer |
| 5.Week | School Health Nursing | Assoc. Prof. Şeyda Özbıçakcı  Prof. Dr. Gülendam Karadağ | Kahoot  Straight Lecture  Question answer |
| Public Health and social media | Assist. Prof. Burcu Cengiz  Assoc. Prof. Meryem Ozturk Haney | Straight Lecture  Question answer |
| 6.Week | Geriatrics health | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Case / Scenario Discussion  Article  Straight Lecture  Question answer |
| Communication lab. About geriatric patient who refuse the treatment | Assist. Prof. Burcu Cengiz  Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney  Prof. Dr. Gülendam Karadağ | Crossword  Straight Lecture  Question answer |
| 7.Week | Control of communicable diseases in the community | Assist. Prof. Burcu Cengiz  Prof. Dr. Gülendam Karadağ | Crossword  Straight Lecture  Question answer |
| Nursing in extraordinary situations | Assist. Prof. Burcu Cengiz  Prof. Dr. Gülendam Karadağ | Kahoot  Straight Lecture  Question answer |
| 8.Week | Midterm exam | | |
| Nursing in extraordinary situations | Assist. Prof. Burcu  Prof. Dr. Gülendam Karadağ Cengiz | Kahoot  Straight Lecture  Question answer |
| 9.Week | Vulnerable groups in society | Assist. Prof. Burcu Cengiz  Assoc. Prof. Meryem Ozturk Haney | Word Cloud |
| Occupational health nursing | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Article  Straight Lecture  Video  Question answer |
| 10.Week | Health economy | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Straight Lecture  Question answer |
| 11.Week | Health education | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Lecture  Kahoot  Article |
| Environmental health | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Video  Article |
| 12.Week | Home care nursing | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Jam board  Straight Lecture  Question answer |
| Global health and international institutions and organizations | Assist. Prof. Burcu Cengiz  Prof. Dr. Gulendam Karadag | Jam board  Straight Lecture  Question answer |
| 13.Week | Transcultural nursing | Assoc. Prof. Seyda Ozbicakci  Assoc. Prof. Meryem Ozturk Haney | Word Cloud  Straight Lecture  Question answer |
| 14.Week | Community mental health | Assoc. Prof. Şeyda Özbıçakcı  Assoc. Prof. Meryem Ozturk Haney | Jam board  Straight Lecture  Question answer |

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| Contribution of Course Learning Outcomes to Program Outcomes  0- no contribution 1-has little contribution 2-has a moderate contribution 3-has full contribution | | | | | | | | | | | | | |
| compulsory subject | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
| Public Health Nursing | 3 | 0 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 0 |

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| Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
| Public Health Nursing | ÖK 1,2,3 |  | ÖK 3,4 | ÖK 2,3,4 | ÖK 2,4 | ÖK 3 | ÖK 3 | ÖK 4, 5 | ÖK 3,4 | ÖK 2,3,4 | ÖK 5 | ÖK 5 |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 5 | 70 |
| Clinical Practice | 14 | 6 | 84 |
| Exams | | | |
| Mid-term | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| Homework/Project | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 5 | 70 |
| Preparation for Mid-term Exam | 1 | 20 | 20 |
| Preparation for Final Exam | 1 | 30 | 30 |
| Preparation for Homework/Project | 1 | 20 | 20 |
| Presentation Preparation |  |  |  |
| Total Workload (hour) |  |  | 300 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload |  |  | 300/25= 12 |
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|  | HEF 3060 COMMUNITY HEALTH NURSING COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | | |
| 1.The student can discuss socio-economic and cultural issues that affect individual, family and community health in the world and in our country. | 2.The student knows the basic concepts and principles related to Community Healt Nursing. | 3.The student provides evidence-based nursing care in accordance with cultural and ethical values in order to avoid problems, improve health and rehabilitate using risk approaches according to life periods in primary health services. | 4.The student can evaluate primary health issues as a bio-psycho-social whole and develops training programs that reduce health risks. | 5.The student makes inter-sectoral collaboration to meet health requirements. |
| 1 | Health Organization, Community Health Nursing, Health transformation program |  | X |  |  |  |
| 1 | Community Health Nursing |  | X |  |  |  |
| 2 | Community Health Nursing | X | X |  |  |  |
| 3 | Family Nursing | X |  | X |  |  |
| 3 | Society Diagnostic |  |  | X |  |  |
| 4 | Early diagnosis |  |  | X |  |  |
| 4 | Household Accidents |  | X | X |  |  |
| 5 | School Health Nursing | X |  |  |  | X |
| 6 | School Health Nursing | X |  | X |  |  |
| 7 | Public Health and social media | X |  |  | X | X |
| 7 | Geriatrics health |  |  |  | X | X |
| 8 | Communication lab. About geriatric patient who refuse the treatment |  |  |  |  |  |
| 9 | Control of communicable diseases in the community | X |  |  | X |  |
| 9 | Nursing in extraordinary situations |  | X |  | X |  |
| 10 | Midterm exam | X |  |  |  |  |
| 11 | Nursing in extraordinary situations |  |  | X | X |  |
| 11 | Vulnerable groups in society |  |  |  |  | X |
| 12 | Occupational health nursing |  |  |  | X |  |
| 12 | Health economy | X |  |  |  | X |
| 13 | Health education |  |  |  | X |  |
| 14 | Environmental health | X |  |  | X |  |
|  | Clinical Experience | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X |

# HEF 3059 RESEARCH IN NURSING

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| Department(s) Giving the Course:  DEU Faculty of Nursing | | | Department(s) Taking the Course:  DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course:  Research in Nursing |
| Course Level: (Undergraduate) | | | Course Code: HEF 2094 |
| Issuance/Renewal Date of the Form:  07.02.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dr. Gülendam KARADAĞ  Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dr. Meryem ÖZTÜRK HANEY  Assoc. Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Prof. Dr. Yaprak SARIGÖL ORDİN  Assoc. Prof. Dr. Aylin DURMAZ EDEER |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours:4 | | | Course Coordinator (Responsible for registers to the course):  Assoc. Prof. Dr. Meryem ÖZTÜRK HANEY |
| Theory | Practice | Laboratory | National Credit of the Course: 3 |
| 3 | 0 | 0 | ECTS Credit of the Course: 4 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |

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| Course Objective:  The purpose of this course is to allow students to understand the importance of scientific research in the profession of nursing and ethical principles of research and gain the basic knowledge and skills for critically evaluating research, participating in research process and using research results in order to improve nursing care. |
| Learning Outcomes of the Course:  1. The student understands the importance and role of research in nursing. 2. The student can identify the basic steps of research process. 3. The student can use the ways of reaching professional and scientific information.  4. The student can explain research types and their characteristics.  5. The student can evaluate research papers in accordance with basic principles.  6. The student knows the ethical principles of research. |

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| Learning and Teaching Methods:  Presentation, question-answer, discussion, article critique, student presentations, power point presentation |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.  Semester Grade: 50% 1st Midterm Exam grade + 50% final grade | | |

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| Explanations on Assessment Criteria:  Midterm grade: Midterm grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade  Minimum course grade: 60 out of 100 full grades  Minimum final and make-up exam grade: 50 out of 100 full marks |

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| Recommended Resources for the Course:  1. Erefe İ.Hemşirelikte Araştırma: İlke, Süreç ve Yöntemler.Odak Ofset,Ankara, 2002. 2.Polit DF., Beck CT., Hungler BP.Essentials of Nursing Research: Methods, Appraisal, and Utilization. Fifth Ed Lippincott, USA,2001.  3.Sümbüloglu K ve Sümbüloğlu V. Biyoistatistik. Somgür Yayıncılık, Ankara, 2003. 4. Alpar R. Spor, Sağlık ve Eğitim Bilimlerinden Örneklerle uygulamalı istatistik ve geçerlik-güvenirlik. Detay Yayıncılık, Ankara, 2010. 5. Wood GL, Haber J: Nursing Research, Methods and Critical Appraisal for Evidence-Based Practice. Mosby Elseiver. 2006  6. Erdoğan, S., Nahcivan, N., Esin, N. Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. Nobel Tıp Kitabevleri, İstanbul, 2014. |
| Policies and Rules concerning the Course:(Instructor can use this title if an explanation is needed): |
| Contact Information of The Course Instructor:  Assoc. Prof. Dr. Aylin DURMAZ EDEER Tel: 0 232 4124764 [aylin.durmaz@deu.edu.tr](mailto:aylin.durmaz@deu.edu.tr)  Doç.Dr.Burcu AKPINAR SÖYLEMEZ Tel: 0 232 412 4783 burcu.akpinar@deu.edu.tr  Doç.Dr.Yaprak SARIGÖL ORDİN Tel: 0 232 4124787 yaprak.sarigol@deu.edu.tr  Dr.Öğr.Üyesi Cahide AYIK Tel: 0 232 41226970 cahideayk@gmail.com  Dr.Öğr.Üyesi Merve Aliye AKYOL Tel: 0 232 41226970 mervealiyeakyol61@gmail.com |

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| Lecturer | | | | | |
|  | Course content | A | B | C | Teaching Strategies |
|  | Introduction of the course What Is Science? What Is Scientific Knowledge?  What Is Research? Research in nursing and its significance | Burcu Akpınar Söylemez | Yaprak Sarıgöl Ordin | Cahide Ayik | Power point presentation question and answer,  discussion |
|  | Literature review, Information resources and Access to information resources  Data and Its Properties, | Burcu Akpınar Söylemez | Aylin Durmaz Edeer | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Evidence Based Nursing  Use of Research in Nursing  practice | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  evidence guide review |
|  | Planning the research process  Literature review  Starting from the decision making process of the research, institutional permission, ethical commitee permission, ..etc. | Yaprak Sarıgöl Ordin | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Ethics in nursing research  Practice  30 minutes  Read and discuss the ethics part in research paper | Yaprak Sarıgöl Ordin | Burcu Akpınar Söylemez | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Critical review of summary of the research paper  What does the introduction offer the reader?  Writing purpose, hypothesis sentence | Yaprak Sarıgöl Ordin | Merve Aliye Akyol | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Exam week | Cahide Ayik  Merve Aliye Akyol | | | |
|  | Methods 1  Design of the research  Sampling  Power analyses Data Types, Causal Relationship | Cahide Ayik | Merve Aliye Akyol | Aylin Durmaz Edeer | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Holiday | | | | |
|  | Research article critique | Cahide Ayik | Merve Aliye Akyol | Aylin Durmaz Edeer | Sample article critique (One Artıcle Wıll Be Selected and Group Dıscussıon Wıll Be Made) |
|  | Methods 2 data collection tools  Data collection process  Ethical permission  Reliable and valid instrument | Merve Aliye Akyol | Cahide Ayik | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Methods 3  Research designs data analyses  Descriptive study  Qualitative research design | Cahide Ayik | Burcu Akpınar Söylemez | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Methods 4  Experimental and semiexperimental research design | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  puzzle  The sample article critique |
|  | Review of the Results section  Tables, figures, | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Review of the discussion and conclusion section  Clinical relevance acknowledgement  writing of the reference  Presentation of research (preparing a paper) | Merve Aliye Akyol | Cahide Ayik | Yaprak Sarıgöl Ordin | Power point presentation question and answer,  Discussion  The sample article critique |
|  | Presentation (poster/oral paper) | Aylin Durmaz Edeer | Burcu Akpınar Söylemez | Merve Aliye Akyol | The students presenting papers |

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| Table 1. Contribution of course learning outcomes to program outcomes.  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| HEF3059 | 2 | 2 | 0 | 2 | 0 | 2 | 3 | 2 | 1 | 2 | 0 | 1 | 0 |

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| Table 2. Learning Outcomes Versus Program Outcomes | | | | | | | | | | | | | |
| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO 11 | PO 12 | PO 13 |
| LO1-8 | LO 1, 2, 4 | LO4 |  | LO 4, 8 | LO 1 | LO 1,2,3,  4,5,6,7,8 | LO 8 | LO 1,2,3,  4 | LO 5, 6 | LO 7 |  | LO4 |  |

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| ECTS Table: | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (Hour) |
| Lectures | 14 | 4 | 56 |
| Mid-term Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Project assignment. | 1 | 4 | 4 |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 10 | 10 |
| Preparation for final exam | 1 | 12 | 12 |
| Total Workload (hour) |  |  | 100/25 |
| ECTS Credits of Course |  |  | 4 |

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| HEF3069 Research in Nursing Course content and learning outcomes Matrix | | | | | | | | | |
| Week | weekly course content | learning outcomes of the course | | | | | | | |
| 1. Able to comprehend the importance of Nursing Research | 2. To be able to explain the role and responsibilities of the nurse in research | 3. Being able to list the basic steps of the research process | 4. Professional and scientific ways of attaining knowledge, to be able to use | 5.Knowing the main features of different research methods | 6.Knowing the parts of a written research reports | 7.In accordance with the basic principles of research critical to be able to Article | 8.Ethical issues in research |
| 1 | Introduction to Science what is it?Research what is it?  The importance of Nursing Research and use | X | x |  | x |  |  |  | x |
| 2 | literature review, information resources and information resources to transportation | X | X | x | x |  | x | x |  |
| 3 | Evidence-Based Nursing , what is the evidence? Is reached where mentors? How it is transferred to the application? | X | X | X | X | x | x | x | X |
| 4 | planning of the research process | X | X | X | X | x | x | x | X |
| 5 | ethical issues in research |  |  |  | X | x | x | x | X |
| 6 | reporting of research |  |  | x | x | x | x | x | X |
| 7 | MIDTERM EXAM | X | X | X | X | x | x | x | X |
| 8 | abstracts of research articles in what takes place? The introduction offers the reader with what? | x | x | X | x | x | x | x | X |
| 9 | Method 1:Method section in which include subheadings? | X | X | X | X | x | x | x | X |
| 10 | Method 2. Data collection tools  the data collection process | X | X | X | x | x | x | x | X |
| 11 | 3 method.: Research designs | X | X | X | X | x | x | x | x |
| 12 | Method 4. :Experimental and yarideneysel research designs | X | x | x | x | x | x | x | x |
| 13 | in Section Findings the findings are presented in the way? |  |  | X |  |  | x | x | X |
| 14 | discussion and conclusion in Section what is it? | X | X | X | X | x | x | x | X |
|  | final exam | X | X | X | X | x | x | x | X |

# HEF 3062 NURSING MANAGEMENT

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| Offered by: Faculty of Nursing | | | Offered to: Faculty of Nursing |
| Name of the Department: Nursing | | | Course Name: Nursing Management |
| Course Level: Bachelor's Degree | | | Course Code: HEF 3062 |
| Form Submitting/Renewal Date: April 2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructors:  Prof. Şeyda SEREN İNTEPELER  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU  Assist. Prof. Hasan Fehmi DİRİK |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 5 | | | Course Coordinator:  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU |
| Theory | Application | Laboratory | National Credit: 2 |
| 3 | 2 | 0 | ECTS Credit: 2 |
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| This course aims to enable the student to explain managerial concepts in health  and nursing services, discuss conflict and change management, evaluate medical  mistakes within the context of patient safety and health objectives, improve in  terms of human resources, learn nursing legislation and adapt to professional  life. |
| Learning Outcomes:   1. Understanding time management and planning skills while providing nursing care and determining priorities. 2. Understanding the roles of nurses in nursing services and their professional characteristics. 3. Discussing conflicts within the healthcare team, their causes, and resolution strategies. 4. Understanding the importance of leader-follower interaction and identifying the characteristics of effective followers. 5. Evaluating issues related to care practices with evidence-based practices and innovative approaches, and planning for change. 6. Knowing the challenges of transitioning from the role of a new graduate to professional life and coping skills. 7. Understanding patient safety and quality improvement efforts in health and nursing services and discussing implementation strategies. 8. Discussing concepts of motivation, job satisfaction, stress, and burnout while relating them. 9. Recognizing nursing legislation and rights and relating them to the profession. |

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| Learning and Teaching Strategies: Quiz, group work, participation in lectures, presentation, video demonstration, conversation, discussion, question and answer, web-based interactive methods (jam board, multimeter etc.) |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below.  The assessment method should be compatible with learning outcomes and instructional techniques used in the course. | | |
|  | If used, check as (X) | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | X | %50 |
| Practice | X | %50 |
| Quiz |  |  |
| Project |  |  |
| Laboratory work |  |  |
| Final Exam (Homework) | X | %50 |
| Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. | | |
| Assessment Criteria  Mid-term exam: Midterm grade will consist of 50% of midterm exam grade.  Semester grade: 50% of midterm exam + 50% of the practice grade will be calculated.  Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or resit exam grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Reset Exam Grade: It is 50 points out of 100. | | |

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| Textbook(s)/References/Materials:   1. Baykal Ü.T., Türkmen E.E (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın ve Yayıncılık, İstanbul. 2. Özçelik ve ark. (2006). Hemşirelikte Haklar ve Sorumluluklar, THD yayını. 3. Uyer, G. (1993) “Hemşirelik ve Yönetim”, Hürbilek Matbaası. 4. Uyer G. (Ed.) (1996) Hemşirelik Hizmetleri Yönetimi El Kitabı, Vehbi Koç Vakfı Yayınları, N.15. 5. La Monica E. (2005) Nursing Leadership and Management an Experimential Approach, Wadsmorth Health Science. 6. Marquis B.L., Huston C.J. (2000) “Leadership Roles and Management Function in Nursing”, Third Ed., Lippinctt Williams&Wilkins, Philadelphia. |
| Course Policies and Rules: |
| Contact Details for the Instructor:  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU  02324124793  [havva.arslan@gmail.com](mailto:havva.arslan@gmail.com) |

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| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. | | | |
| Week | Subjects | Lecturer | Training Method and Materials |
|  | Course Introduction  Introduction to management, Management Process | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Presentation, video, discussion, teamwork |
|  | Time management and prioritization | Assist. Prof. Hasan Fehmi DİRİK | Quiz, teamwork, discussion, multimeter questionnaire |
|  | Nurse's roles and professionalism | Prof. Şeyda SEREN İNTEPELER | Quiz, teamwork (jam board), discussion |
|  | Team collaboration and communication | Prof. Şeyda SEREN İNTEPELER | Quiz, teamwork, discussion, conversation |
|  | Evidence-based decision making and problem solving -1 | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, teamwork, discussion |
|  | Evidence-based decision making and problem solving -2 | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, teamwork, discussion, multimeter questionnaire |
|  | Change management, innovation and artificial intelligence | Assist. Prof. Hasan Fehmi DİRİK | Quiz, teamwork, discussion, conversation |
|  | Midterm  Assist. Prof. Hasan Fehmi DİRİK  Decision making techniques - Assist. Prof. Hasan Fehmi DİRİK – multimeter scenarios, discussion | | |
|  | Holiday | | |
|  | Leadership and followers | Assist. Prof. Hasan Fehmi DİRİK | Quiz, teamwork, discussion |
|  | Quality standards, patient safety | Assist. Prof. Hasan Fehmi DİRİK | Quiz, teamwork, discussion, conversation, Kahoot questionnaire |
|  | Motivation, job satisfaction and burnout | Prof. Şeyda SEREN İNTEPELER | Quiz, teamwork, discussion |
|  | Reality shock and orientation | Prof. Şeyda SEREN İNTEPELER | Quiz, teamwork, discussion, conversation, Kahoot questionnaire |
|  | Turkish panel code, laws and | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, teamwork, discussion |
|  | Course evaluation and feedback | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, teamwork, discussion, video |
|  | Final Exam | Assist. Prof. Hasan Fehmi DİRİK |  |
|  | Make-up exam | Assist. Prof. Hasan Fehmi DİRİK |  |

Contribution of Course Learning Outcomes to Program Outcomes

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| Course | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| HEF 3062 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |

Matrix of Course Learning Outcomes Versus Program Outcomes

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| Learning Outcomes | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| ÖÇ1-9 | ÖÇ 1-5,7,9 | ÖÇ 1,2,5,7 | ÖÇ 1,3-6,8 | ÖÇ 2,5,7 | ÖÇ 1,2,5,7,9 | ÖÇ 1-9 | ÖÇ 2-7,9 | ÖÇ 1-7,9 | ÖÇ 1-9 | ÖÇ 2,4-6,8 | ÖÇ 2-4,6,8,9 | ÖÇ 2,4,8,9 | ÖÇ 2,4-6,8,9 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 3 | 42 |
| Clinical Practice | 14 | 2 | 28 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Homework |  |  |  |
| Mid-term | 1 | 2 | 2 |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 14 | 2 | 28 |
| Preparation for Mid-term Exam | 1 | 14 | 14 |
| Preparation for Final Exam | 1 | 15 | 15 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 131/25 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload | 5 | | |

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|  | HEF 3062 NURSING MANAGEMENT COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | | | | | | |
| 1.Understanding time management and planning skills while providing nursing care and determining priorities. | 2.Understanding the roles of nurses in nursing services and their professional characteristics. | 3.Discussing conflicts within the healthcare team, their causes, and resolution strategies. | 4.Understanding the importance of leader-follower interaction and identifying the characteristics of effective followers. | 5.Evaluating issues related to care practices with evidence-based practices and innovative approaches, and planning for change. | 6.Knowing the challenges of transitioning from the role of a new graduate to professional life and coping skills. | 7.Understanding patient safety and quality improvement efforts in health and nursing services and discussing implementation strategies. | 8.Discussing concepts of motivation, job satisfaction, stress, and burnout while relating them | 9.Recognizing nursing legislation and rights and relating them to the profession. |
| 1 | Course Introduction  Introduction to management, Management Process | X |  |  |  |  |  |  |  |  |
| 2 | Time management and prioritization | X | X |  |  |  |  | X |  |  |
| 3 | Nurse's roles and professionalism | X | X | X | X | X | X | X | X | X |
| 4 | Team collaboration and communication | X | X | X | X | X | X | X | X | X |
| 5 | Evidence-based decision making and problem solving -1 |  | X |  |  | X |  | X |  |  |
| 6 | Evidence-based decision making and problem solving -2 |  | X |  |  | X |  | X |  |  |
| 7 | Change management, innovation and artificial intelligence | X | X | X | X | X | X | X | X | X |
| 8 | Midterm | X | X | X |  | X |  |  |  |  |
| 9 | Decisin making techniques - Assismentimeter scenarios, discussion | X | X | X | X |  | X |  | X |  |
| 10 | Leadership and followers | X |  |  |  |  | X |  | X | X |
| 11 | Quality standards, patient safety |  |  |  |  |  | X |  |  | X |
| 12 | Motivation, job satisfaction and burnout | X | X | X | X | X | X | X | X | X |
|  | Reality shock and orientation | X | X | X | X | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X | X | X | X | X |

# FOURTH YEAR SPRING SEMESTER

# COMPULSIVE COURSE

# HEF 4090 NURSING CARE MANAGEMENT -II

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| Offered by:  DEU Faculty of Nursing | | | Offered to:  DEU Faculty of Nursing |
| Name of the Department:  Nursing | | | Course Name:  Nursing Care Management II |
| Course Level: Bachelor | | | Course Code: HEF 4090 |
| Form Submitting/Renewal Date: February 2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | |  |
| Prerequisite:  HEF 3055  HEF 3060  HEF 3057  HEF 3058 | | | Prerequisite to:  - |
| Weekly Course Hours: 28 | | | Course Coordinator:  Lecturer, PhD, F. Yelkin ALP |
| Theory | Application | Laboratory | National Credit: 16 |
| 4 | 24 | - | ECTS Credit: 28 |
| This table will be transferred from the registers’ office automation system. | | | |

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| Course Objective:  In this course, it is aimed to enable the student to obtain the competence that is  required for the sickness and health conditions of the individual/family/society and be  attuned to the occupational life easily. |
| Learning Outcomes:   |  | | --- | | 1. The student can combine the knowledge concerning protection and development of individual/family/community health with individual-specific and holistic approach and put this into practice. | | 1. The student can use independent clinical decision-making skills in complex care management situation in accordance with the obtained knowledge and skills. | | 1. The student can independently manage safe nursing care of a larger number of individuals. | | 1. The student can put his or her priority determination, organization and time management skills into practice. | | 1. The student can, using his or her communication skills in complicated situations, manage the cooperation between the patient, family, peer, educator and medical staff. | | 1. The student can find solution to ethical problems faced during nursing practices. | | 1. The student shows personal and professional development, improves and completes self-assessment. | | 1. The student can analyze health policies and legal obligations in nursing practices. | | 1. The student can review and use health care information systems and technological developments in the execution of care. | | 1. The student can put his or her evidence-based practice knowledge into practice. | |

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| Learning and Teaching Strategies:  Participation in course, presentation, discussion, question-answer, reflection, self-learning, case study, reflection, concept map, clinical practice. |

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| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | If used, check as (X). | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1. Midterm exam | x | 50% |
| Clinical Practice (Case  Report/presentation, Portfolio, Clinical Practice grades etc.) | x | 50% |
| Final Exam | X | 50% |
|  |  |  |
| Assessment Criteria:  In the assessment of the course:  Mid-term exam: Some homework for portfolio will be given during the semester. Midterm grade will consist of 50% of the average of portfolio and 50% of the exam.  Semester grade: 50% of midterm exam + 50% of the practice grade [(clinical nurse grade(%10), case presentation grade (%20), reflection grade (%5) teaching staff grade (%40), portfolio grade (%25) [ webinar attendance (%5),evidence based nursing student activity (%20)] ] will be calculated.  Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or reset exam grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Reset Exam Grade: It is 50 points out of 100. | | |

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| Recommended Resources for the Course:  Akçakaya A (Ed). Palyatif bakım ve Tıp. İstanbul Tıp Kitabevi, 2019.  Aksayan, S. ve ark. Halk Sağlığı Hemşireliği El kitabı, Vehbi Koç Vakfı Yayınları, No:14, 1998.  Aştı TA; Karadağ A. Hemşirelik Esasları 1, Akademi Yayıncılık, 2014.  Ay FA (Ed). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler.4. baskı, Nobel Tıp Kitabevi, 2014.  Çam O, Engin E (Ed). Ruh Sağlığı ve Hastalıkları Hemşireliği. İstanbul Tıp Kitabevi, 2014  Can G (Ed.) Onkoloji Hemşireliğinde Kanıta Dayalı Semptom Yönetimi, Mavi İletişim Danışmanlık AŞ Medikal Yayıncılık, 2007.  Can G (Ed.) Onkoloji Hemşireliği, Nobel Tıp Kitabevi, 2014. Can G. Kanser Hastasında Kanıta Dayalı Palyatif Bakım. Konsensus, 2017. Güler Ç., Akın A. Halk Sağlığı Temel Bilgiler, Hacettepe Üniversitesi Yayınları. 2006 Littleton Y.L. Maternity Nursing Care. Thompson Delmar Learning, Newyork, 2005.  Moyet C. Hemşirelik Tanıları El Kitabı (Çev. F Erdemir), Nobel Tıp Kitabevi, 2012.  Öztürk O, Uluşahin A. Ruh Sağlığı ve Bozuklukları. Nobel Tıp Kitabevleri. Ankara, 2018.  Sellman D. İyi Bir Hemşire Olmak (Çev.N Kanan, Ö Anğ), Güneş Tıp Kitabevi, Ankara, 2016.  Stuart GW. Principles and Practice of Psychiatric Nursing. Mosby Elsevier, Missouri, USA. 2012.  Taşkın L. Doğum ve Kadın Sağlığı Hemşireliği, Akademik Tıp Kitabevi, 13. Baskı, 2016.  Üstün B, Demir S. Hemşirelikte İletişim. Akademi, 2019. Yıldırım Y, Fadıloğlu Ç (Ed). Palyatif Bakım Semptom Yönetimi ve Yaşam Sonu Bakım, Nobel Kitabevi, 2017.  Wilkinson JM. Pearson Hemşirelik Tanıları El Kitabı (Çev Ed. S Kapucu, İ Akyar, F Korkmaz), PelikanYayınevi, 2018.  Özçelik ve ark. Hemşirelikte Haklar ve Sorumluluklar, THD yayını, 2006.  Karadakovan A, Aslan FE. Dahili ve Cerrahi Hastalıklarda Bakım,1. Baskı, Nobel Kitabevi, 2011 |

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| Course Policies and Rules:  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. |
| Contact Details for the Instructor:  All Nursing Department’s Instructors |

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| Course Content:  (Examination dates will be specified in the course period) | | | |
| Weeks | Topics | Instructors | Learning and Teaching Methods |
|  | Presentation, discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, discussion, question and answer, self-learning. |
|  | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning, |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning, reflection |
|  |  | Related Department’s Instructor |  |
| Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning, |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning, |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self-learning |
|  | Department related case presentations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question-answer, case  report, discussion, |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Nursing Care Management | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Nursing Care Management | LO  1,2,3,  4,5,10 | LO  1,2,3,  4,10 | LO  2,5,6 | LO  1,2,4,  10 | LO  1,2,3,  5 | LO  9 | LO  6,7,8 | LO  2,3,4,  5,6 | LO  2,3,4,  5,6,7,  10 | LO  6,7,8,  10 | LO  7,8 | LO  1,7,  8 | LO  10 |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload (hour) |
| In Class Activities | | | |
| Lectures | 14 | 4 | 56 |
| Clinical Practice | 14 | 24 | 336 |
| Reflection | 14 | 2 | 28 |
| Portfolio | 1 | 5 | 5 |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Quiz etc. |  |  |  |
| Activities | | | |
| Web Search and Library Research | 14 | 6 | 84 |
| Preparation before/after weekly lectures | 14 | 6 | 84 |
| Preparation case report/presentation | 1 | 30 | 30 |
| Preparation for Mid-term Exam | 1 | 30 | 30 |
| Preparation for Final Exam | 1 | 40 | 40 |
| Activities (Webinar) | 1 | 3 | 3 |
|  | | | |
| Total Workload (hour)/25 | 700 | | |
| Total ECTS Credit | 28 ECTS | | |

# HEF 4092 EDUCATION IN NURSING

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| Offered by: FACULTY OF NURSING | | | Offered to: FACULTY OF NURSING |
| Name of the Department:  Nursing | | | Course Name: EDUCATION IN NURSING |
| Course Level: Bachelor | | | Course Code: HEF 4092 |
| Form Submitting/Renewal Date:  February 2024 | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Dr. Şeyda SEREN İNTEPELER  Prof. Dr. Gülendam KARADAĞ  Assoc. Prof. Meryem ÖZTÜRK HANEY  Assoc. Prof. Aylin DURMAZ EDEER |
| Prerequisite: | | | Prerequisite to: |
| Weekly Course Hours: 2 | | | Course Coordinator:  Assoc. Prof. Meryem ÖZTÜRK HANEY |
| Theory | Application | Laboratory | National Credit: 2 |
| 28 | - | - | ECTS Credit: 2 |

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| Course Objective: To provide skill of determining proper learning environment and learning methods in preparation of an education in field of nursing students. |
| Learning Outcomes: |

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| Learning and Teaching Strategies:  Presentation,  discussion, brainstorming  research,  question-answer,  group study |

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| Assessment Methods:  If needed, other assessment methods can be added to the table given below. | | |
|  | If used, check as (X). | Grading (%) |
| Semester Requirements |  |  |
| Mid-term exam | x | %50 |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final Exam | x | %50 |
| Clinical Practice |  |  |
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| Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. | | |

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| Assessment Criteria  Semester Grade: 50% intra-semester grade (Midterm Exam) + 50% final grade |
| Textbook(s)/References/Materials:  Hacıalioğlu N. (2011). Hemşirelikte Öğretim Öğrenme ve Eğitim. Nobel Tıp Kitabevleri, İstanbul. Arslan S & Kuzu Kurban N (2015) (Çeviri Editörleri). Hemşirelikte Öğretim ve Eğiticinin Rolü, Anı Yayıncılık, Ankara  Akyüz A., Tosun N., Yıldız D., Kılıç A. (2007). Reflection of the Nurses on their Responsibilities and the Students’ Working System During Clinical Teaching. [TAF Prev Med Bull](http://www.scopemed.org/?jid=1). [; 6(6)](http://www.scopemed.org/?jid=1&iid=2007-6-6.000): 459-464  Karaöz, S. (2003). Hemşirelikte Klinik Öğretime Genel Bir Bakış ve Etkin Klinik Öğretim İçin Öneriler. Hemşirelikte Araştırma ve Geliştirme Dergisi, 5(1), 15-21. |
| Course Policies and Rules: |
| Contact Details for the Instructor:  Meryem Öztürk Haney [meryem.ozturk@deu.edu.tr](mailto:meryem.ozturk@deu.edu.tr) <tel:0232> 4126964 |
| Course Outline:  Examination dates should be specified in the course content given below. The examination dates can be changed later. |

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| --- | --- | --- | --- | --- |
| Week | Topics: | Lecturer | Methods and Materials | Education type |
|  | Introduction, introduction of program, Explanation of course objectives, explanation of expectations from students  Basic concepts relating to education, Learning Theories | Assoc. Prof. Meryem Öztürk Haney | Lecture, question and answer, discussion Power point presentation | Online |
|  | |  | | --- | | Learning Areas | | Assoc. Prof. Aylin Durmaz Edeer | Lecture, question and answer, discussion Power point presentation | Online |
|  | Basic factors affecting learning | Prof. Dr. Şeyda Seren İntepeler | Lecture, question and answer, discussion Power point presentation | Online |
|  | Use of communication techniques in education, Use of effective presentation techniques | Assoc. Prof. Aylin Durmaz Edeer | Lecture, question and answer, discussion Power point presentation | Online |
|  | Formation of appropriate environment for learning | Prof. Dr. Gülendam Karadağ | Lecture, question and answer, discussion Power point presentation | Online |
|  | Tools-equipment used in education and their importance, teaching methods | Prof. Dr. Gülendam Karadağ | Lecture, question and answer, discussion Power point presentation | Online |
|  | Curriculum development in education | Assoc. Prof. Meryem Öztürk Haney | Lecture, question and answer, discussion Power point presentation | Online |
|  | Preparation/evaluation of education materials | Prof. Dr. Şeyda Seren İntepeler | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Pedagogical and Andragogic Education/Adult education | Assoc. Prof. Meryem Öztürk Haney | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Health education | Assoc. Prof. Meryem Öztürk Haney | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Clinical education | Aylin Durmaz Edeer | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Midterm exam | Prof. Dr. Gülendam Karadağ  Aylin Durmaz Edeer |  | Face-to face |
|  | In-service training | Şeyda Seren İntepeler | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Ethics in Education | Prof. Dr. Gülendam Karadağ | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Clinical education | Aylin Durmaz Edeer | Lecture, question and answer, discussion Power point presentation | Face-to face |
|  | Final exam | Assoc. Prof. Meryem Öztürk Haney  Prof. Dr. Gülendam Karadağ |  | Face-to face |
|  | Make-up eaxam | Aylin Durmaz Edeer |  | Face-to face |

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| Table 1. Contribution of course learning outcomes to program outcomes  0: no contribution 1: little contribution 2: moderate contribution 3: full contribution | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Education in Nursing | 3 | 0 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

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| Table 2. Relation of Course Learning Outcomes and Program Outcomes | | | | | | | | | | | | | |
| Learning Outcome | PO  1 | PO  2 | PO  3 | PO  4 | PO  5 | PO  6 | PO  7 | PO  8 | PO  9 | PO  10 | PO  11 | PO  12 | PO  13 |
| Education in Nursing | ÖÇ1,2,  3,4,5 |  | ÖÇ  5 | ÖÇ  1,2,3,4,5 | ÖÇ  1,2,3,4,5 | ÖÇ  4,5 | ÖÇ2  3,4,5 | ÖÇ  2 | ÖÇ1,2 | ÖÇ1,2,  3,4,5 | ÖÇ  2,3 |  |  |

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| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (hour) |
| In Class Activities | | | |
| Lectures | 13 | 2 | 26 |
| Lab Application | - | - | - |
| Exams | | | |
| Mid-term | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| Lab Application Exam |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| Independent work |  |  |  |
| Preparation for Mid-term Exam | 1 | 3 | 3 |
| Preparation for Final Exam | 1 | 4 | 4 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course=  Total Workload (hour) / 25  1 ECTS Credits = 25 hours workload | 50/25:2 ECTS | | |

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|  | HEF 4092 EDUCATION IN NURSING | | | | | | |
| Week | Topics | Learning Outcomes of The Course | | | | | |
| 1.It defines basic concepts and principles relating to education | 2: It provides the comprehension of education role of nurses | 3. It provides the comprehension of constituting an effective learning environment | 4. It enables the awareness of using effective learning method | 5. It enables the decision of the most appropriate education method and material in education applications | |
| 1 | Introduction, introduction of program, Explanation of course objectives, explanation of expectations from students  Basic concepts relating to education, Learning Theories | X |  |  |  |  | |
| 2 | |  | | --- | | Learning Areas | | X | X |  |  |  | |
| 3 | Basic factors affecting learning | X | X | X | X | X | |
| 4 | Use of communication techniques in education, Use of effective presentation techniques | X | X | X | X | X | |
| 5 | Formation of appropriate environment for learning |  | X | X | X | X | |
| 6 | Tools-equipment used in education and their importance, teaching methods |  | X |  |  | X | |
| 7 | Curriculum development in education | X | X | X | X | X | |
| 8 | Preparation/evaluation of education materials | X | X | X |  | X | |
| 9 | Pedagogical and Andragogic Education/Adult education | X | X | X | X | X | |
| 10 | Health education | X | X | X |  | X | |
| 11 | Clinical education | X | X | X | X |  | |
| 12 | Midterm exam | X |  |  |  |  | |
| 13 | In-service training |  | X | X |  | X | |
| 14 | Ethics in Education | X | X | X | X | X | |
| 15 | Clinical education | X | X | X | X | X | |
|  | FINAL EXAM | X | X | X | X |  | X |
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# 2.7. Application Areas

In our faculty, the application areas of the students in accordance with the objectives and achievements of the education program are selected from community health centers, family health centers, schools affiliated to MoNE, workplaces, maternal child health and family planning centers, community mental health centers, and rest homes in the first step. In the second and third steps, it is selected from various clinics of state and university hospitals.

Social activities and health educations are organized in cooperation with various institutions and organizations to support students' individual development within the scope of applications. Also, several projects in collaboration with different associations are organized.

# 2.8 Student Learning Outcomes

# HEF 2069 Fundamentals of Nursing Student Learning Outcomes

* To be able to observe the effects of being sick and hospitalized on the individual
* To be able to observe/apply the patient admission process of the newly hospitalized individual
* To be able to apply interview techniques
* Getting the necessary information from the patient's file
* To ensure the confidentiality of the patient's information
* To be able to record the information about patients correctly and reliably
* To be able to provide holistic care to the patient and their family
* Believing in the importance of team collaboration
* To be able to comply with the hospital rules
* To be able to fulfill the responsibilities
* To be able to plan care according to the needs of the patient
* To be able to use the principles of asepsis and antisepsis in the clinical setting
* To be able to do hand washing in accordance with the principles of medical asepsis
* To be able to apply the principles of wearing sterile gloves
* To be able to apply sterile unpacking principles
* To be able to apply the principles of drug administration while treating
* To be able to apply oral-local medication to the patient
* To be able to apply IM injection to different areas
* To be able to observe the effects of drugs on the individual
* To be able to draw IV blood from the patient
* To be able to apply IV treatment intervention
* To be able to apply the fluid therapy given at the doctor's request
* To be able to conduct fluid therapy and follow-up according to the principles
* To be able to make FBC and interpret fluid balance
* To be able to detect early the liquid electrolyte imbalance
* To be able to measure blood sugar
* To be able to apply active and passive exercises in the patient who is in need
* To be able to apply body mechanics in accordance with the laws and principles of physics
* To be able to evaluate before deciding to move the patient / injured individual
* To be able to provide relaxing, calming, and therapeutic positions for meeting the patient's mobility needs
* To be able to turn the individual in the bed with appropriate techniques
* To be able to move the patient from bed to stretcher or from stretcher to bed
* To be able to protect the individual from complications whose surgical treatment is planned
* To be able to diagnose the postoperative complications early
* To be able to meet the patient from the operating room
* To be able to provide the stabilization of the patient
* To be able to give correct and appropriate position
* To be able to do bleeding control at the Drain, IV zone, and incision site
* To be able to ensure the safety of the NG tube
* To be able to mobilize the patient
* To be able to control pain
* To be able to diagnose the pain
* To be able to plan the nursing interventions of an individual who has pain
* To be able to apply nursing interventions to a painful individual
* To be able to follow neurovascularly
* To be able to diagnose the psychosocial changes created by the surgical procedure on the individual
* To understand the importance of patient education before/after surgery
* To know the principles of patient education before/after surgery
* To know the content of patient education before/after surgery
* To be able to monitor the nature and quantity of nasogastric decompression content
* To be able to care for the patient with nasogastric
* To be able to do perineum care in accordance with its principles
* To be able to care for the patient with a Foley catheter
* To be able to take a clean urine sample, medium urine sample and sterile urine sample
* To be able to care for pressure or incision wounds
* To be able to monitor stoma care
* To be able to monitor the parent feeding patient for complications
* To be able to monitor the transfused patient for complications
* To be able to plan nursing interventions for changes in the patient's sleep pattern
* To be able to realize the patients' health-protective behaviors
* To be able to provide holistic care to the patient and their family
* Believing in the importance of team collaboration
* To be able to fulfill the responsibilities
* Caring for discharge education
* To be able to observe discharge training
* To be able to deliver the patient at the end of the application
* To be able to deliver the patient during the task change

# HEF 2036 Internal Diseases Nursing Student Learning Outcomes

* Ability to work with educator support in internal medicine clinics
* To be able to realize the responsibilities of the caregiver
* Helping individuals with limitations to perform self-care
* To help individuals improve their self-care
* Creating and maintaining a supportive environment for the patient
* Being able to make individuals aware of their rights
* To be able to fulfill the defensive role of the nurse
* To be able to practice within the principles of professionalism and clinical rules
* To be able to use appropriate communication techniques
* Supporting individuals and families in stressful situations
* To be able to defend their own decisions
* To be able to approach the patients and their families in a holistically
* To be able to use the systematic thought process
* To be able to carry out the planned nursing interventions
* Providing trust to the team, patient, and family in nursing practices
* Behave according to ethical principles in all applications
* Sharing different learning experiences with friends
* Knowing the weaknesses and strengths of themselves

# HEF 2038 Surgical Diseases Nursing Student Learning Outcomes

* To know situations that require surgical intervention
* To be able to perform the responsibilities, roles, and duties of the surgical nurse
* To be able to perform nursing care of the individual who is planned/applied surgical intervention with an integrated understanding under the supervision of a trainer/nurse
* Transferring evidence-based practice information to the application area while performing the care of the surgical patient
* Be aware of ethical and legal responsibilities on patient care in a clinical setting
* To be able to use appropriate communication skills in interactions with the individual and family who have surgery
* To be able to make appropriate interventions in an individual experiencing fear and anxiety related to the pre and post-operative treatment
* Maintaining effective communication and collaboration with team members in the clinical setting
* Being aware of the effects of surgery on the individual, family, and society
* To evaluate the surgical stress response on the patient
* To be able to diagnose fluid-electrolyte imbalances that may develop in the patient
* To be able to determine acid-base imbalances that may develop in the patient
* To be able to identify the patient in shock and apply appropriate nursing interventions
* To be able to diagnose the steps and symptoms of the wound healing process in the operated patient
* Being able to perform wound care in the operated patient
* To be able to carry out the care of the patient with a burn
* To be able to carry out the maintenance of the pressure wound
* To be able to carry out the patient care according to surgical asepsis, antisepsis, sterilization and disinfection methods
* To be able to recognize surgical field infections and to make appropriate nursing interventions
* To be able to conduct pre and post-operative care specific to the disease according to patient safety principles
* To be able to diagnose and carry out the complications that may develop specific to surgery early
* To be able to carry out pain management in the surgical patient
* To be able to explain the importance of nutrition in the patient who was operated or will be
* To be able to make specific nursing approaches for patients with enteral nutrition
* To be able to make specific nursing approaches for patients with parenteral nutrition.
* To be able to carry out the pre and post-operative care of the patient with the surgical respiratory disease with a holistic approach
* To be able to prepare the patient according to the diagnostic methods used in the diagnosis of diseases related to the respiratory system and plan the post-procedure care
* To be able to carry out the care of the patient with a chest tube
* To be able to carry out the pre and post-operative care of the patient with cardiovascular system disease requiring surgery with a holistic approach
* To be able to prepare the patient for the diagnostic methods used in the diagnosis of diseases related to the cardiovascular system and plan the post-treatment care
* To be able to carry out the pre and post-operative care of the patient with gastrointestinal system disease requiring surgery with a holistic approach
* To be able to prepare the patient for the diagnostic methods used in the diagnosis of diseases related to the gastrointestinal tract and plan the post-procedure care
* To be able to evaluate the patient whom a stoma will open, and carry out pre-surgery preparation
* To be able to evaluate the patient with a stoma and apply stoma care
* To be able to carry out the pre and post-operative care of an individual with breast disease requiring surgery with a holistic approach
* To be able to carry out the pre and post-operative care of the individual with endocrine system disease requiring surgery with a holistic approach
* To be able to carry out the pre and post-operative care of an individual with a nervous system disease requiring surgery with a holistic approach
* To be able to prepare the patient for the diagnostic methods used in the diagnosis of diseases related to the nervous system and plan the post-procedure care
* To be able to make primary / secondary nursing diagnosis of traumatic individual
* To be able to carry out the care of the traumatic individual with a holistic approach
* To be able to carry out the pre and post-operative care of the individual with musculoskeletal system disease requiring surgery with a holistic approach
* To be able to carry out the pre and post-operative care of an individual with a disease related to the urinary system requiring surgery with a holistic approach
* To be able to carry out the preoperative and post-operative care of an individual with an ear-nose-throat related disease requiring surgery with a holistic approach
* To be able to carry out the pre and post-operative care of an individual with eye-related diseases requiring surgery with a holistic approach
* To be able to carry out the pre and post-operative care of the individual who needs oncological surgery with a holistic approach
* To be able to reflect the current approaches in surgical nursing care
* To be able to carry out the care of the patient requiring emergency surgery with a holistic approach
* To be able to apply the treatments given to the patients at the doctor's request, to evaluate the effect of the treatment and the patient's response to the treatment.
* Personal and professional development while developing the care of the surgical patient, developing/completing self-assessment.

# HEF 3055 Women Health and Diseases Nursing Student Learning Outcomes

For All Application Groups.

* Maintaining dress code during the application
* Behave according to application start and end times
* Communicating with the patient
* Communicating with the clinical team
* To be able to work in harmony with the intern peer in clinical practice
* To work in harmony with the instructor
* Behave according to the division of labor in the clinic (to be able to make a list of tea and meals and work in accordance with this planning)
* Keeping a notepad, pen, stethoscope, seconds watch and application file during the application
* To be able to collect the data of the patient s/he is responsible for, to follow the life findings appropriately, and to use the nurse observation form appropriately.
* To be able to perform the skills learned in the first and second-year undergraduate education (intravenous fluid preparation, application, and monitoring, intravenous, intramuscular and subcutaneous intervention, oral care, massage, mobilization, preoperative and postoperative care, aspiration, colostomy care, etc.).
* To be able to provide appropriate nursing care to the patient who underwent total parenteral treatment
* To be able to perform breast examination and training

Internal Medicine 1, Internal Medicine 2, Cardiology, Orthopedics, ENT, and Urology Clinics Learning Outcomes

In addition to common learning outcomes.

* To be able to collect data from the female patient in line with the 'Women's Health Data Collection Form', to be able to plan and apply the care
* To be able to understand the effects of the possible chronic disease of the female patient on her sexuality and to plan and apply the appropriate care
* To associate the life period characteristics (reproductive age, premenopause, menopause and postmenopausal period) of the female patient with women's health problems and to plan appropriate care.

Gynecology Clinic / Department Learning Outcomes

In addition to common learning outcomes.

* To give women genital hygiene behaviors
* To know about three significant markers of women's health problems (pelvic pain, vaginal bleeding, and vaginal discharge) and to identify related problems
* To be able to develop an awareness of sexually transmitted diseases on patients and to know, to plan, implement and evaluate appropriate nursing care
* To be able to explain the reasons for the use of drugs used in the treatment of gynecological diseases
* To be able to understand the examination findings in the gynecology file and give appropriate care by interpreting in terms of nursing
* To know the meaning of gynecological operations (abdominal or vaginal) and proper nursing care, to plan, implement and evaluate appropriate care
* To know about menstrual cycle disorders
* To be able to identify women with urogynecological problems and to know about proper nursing care, to plan, implement and evaluate appropriate care
* To be able to have appropriate nursing approaches for the patient diagnosed with gynecological cancer

Obstetrics Clinic / Department Learning Outcomes

In addition to common learning outcomes.

* To know the physiological changes that occur during pregnancy and to plan, implement and evaluate appropriate care
* To be able to meet the patient during hospitalization, to take the obstetric and gynecological history
* To know the drugs commonly used in the treatment of obstetric patients
* To be able to give proper care to the puerperal who have a vaginal delivery or cesarean surgery
* To be able to apply newborn examination and care
* To know maternal, fetal and neonatal effects of risky pregnancies and to plan appropriate care (abortion, pregnancy hypertension, preeclampsia, gestational diabetes mellitus, preterm birth risk, premature membrane rupture, etc.)
* Being able to support breastfeeding women
* To know abortus types and appropriate nursing care
* Knowing the meaning of operations with obstetric effects (twin-to-twin transfusion, amniotic fluid transfer, etc.), planning, implementing, and evaluating proper nursing care

# HEF 3060 Public Health Nursing Student Learning Outcomes

* To know the physiological changes that occur during pregnancy and to plan, implement, and evaluate appropriate care
* To be able to meet the patient during hospitalization, to take the obstetric and gynecological history
* To know the drugs commonly used in the treatment of obstetric patients
* To be able to give proper care to the puerperal who have a vaginal delivery or cesarean surgery
* To be able to apply infant examination and care
* To know maternal, fetal, and neonatal effects of risky pregnancies and to plan appropriate care (abortion, pregnancy hypertension, preeclampsia, gestational diabetes mellitus, preterm birth risk, premature membrane rupture, etc.)
* To be able to support breastfeeding women
* To know abortus types and appropriate nursing care
* To know the meaning of operations with obstetric effects (twin-to-twin transfusion, amniotic fluid transfer, etc.), planning, implementing, and evaluating appropriate nursing care**.**

# HEF 3057 Child Health and Diseases Nursing Student Learning Outcomes

* To be able to make physical examination suitable for the age, evaluate, identify alteration from the normal and share with the health team
* Monitoring and evaluating children' life findings, identifying alteration from the normal and sharing with the health team
* To be able to determine the child's growth and development characteristics (physiological, mental, psychosocial) according to the period, to identify alteration from the normal, and to share with the health team
* Knowing, evaluating liquid electrolyte balance, defining alteration from the normal and sharing with health team
* To meet the patient's care needs (data collection, data analysis, outcome criteria, diagnosis, intervention, evaluation)
* To be able to identify and meet the requirements for health advancement, maintenance, and protection
* To be able to interpret the patient's drug request

# HEF 3066 Mental Health and Psychiatric Nursing Student Learning Outcomes

Psychiatry Clinics

* To be able to realize and cope with the anxiety and fear of working with a psychiatric patient in a psychiatry clinic.
* In the psychiatry clinic, observing all the activities performed by the service nurse and intern student nurse (preparation and application of drug therapy, patient acceptance, writing observations, directing the patient to the occupation, visit, patient delivery, good morning meeting, ECT, room controls).
* To be able to actively collaborate with the healthcare team (meeting, sharing information about the patient).
* To be able to observe the interns' collective and individual training and take a role when it feels necessary.
* Participating in therapeutic activities conducted with intern students in the psychiatry clinic and directing patients to activities.
* Coming to the clinic prepared for observation, interview, and therapeutic environment issues, actively participating in the case, article discussions.
* To be able to critically evaluate the clinical setting according to the therapeutic setting
* To be able to apply treatment in accordance with the principles with the guiding or guidance nurse (Depending on the suitability of the clinics applied)
* To be able to meet with the patient or relatives, submit their opinions in writing
* To be able to observe the patient and record these observations
* To be able to write a reflection report in accordance with the rules of reflection writing, submitting during the application process
* To be able to collect data from the patient regarding the areas determined according to functional health pattern, determine a nursing diagnosis related to these data and prepare a determined nursing diagnosis (purpose, etiology, expected patient results, interventions) and deliver it to the router at the end of the application.
* To be able to use research results when planning nursing interventions
* Actively participate in the case discussion and communication lab activities

Physical Therapy and Rehabilitation Clinics

* Observing all activities performed by the service nurse (preparation and application of medication, patient admission, patient delivery, etc.)
* To be able to actively collaborate with the team (meeting, sharing information about the patient)
* Actively participating in meetings (visit, patient delivery)
* Collecting data from the patient about the areas determined according to functional health patterns, stating a nursing diagnosis related to the collected data, preparing a nursing diagnosis (purpose, etiology, expected patient results, interventions), and delivering it to the router at the end of the application.
* Actively participating in clinical discussions on the case study and holistic care

Community Mental Health Centers

* To be able to realize and cope with the anxiety and fear of working with a psychiatric patient in a psychiatry clinic.
* To be able to actively collaborate with the healthcare team (meeting, sharing information about the patient).
* Actively participating in the meetings
* Observing all activities performed by nurses working in CMHC
* Delivering the results of the purposeful meeting with the patient, relatives, or friends at the end of the application.
* Guiding patients to activities at CMHC
* Actively participate in the case, reflex and article discussions
* Assessing the current status of rehabilitation services in terms of the therapeutic environment by observing CMHC activities within the scope of the directive on CMHC
* Collecting data from patients and their families in CMHC, about the areas determined according to functional health patterns and preparing a care plan for the diagnosis of nursing (purpose, etiology, expected patient results, interventions), and delivering to the router at the end of the application.

Narlıdere Rest Home

* Observing all work and activities performed by the service nurse
* Creating an activity plan, activity, training, etc. for residents
* Measuring and recording Blood glucose and ANTA at the resting place.
* Active cooperation with the health care team
* Actively participate in the case, reflex and article discussions
* Delivery of the purposeful meeting with the relative of the nursing home resident
* To be able to recognize and diagnose the psychosocial problems of the resident
* Collecting data from residents regarding areas determined according to functional health patterns and prepare a care plan (aim, etiology, expected patient results, interventions) for at least two psychosocial nursing diagnoses determined by the data collected, and deliver at the end of the application.
* Submitting a reflection report written in accordance with the rules of reflection writing during the application process

Stigma Group Study

* Recognizing individual and social stigma
* Understanding the effects of stigma on patients and family
* Realize and take a role in preventing social stigma
* Preparing and actively participating in activities carried out in the Stigma group work
* Participating in the Community Re-Participation Program (or clinical training for similar purposes) to be organized at the DEU Adult Psychiatry Clinic in accordance with the planning of the instructor.

# HEF 4091 Care Management in Nursing I & Hef 4090 Care Management In Nursing II Student Learning Outcomes

1. To be able to perform health protection and development practices for the individual, family, and society

* To be able to recognize environmental (physical and social) features that may affect the health of the individual, family, and society and take precautions for this
* To be able to evaluate the physiological, mental and social well-being of the individual, family, and society
* To be able to plan/perform/evaluate health protection/development initiatives specific to the age group
* To be able to support the individual, families, and society for taking and maintaining responsibility in practices that will improve the quality of life.
* To be aware of cultural practices that may affect the health of the individual, family, and society, and to be sensitive to cultural differences

1. To use critical thinking skills in clinical decision making

* To be able to analyze the data obtained from the individual/patient with a holistic approach
* To be able to determine the appropriate nursing diagnosis for the patient
* Being able to prioritize the needs of the patient
* Determining expected patient results in accordance with the patient's condition
* To be able to customize nursing interventions according to the patient
* To evaluate whether the expected patient results have achieved and to review their interventions when necessary.
* Ability to use previous knowledge while giving care
* To be able to provide training according to the patient's condition
* To be able to realize the areas that can be developed in the clinical setting, to plan and apply them

1. To provide patient care safely

* To be able to provide information-based care and to follow evidence-based practices
* Minimizing the risks (trauma, infection, misapplication) that the patient may encounter in a hospital setting
* To be able to apply technical skills correctly
* To know the clinical procedures existing in the hospital and to provide appropriate care accordingly
* To be able to record his / her applications fully and accurately

4. Developing prioritization, organizing and time management skills while providing nursing care

* Ability to care for a group of patients at the same time by determining the priorities
* To be able to do time management by considering the patient's needs and clinical routines while planning clinical applications
* To be able to make daily work plan in order to use time correctly

5. Developing communication skills and collaborating (Patient, family, peer, educator, health team)

* To share the data and plans about the patient with the members of the healthcare team
* To take an active part in the planning of the healthcare team for the patient
* To be sensitive to the emotional needs of patients and their families
* Include patients and their families to decisions at every stage of the care process
* To support each other's development by sharing with peers in the clinical setting
* Being able to ask for help from the educator, peer, and healthcare team when needed

6. Behave according to professional values and ethical principles in nursing practices

* Being able to respect the individual by accepting that each person is unique
* Behave equally to every individual that they care for
* To protect the privacy of the individual during the care giving process
* Not being able to take part in applications where the patient may be harmed and being able to advocate the patient
* Accepting the responsibility for the actions he/she makes
* Ability to develop independent decision making, self-confidence, and leadership skills

7. Continuous personal and professional development

* Be willing to receive feedback from clinical staff/trainers/peers
* Accepting positive and negative feedback from clinical staff/trainers/peers
* To be able to develop in line with the feedback received
* To be able to give appropriate feedback
* To be able to discuss the strengths and needs of improvement with the clinical nurse and trainer
* To determine the need for learning and take responsibility for it
* To gain lifelong learning skills
* To be able to make self-evaluation about its development
* To use learning opportunities in the field of application
* Demonstrate the role of the professional nurse with its appearance and behavior

8. To be able to analyze health policies and legal obligations in nursing practices

* To know the effect of nursing law on the nursing profession
* Knowing the legal liabilities of the Turkish Criminal Code (TCK) to the nursing profession
* Knowing the health policies implemented in our country and the way they affect the nursing profession and society and to take part in related activities

# SECTION 3

# EDUCATION RELATED COMMISSIONS, REGULATIONS AND DIRECTIVES

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# 3.1. Committees and Commissions

The management of nursing education at Dokuz Eylul University Faculty of Nursing is carried out by the following boards, committees, and commissions.

3.1.1. Education Related Committees and Commissions

1. Administrative Board

2. Faculty Board

3. Undergraduate Curriculum Committee

4. Undergraduate Education Adaptation Committee

5. International Relations Committee

6. Career Days Committee

7. Graduation Committee

8. Education Program Handbook Preparation Committee

9. Graduate Curriculum Committee

10.Quantification and Consideration Committee

11.Scientific and Academic Achievement Committee

12.Bologna Committee

13.Faculty of Nursing Scientific Research and Publication Ethics Committee

14.Farabi Coordinators

15.Scholarship Committee

16.Accreditation Committee

17. Education Program Evaluation Committee

18. Distance Education Committee

19. Institute YÖKAK Committee

20. Erasmus Committee

21. Dokuz Eylul University Faculty of Nursing Quality Commission

22. Dokuz Eylül University Academic Cooperation Protocol Development Commission

23.SBE Implementation Principles Commission

24.SBE Orpheus Commission

3.1.2. Other Committees and Commissions

1. Research-Publishing Consultancy

2. Hospital Education Committee

3. In-Service Training Coordinator

4. Turkish Nurses Association School Representation

5. Faculty Web Page Committee

6. E-Journal Committee

7. Archive Committee

8. Civil Defense and Risk Management Committee

9. Social Committee

10. Graduate Monitoring Committee

11. Disabled Unit Coordinator

12. Orientation Committee

13. Sports Committee

14. Student Theater Society

15. Student Music and Rhythm Society

16. Folk Dance Society

17. Organ Donation Student Community

18. University Strategic Planning Committee

19. University Career Planning and Alumni Relations Coordinator

20. Rectorate Disabled Unit Coordination Committee

21. Home Care Center

22. THD Student Committee

23. Academic Incentive Application and Review Commission

24. Photography Club

# 3.2. Regulations

Teaching and Examination Implementation Principles/Undergraduate Education Framework Regulation

(University Senate Decision of 15.03.2016, 455/18)

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# PART I

# Aim Scope Basis and Definitions of Terms

Aim

Article 1- (1) The Implementation Principles aims to determine the procedures and principles for undergraduate education offered at the Faculty of Nursing.

Scope

Article 2*-* (1) Implementation Principles comprise the provisions concerning the conduct of undergraduate education, examinations, and assessment.

Basis

Article 3- (1) Implementation Principles have been drawn up based on the provisions of Dokuz Eylül University Associate and Undergraduate Education and Examination Regulations, which were published in the Official Gazette Act 28023 dated 12 August 2011.

Definitions of Terms

Article 4- *(Amendment: US-12/05/2015-441/13)* (1) Wherever the following terms appear in this document, they shall be taken to refer to:

a) Faculty: Faculty of Nursing

b) Dean: Dean of the Faculty of Nursing

c) Senate: Dokuz Eylul University Senate

d) ECTS: European Credit Transfer System

e) Faculty Administrative Board: The Faculty of Nursing Administrative Board

f) Faculty Board: The Faculty of Nursing Board

Semester Coordinator: A faculty member who is responsible for planning and conducting nursing vocational courses in the related semester.

(*Amendment: US* -11/06/2020-545/07) Undergraduate Education Commission: It consists of the Faculty Dean, Vice Dean and Heads of Departments, Semester Coordinators, Laboratory and Practices Coordinators, and research assistants in charge to develop, update and determine the education principles. In addition, student class representatives participate in the committee meeting on subjects that the committee deems appropriate.

Nursing Occupational Courses: Courses structured for teaching nursing subjects, which include vocational theories and practices.

# PART II

# ****The Principles Concerning Education****

Academic Calendar and Academic Year

Article *5*- (1) The academic calendar is determined by the Senate, taking into account the recommendations of the Faculty Board. One academic year consists of the fall and spring semesters, and each semester is 70 (seventy) academic days, excluding Saturday, Sunday and public holidays. This period covers theoretical and practical courses, other studies, and midterm exams. Final and make-up exams are out of this period. If deemed necessary, courses, examinations, field studies, and practices can be held on Saturdays with the decision of the Faculty Board of Directors.

(2) Summer School may be offered within an academic year. Summer school education is carried out in accordance with the relevant legislative provisions.

Education Programs

Article 6*-( Amendment: US-12/05/2015-441/13)* (1) An education program is drawn up by the concerned department(s) and offered by recommendation of the concerned faculty board, the decision of the Senate, and approval by the Higher Education Council.

(2) *(Amendment: US-11/06/2020-545/07)* Regarding the compulsory and elective courses that students will take during their education, the workload based on the acquisition of theoretical lessons, practices and laboratories, semester projects, internships, knowledge skills, and competencies is taken as a basis.

Student workload refers to all the time spent in educational activities such as clinical work, homework, presentation, exam preparation, examination, workplace training as well as course hours. The totals of course and application credits in an academic year are 60 ECTS per year. The total weekly hours cannot exceed 40 hours.

(3) Ataturk's Principles and History of the Turkish Revolution, Turkish Language, Foreign Language, Physical Education, or Fine Arts courses are not taken into account in determining these limits. Faculty can determine additional courses for these courses. In addition, which of these courses should be taken as compulsory courses, which are the elective courses that students can choose from among certain course groups, and which courses are prerequisites for other courses are specified in the education programs.

(4) Courses are held for one semester or two semesters. If necessary, the faculty can arrange some courses as theoretical and practical courses as blocks, instead of programming them in weekly course schedules, provided that they are not in violation of these Implementation Principles.

(5) Students cannot be enrolled in a course unless the prerequisite conditions of the course specified in the education programs are met. For the prerequisite courses, courses related to that course may be taken in the following semesters, provided that they meet the conditions specified in the first paragraph of Article 20 of these Implementation Principles.

(6) A student who has to repeat an elective course taken for the first time may take another elective course equivalent to that course in one of the following semesters, according to the education program.

(7) *(US-11/06/2020-545/07)* In our faculty where the course passing system is applied, students who have been successful in all the courses taken in the previous semesters starting from the third semester at the earliest, and whose grade point average is at least 75 out of 100, can enroll on course from the upper semester and students who have a grade point average of at least 80 out of 100 can enroll two courses from the upper semester and they can graduate in a shorter period. That requires approval from the student's advisor. The total number of additional courses to be taken according to this paragraph and other courses taken by students cannot exceed 45 ECTS in one semester.

Preparatory Education

Article 7*-*(1) Foreign language preparatory education is carried out in accordance with the Regulation on Foreign Language Teaching and the Principles to be followed in Teaching Foreign Languages in Higher Education Institutions published in the Official Gazette dated 04/12/2008 and numbered 27074.

(2) *(US-11/06/2020-545/07)* At the beginning of every fall semester, a common compulsory foreign language exemption exam is held by the University School of Foreign Languages. Students who score at least 55 out of 100 in this exam are exempted from common compulsory foreign language courses. Students who score 55 or above from the common compulsory foreign language exemption exam are processed separately in the transcript for Foreign Language I and Foreign Language II courses.

Duration of Education and Student Rights Utilization

(Amendment: US -15.03.2016-455/18)

Article 8–(1) Students must complete their undergraduate studies within a maximum of seven years, regardless of whether they have registered for each semester, starting with the term of the classes, except for a one-year foreign language preparation class. The preparatory education period is a maximum of one year.

(2) At the end of these maximum periods, final year students are given two additional exam rights for all the courses they have failed, provided that the total number of courses that he/she has not taken in the curriculum and not been able to take the final or make-up exam is not more than five. In order for students to benefit from additional exams, they must have taken the lessons they have failed at least once and fulfilled all the conditions in paragraph 1 of Article 20 of these Implementation Principles. The status of students whose number of remaining courses for graduation are six and above (courses not taken at all and the courses final or make-up exam missed) is terminated. A period of additional three semesters and the right to registration are granted to students who have two to five remaining courses for graduation following these exams. A period of additional four semesters and the right to registration are granted to students who have two to five remaining courses for graduation without taking these exams. The status of students who have more than one remaining course for graduation is terminated at the end of these additional periods. A limitless additional period and the right to registration are granted to students who have only one remaining course for graduation. Students who are granted unlimited exam rights are not required to attend classes other than applied and not previously taken courses. Students who have unlimited rights continue to pay the tuition fee per course. However, these students cannot benefit from other student rights other than the right to exam. Students who have not registered consecutively or intermittently for a total of three academic years are deemed to have given up unlimited exam rights and cannot benefit from this right. The status of students who have given up unlimited exam rights is terminated.

(3) For students who have completed all their courses, except for one of the educational programs that he/she has followed within these maximum periods, a single course examination is opened from the course they have failed, provided that they meet the conditions specified in the first paragraph of Article 20 of these Implementation Principles. The principles regarding the single course exams are determined by the Senate.

Course Passing

Article 9- *(Amendment: US -12/05/2015-441/13)* (1) Education and training are carried out in the faculty with a passing system.

(2) The courses that have not been achieved in the education program of one academic year are firstly registered in the next academic year.

(3) An absolute evaluation system is applied in the faculty.

(4) For each course, the grade point equivalent of the letter coefficient received by the student is multiplied by the credit units for that course; the sum of these products is then divided by the total credit units taken in that semester to yield the Grade point Average (GPA) for that semester.

(5) The Cumulative Grade Point Average (CGPA) is calculated by multiplying the grade point equivalent of the letter grade by the credit units for each course and then dividing the total sum by the total credit units taken in the program.

(6) *(Amendment: US-11/06/2020-545/07)* Only registered courses are taken into account in the GPA and CGPA, and courses that cannot be taken from the lower semesters are not taken into account. For the repeated courses, the last success grade taken from that course is taken into consideration. The Grade Point Averages obtained in these calculations are expressed by rounding them off to the second digit after the decimal point. In rounding the numbers off, the second digit after decimal point does not change if the third digit is smaller than five, but it increases by 0.01 if the third digit is five or greater.

(7) The last grade taken from the courses taken or repeated is the passing grade. In addition to the maximum course load of a student who is in the position of re-taking or repeating a course, the Faculty Board of Directors determines whether or not to take courses in order not to exceed two courses.

Financial Liabilities

Article 10*-* (1) In order to start, continue, and receive a diploma, students must fulfill the financial obligations set out in Article 46 of Law No. 2547 and other relevant legislation.

(2) At the beginning of the fall and spring semesters of an academic year, the registration of the student who has not paid the student contribution fee and the entire contribution to be paid per loan to the current service cost determined for that academic year with the relevant legislation is not renewed.

(3) Since they have not fulfilled their financial obligations, those who have not enrolled or renewed, regardless of the way, attendance status of those who attend classes or exams is not taken into consideration, exam documents are not evaluated, and exam results are invalid.

# PART III

# Registration and Courses

Registration and Required Documents

Article 11- (1) The registration is made according to the principles determined by the Higher Education Council, the Directorate of Measurement, Selection and Placement Center (ÖSYM), and the Rector's Office, within the announced period, with the required documents. Those who fail to complete their registration within the declared period are considered to have waived their student rights and may not claim any rights. Only the originals of the documents required for registration or their approved copies upon presentation of the originals to the University are accepted. Regarding compulsory military service and judicial records, the application is processed based on the candidate’s declaration.

(2) Candidates whose documents are incomplete are not registered.

External-Internal Transfers

Article 12- (1) In internal transfers to the faculty, the provisions of the Regulation on the Transition between Associate and Undergraduate Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions published in the Official Gazette dated 24/4/2010 and numbered 27561 are applied.

(2) In External Transfers, the provisions of the Regulation on Vocational Schools and Open Education Undergraduate Programs Graduates' Continuation to Undergraduate Education published in the Official Gazette dated 19/2/2002 and numbered 24676 are applied.

(3) In transfer to vocational schools, for those who cannot complete their undergraduate studies, the provisions of the Regulation on Obtaining an associate degree Diploma or the Adaptation to Vocational Schools are applied for those who have not completed their undergraduate education published in the Official Gazette dated 18/3/1989 and numbered 20112.

Special Students

Article13*-* (1) *(Amendment: US -11/06/2020-545/07)* To increase their knowledge in certain subjects, individuals who are considered sufficient to follow the courses opened under the relevant legislative provisions, and the students of other universities can be granted permission to take courses in special status with the decision of the Faculty Board of Directors. These students must comply with all rules set for the course they enrolled in and pay the contribution fee to be determined by the University Administrative Board. These students cannot make use of student rights. Special students do not receive a diploma. However, a certificate stating their status is given by the faculty.

Cooperation with Domestic or International Universities

Article 14- *(Amendment: US -12/05/2015-441/13)* (1) Under the agreement between the University and a university at home or abroad, a joint program can be opened.

(2) Within the framework of student exchange, students can be sent to universities in Turkey or abroad for one or two semesters, and students can be accepted from these universities in-state or abroad. During this period, the student's registration at the University continues, and this period is counted from the education period.

(3) The courses taken by the student, at the university in-state or abroad, and how these will be reflected in the success grade, are determined by the Faculty Board of Directors with the proposal of the Faculty Education Commission.

Double Major/Minor Programs

Article 15*-* (1) The provisions of the Regulation on the Transition Between Associate and Undergraduate Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions are applied.

Course Enrollment

Article 16- (1) In order to start and continue their education, students are required to fulfill their financial obligations determined by Article 46 of Law No. 2547 and other relevant legislation. *(Amendment: US-11/06/2020-545/07)* Semester registration, enrolling/withdrawing a course, and fulfillment of financial obligations are determined and announced on the Faculty Administrative Board two weeks before the beginning of the relevant semester courses and no more than two weeks after the courses begin.

(2) Students who do not meet these requirements or do not enroll in the course without an excuse accepted by the Faculty Administrative Board cannot continue their education in that semester.

(3) Other principles regarding course enrolment are determined by the Faculty Administrative Board.

Field Practices

Article 17- (1) It is compulsory for students to apply the nursing vocational courses in the education-training plans. In the implementation and evaluation of these practices, the principles of the Faculty of Nursing Practice Directive, proposed by the Faculty Board and approved by the Senate, are followed.

Attendance Requirement and Attendance Records

Article 18- *(1)* Students must attend the theoretical and practical class hours, examinations, and other academic studies as required by the instructors. The attendance records of students are kept by the instructors and supervised by the faculty.

(2) Students are considered absent within the periods covered by their medical reports and cannot take any classes or exams during this period. Exam results of students who attended courses or exams during these periods are considered invalid, and these students cannot benefit from the excuse exam rights to be opened. In order for the student to participate in classes and exams before the report expires, Student must document that their health condition has improved with a new health report.

# PART IV

# **Exams and Success Assessment**

Examinations

Article 19*- (Amendment: US -15.03.2016-455/18)* (1) There is at least one midterm exam for each course in the faculty.

(2) A maximum of two midterm exams of the courses required by the relevant education program for the same semester can be held in one day.

(3) Students have to attend the midterm exams held every semester and all other semester studies that need to be submitted. A student, who has not participated in any midterm exam, inter-semester study, and final and make-up exam without a justified and valid excuse accepted by the Faculty Administrative Board, is considered to have received zero marks from that exam or that semester study.

(5) Final and make-up exams are held according to the exam schedules approved by the Faculty Administrative Board and announced to the students at least one week before the start of the exam period, by specifying the day, place, time and how to take each exam between the dates specified in the academic calendar.

(6) Midterm, final, and make-up exam programs cannot be changed without the approval of the Faculty Administrative Board.

(7) At the end of each semester, only the final and make-up exams of the courses given only in that semester can be held.

(8) Students must have their ID card with them during the exam. Examiners may not accept the students who do not have their identity cards with them or who are not recognized.

(9) Oral exams are open to students of that course and lecturers.

(10) (10) Other principles regarding exams determined by the Faculty Board.

(11) In the thirty days following the beginning of each semester, the day, place, time, and type of the midterm exams are determined by the Faculty Dean's Office upon the suggestions of the responsible lecturer/semester coordinators and announced to the students after the approval of the Faculty Administrative Board.

(12) A course and its application or laboratory can be considered separately. In such cases, the provisions of these Implementation Principles regarding exams and their evaluation can be applied separately.

(13) Mid-term, final, and make-up exams of a course are held by the instructor who gives that course. In the absence of the instructor of that course, it held out under the responsibility of another faculty member determined by the Dean's Office.

Requirements for Taking the Final and Make-up Exams

Article 20-(1) *(Amendment: US -15.03.2016-455/18)* To take the final exam and make-up exams, a student must meet the following requirements.

a) Attended at least 70% of theoretical courses,

b) Participated in at least 80% of clinical, field, laboratory and similar internships/practices,

c) To have done successfully within the given time the practices, laboratories, projects, homework and similar semester studies related to the course (the limit of success is determined in the course evaluation criteria by the instructor), and other studies deemed appropriate by the faculty as required by the features of education and training.

(2) *(Amendment: US -15.03.2016-455/18)* Students who have not attended to the most 20% of the practices in nursing vocational courses as excused cannot enter the final and make-up exams of those courses unless they complete their applications in accordance with the time and schedule to be determined by the relevant instructors. These courses are determined by the Faculty Board.

(3) A student who has not fulfilled all the conditions specified in these Implementation Principles required for a course to take the final and make-up exams must repeat that course.

Inability to Take the Exam Due to an Acceptable Excuse

Article 21- (1) A one-time excuse exam is opened for students who have not taken the midterm exam of a course due to an excuse specified in these Implementation Principles and accepted by the Faculty Administrative Board. The Faculty Board of Directors determines and announces on which date, where, and how to make the make-up exam.

(2) No make-up exam is given again for the make-up exam.

(3) A resit exam is not opened for a student who has not taken the final exam or make-up exam for a course. However, to national athletes who represented Turkey abroad, for final exams or make-up exams, where they cannot participate due to camp periods for competitions or competitions, the make-up examination right can be given with the decision of the Faculty Board of Directors.

(4) A student who does not take the midterm, final, and make-up exams without an excuse accepted by the Faculty Administrative Board, is considered to have used the right of that exam and received zero marks from that exam.

Examination Layout

Article 22- (1) In all kinds of exams, applications, laboratories, homework, mid-term projects, and other similar works; A student who cheats, attempts to cheat and helps with cheating, or who is later understood to cheat from the examination of the relevant document, is considered to have received zero marks from that exam or study.

(2) Students who disrupt the general order of the exam in any way during the exam are removed from the exam hall and considered to have received zero marks from that exam.

(3) In the cases mentioned above, the provisions of the Higher Education Institutions Student Discipline Regulations published in the Official Gazette dated 13/1/1985 and numbered 18634 are applied.

Announcement of Exam and Study Results

Article 23- (1) The results of an exam or in-semester study are announced to students within twenty days from the date that the exam is held or when students have to deliver that semester work to the relevant instructor.

(2) The principles regarding the announcement of the evaluation results of all kinds of exams and semester studies according to the characteristics of the education applied are determined by the Faculty Administrative Board.

(3) The success status of the students who take the final or make-up exam of a course is presented to the Dean's Office by the responsible lecturer/semester coordinator in the form of grade notes together with the exam documents, within five days following the exam day.

(4) (Amendment: US -15.03.2016-455/18) Abolished

Objection to Exam Result

Article 24- (1) The result of an exam or a semester study can be objected within seven days from the date of its announcement and only in terms of errors in grading. The objection is made with a petition given to the Dean's Office. If any error is detected in the exam papers, exam charts, or related study documents by the Dean's Office, this error is corrected and announced with the decision of the Faculty Board of Directors after receiving the opinion of the relevant instructor.

(2) Students cannot object to the grade discretion of the instructor.

Failure in the Course

Article 25- (1) A student who is unsuccessful in a course is obliged to repeat that course by fulfilling all the obligations stated in Article 20 of these Implementation Principles.

(2) *(Amendment: US -11/06/2020-545/07)* A student who is unsuccessful in a course that he/she meets attendance can request a continuation exemption from the theoretical part of the course and the practices made in the class provided that he/she informs the Dean of the Faculty with a petition during the registration renewal for the semester he/she will repeat the course. The relevant principles are determined by the Faculty Administrative Board. In case of exemption from attendance, the student is required to re-register for that course, to attend the midterm exams, and to fulfill the requirements in the first paragraph (b) and (c) of Article 20 of these Implementation Principles.

(3) Students who fail in application-oriented and laboratory courses (courses without final and make-up exams) must repeat and attend these courses.

(4) *(US-15.03.2016-455/18)* Students who fail the clinical and field practice courses (courses with final and make-up exams) must repeat these courses and continue.

Grades and Success Levels

Article 26-(1) *(Amendment: US -15.03.2016-455/18)* (1) In order for the student to be successful in a course, must have received at least 50 out of 100 in the final or make-up exam and the grade of success calculated according to the first paragraph (a) of Article 27 of this Implementation Principles for Atatürk Principles and Revolution History, Turkish Language, Basic Information Technologies courses must be at least 50 out of 100, for Foreign Language courses at least 55 over 100, and all other courses must be at least 60 over 100.

(2) The score intervals and the letter grades related to success are indicated below:

Score Intervals Letter Grade

85-100 AA

70-84 BB

60-69 CC

50-59 DD

49-00 FF

(3) *(Amendment: US-11/06/2020-545/07)* In addition, U (Unsatisfactory), S (Satisfactory), E (Exempt) grades are not included in the average, and NA (No Attendance), I (Incomplete) grades are temporary grades.

a) *(Amendment: US-15.03.2016-455/18)* No Attendance (NA) is given upon failure to attend classes or complete practical or applied components of a course. (NA) configures in GPA as zero.

b) Satisfactory (S), accorded to successful students in non-credit courses.

c) Unsatisfactory (U), accorded to unsuccessful students in non-credit courses.

d) *(Amendment: US-15.03.2016-455/18)* Incomplete (I) accorded to students who, although otherwise successful, have failed to complete the required assignments for a course. A student receiving an incomplete grade for any course must make up for the deficiencies within 30 days after submitting the grades to Registrar's Office. Otherwise, the grade (I) automatically becomes FF.

e) Exempt (E) accorded to transfer students for the courses they have taken in their previous programs. (E) is given upon the recommendation of the Faculty Dean's Office with the decision of the Faculty Administrative Board, to the courses exempted and included in the average.

Success Grade and Evaluation of Success Level

Article 27*-*(1) Success grade is the grade that will be taken as a basis in determining whether the student has achieved that course or the semester. Also, taken as a basis for assigning the diploma degree. The principles regarding the success grade and the evaluation of the level of success are as follows:

a) (Amendment: US-02/10/2018-494/05) Attendance is compulsory.

Achievement grade of courses other than the courses listed below; It is determined by adding 50% of the mid-term achievement grade (midterm exam grade or midterm exams average) to 50% of the final or make-up exam grade and converting the obtained number to the nearest whole number. Students whose success grade is below 60 out of 100 are considered unsuccessful from that course and repeat the course. Mid-term achievement grade of “nursing vocational courses with practice” is consists of the sum of 50% of the midterm grade or average of the midterm exams, 50% of the grade received from the practice. The mid-term success grade of the “nursing vocational courses with the laboratory as well as practice” is consists of the sum of 25% of the mid-term grades or average of the midterm exams, 25% of the grade received from the laboratory, 50% of the grade received from the practice.

*(Amendment: US-24/01/2019-501/03)* Achievement grade in Ataturk's Principles and Revolution History, Turkish Language, Foreign Language, and Basic Information Technologies courses is determined by adding 40% of the mid-term grade to 60% of final or make-up exam grade and converting the number obtained to the nearest whole number. The satisfactory grade level of Ataturk Principles and History of Turkish Revolution, Turkish Language, and Basic Information Technologies is 50 out of 100, and the satisfactory grade level of Foreign Language lessons is 55 out of 100.

- The exemption grade is the same as the success grade of the courses for the exemption exams. The score of the student who is accepted as successful in the course exemption exam is recorded in the transcript as the course success grade.

b) The list of students who do not meet the requirements for entering the final exam and make-up exam for a course is given to the Dean's Office within the last week of the semester by the instructor/semester coordinator. These students are considered to have received a NA grade from this course.

c) *(Amendment: US-11/06/2020-545/07)* Midterm exams are not held in Physical Education and Fine Arts classes. Assessment of students' success status is evaluated as 'U'or 'S' at the end of the semester, considering the success levels they show in other studies within the semester, provided that they fulfill the conditions specified in Article 20 of these Implementation Principles. Students who get the grade 'U' have to repeat and continue these courses.

d) Studies to be evaluated with non-numerical forms of evaluation and the principles regarding the evaluation of students' success in these studies are determined by the Faculty Administrative Board.

e) (US-15.03.2016-455/18) students who are entitled to take the exam of the single course that they are responsible for in accordance with the third paragraph of Article 8 of these Principles and who has fulfilled the conditions specified in the first paragraph of article 20 of these Principles, regardless their mid-term grade, is considered successful in that course in accordance with Article 26 of these principles.

f) A student who has fulfilled all the requirements to take the final and make-up exams and who has a grade of 80 and higher out of 100 at one course which has at least two midterm exams in one semester is considered to have succeeded in that course without taking final or make-up exams.

# PART V

# Miscellaneous and Final Provisions

Storing Exam Documents

Article 28*-* (1) Exam papers, homework, projects, laboratory and application reports are kept for two years from the date of their last transaction unless the Faculty Executive Board has decided to keep them for a longer period.

Dress Code and General Appearance

Article 29- (1) Students are obliged to comply with the relevant legislative provisions on clothing and general appearance.

Notifications

Article 30- (1) Notifications to students are made by mail to the address they reported during registration or announced by the faculty. Students must inform the Faculty Student Office in writing within one week of their changes in their e-mail, postal addresses, and phones. Students who have not made a change notification or gave an incorrect or incomplete address are considered to have been notified if they have been notified to the most recent address in their files.

Application Procedure (US-11/06/2020-545/07)

Article 30/A- (1) Students must first make their applications in accordance with the provisions of this regulation, personally or through their legal representatives. In mandatory cases, applications can also be made by post. In the case of applications made by mail, notary approval is required that the signature belongs to the relevant or legal representative. If the application is made abroad, it must be approved by the competent units of the foreign representative of the Republic of Turkey. In cases of detention and convictions, signature approval is not required for applications submitted in the cover letter received from the official authorities.

(2) For applications to be made by mail, delays in the mail are not taken into consideration.

Leaves of Absence

Article 31- (1) Students who wish to be granted a leave of absence, due to a justified and valid excuse stated in these Implementation Principles and accepted by the Faculty Administrative Board, must apply to the chair of the department with a petition stating valid grounds for the request and the necessary documents. Students may be granted leaves of absence from the University a minimum of one semester and a maximum of two semesters at a time, with the decision of the Faculty Administrative Board. The leave period is added to the education period specified in the 8th article of these Implementation Principles for that student. The reason for adding the period and the duration to be added are specified in the Faculty Administrative Board decision.

(2) Students cannot continue their education while they on leave and all kinds of student rights are suspended. *(Amendment: US-11/06/2020-545/07)* One-semester leave of absence covers a period starting from the beginning of the semester until the end of the make-up exams.

Justified and Valid Excuses

Article 32- (1) Provided that it has been accepted by the Faculty Administrative Board, students may be granted make-up exams and leaves of absence from the University.

a) The student who has excuses about health provided that they are documented with a report from health institutions,

b) Due to the events that will result in disruption of education, the education is suspended with the decision of the Council of Higher Education

c) Provided that it is documented with a document to be given by the district's major civil servant, in cases, the student has had to suspend education due to natural disasters.

d) Documentation that the student has to take a leave of absence from learning for economic reasons,

e) *(Amendment: US-11/06/2020-545/07)* In cases of detention and detention of students taken into custody or arrested,

f) Military service due to losing deferral right

(2) (*Amendment: SD-04/08/2021-583/05*) In order for the student to be allowed to suspend education, in cases specified in subparagraphs (ç) and (f) of the first paragraph, this document is signed with a secure electronic signature.

The student must apply to the Faculty Dean's Office and submit documents proving the existence of his/her excuse, within four weeks at the latest from the beginning of his/her excuse, and within five working days at the latest following the expiry of his/her excuse. Otherwise, his application in this regard will not be considered.

Weighted Average and Diploma Degree

Article 33- (1) The credit of a course is determined by adding half of the weekly theoretical course hours for that course to half of the weekly hours of applications, laboratories, or other studies related to that course.

(2) *(Amendment: US-11/06/2020-545/07)* Grades taken from physical education, fine arts, volunteering studies, and career planning lessons and notes that will not be included in the average in article 26 of these application principles are not taken into account in the calculation of weighted averages.

(3) Students whose Semester Grade Point Average are 80 to 84.99 are given a document stating that they are on the honor list, and those whose Semester Grade Point Averages are 85 to 100 are given a document stating that they are on the high honor list. However, students who receive disciplinary action cannot be on the honor and high honor lists.

(4) Diploma degrees of the students are determined by making use of the original documents of the grades kept in the student office.

Diploma

Article 34- (1) Diplomas to be issued by the faculty are prepared within the framework of the principles to be determined by the University Administrative Board.

(2) Until diplomas are prepared, a “Temporary Graduation Certificate” is given to the students.

(3) In order for a diploma or temporary graduation certificate to be issued, the financial obligations determined by the relevant legislation must be fulfilled.

Associate degree Diploma

Article 35- (1) A student studying at the undergraduate level is granted the Associate Degree Diploma within the framework of the 'Regulations Regarding the Associate Degree Diploma of the Students who have not completed their Undergraduate Education' if they want to and if they have completed all the courses of the first four semesters successfully.

Registration Cancellation

Article 36- (1) In cases where it is necessary to registration canceling according to the provisions of the relevant legislation, the student's registration is canceled with the decision of the Faculty Administrative Board.

Cases without Provision

Article 37- (1) In cases where there is no provision in this Implementation Principles, the provisions of other relevant legislation and Senate, University Administrative Board, and Faculty Administrative Board decisions are applied.

Repealed Implementation Principles

Article 38- *(Amendment: US-12/05/2015-441/13)* (1) The Faculty of Nursing Education and Examination Principles, adopted by the Senate decision dated 28.08.2012 and numbered 404/08, has been repealed.

Duration of Education

Temporary Article 3: *(US-15.03.2016-455/18)* (1) For the students enrolled in our Faculty before the Law on the Amendment of Some Laws and Decree Laws on the Establishment of Health Institutes dated 26.11.2014, numbered 6569 entered into force, previous education periods are not taken into account in calculating the maximum education period.

Validity

Article 39*- (Amendment: US-15.03.2016-455/18)* (1) These Implementation Principles are to be implemented as of the beginning of the 2016-2017 academic year.

Implementation

Article 40*-* (1) The provisions of this Implementation Principles are executed by the Dean of the Faculty of Nursing.

# 3.3. Directives

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# 3.3.1. Field Practices Directive

Aim and Scope

Article 1- The Directive aims to determine the principles that the students of Dokuz Eylül University Nursing Faculty must follow in clinical and non-clinical field practices in accordance with Article 17 of the Dokuz Eylül University Teaching and Examination Framework Regulation.

Compulsory field practices

Article 2- In order to gain practical working experience, develop their performance skills, and adapt to professional life, each student has to do field practices in accordance with the provisions of this Directive in health institutions approved by the Dean's Office.

Field Practice Periods

Article 3- Students who fail the application of a course must repeat the course with their theoretical parts in the next academic year.

Field Practice Attendance

Article 4- The student is obliged to attend the field practices within the application period. The student, who does not attend more than 20% of the application period, is considered unsuccessful and repeats that field practice according to Article 3. Students, whose absenteeism does not exceed 20%, must complete their application period in accordance with the program prepared.

Application Areas

Article 5- The field practices of students studying at the Dokuz Eylül University Nursing Faculty are carried out at the Application and Research Hospital affiliated with Dokuz Eylül University or in the domestic and foreign health institutions approved by the Dean of the Faculty. The field practices to be carried out in the Application and Research Hospital affiliated to the University and health institutions in the country / abroad are planned by the Application Coordinator appointed by the Faculty Board of Directors and approved and executed by the Dean of the Faculty.

Responsibility of the Practicing Student

Article 6- The student is obliged to comply with the application program prepared by the Faculty and to perform the tasks required by the field practices in a timely and complete manner. Students are obliged to comply with the working and security rules of the institution where they practices and to use the space, tools, and equipment carefully. All kinds of responsibilities arising from not fulfilling these obligations belong to the student, and the student is also processed in accordance with the provisions of the Higher Education Institutions Student Disciplinary Regulations.

Evaluation of the Field Practices

Article 7- The evaluation of the field practices in the faculty teaching plans is carried out as specified in the "Faculty of Nursing Education and Examination Application Principles".

The application notes are delivered to the Dean's office within seven days following the end of the application.

Dress Code

Article 8- Students of the Faculty of Nursing are obliged to comply with the dress-suit provisions stipulated for civil servants in laboratory, clinical, and field practices, and in addition to the dress code set out below.

1. White lab shirt for laboratories,
2. For clinical practices, a uniform in the color and model determined by the Faculty Executive Board and shoes that are suitable for the uniform

General Provisions

Article 9-Issues not covered by this Directive is decided by the relevant boards of the Faculty.

**Validity**

Article 10- This Directive comes into force on the date of acceptance by the Senate of the Dokuz Eylul University. To be implemented as of the beginning of the 2018-2019 academic year.

Implementation

Article 11- This Directive is executed by the Dean of Dokuz Eylul University Faculty of Nursing.

# 3.3.2. Exam Directive

Aim

Article 1- This Directive aims to provide the order related to the exams carried out in the Faculty of Nursing, to determine the rules that students, faculty members, and Faculty must follow and guarantee the students' right to exam.

Scope

Article 2*-* This Directive covers all exams conducted within the Faculty of Nursing.

Basis

Article 3-This Directive has been prepared based on the relevant Articles of the Faculty of Nursing Education and Examination Practice Principles and other legislative provisions.

Definitions of Terms

Article 4-Wherever the following terms appear in this document, they shall be taken to refer to:

Course coordinator: The faculty member, who is primarily responsible for the planning of the course, preparation, and execution of the program.

Responsible faculty members of the course: It is the lecturers and staff who oversee the course.

The faculty member responsible for the exam: Selected among the responsible faculty members of the course during the course planning at the beginning of the semester. It has the first degree of authority and responsibility in the organization and implementation of the exam. The faculty member responsible for the exam works with the research assistant responsible for the exam from beginning to end.

Research assistant responsible for the exam: It is the research assistant responsible for the exam, who is assigned among the research assistants determined by the research assistant representative for each exam at the beginning of the semester. It is responsible for the preparation, photocopying, and separation of documents according to the number of exam halls.

Exam Hall Officer: Hall supervisor and invigilators assigned for each hall in the exam.

Hall chairman: For each exam hall, it is selected among the responsible lecturers and staff of the course. They are primarily responsible for the implementation of the exam and for those who take part in the exams. Hall chairman has the authority and responsibility to apply the exam in accordance with the rules.

Invigilator: It is the research assistants determined by the representative of the research assistant at the beginning of the term for each exam. It supervises the conduct of the examination in accordance with the rules in the hall where it is assigned, under the authority and responsibility of the hall chairman, and assists the hall chairman.

Before the Exam

Article 5- For each exam hall, a faculty member (hall chairman) and at least one research assistant (Invigilator) are appointed from the responsible lecturers of the course. In cases where the responsible faculty member and research assistants of the course are not enough, additional assignments can be made. In addition, a hall chairman and two invigilators are appointed as substitutes for each exam.

Article 6*-* The research assistant/s responsible for the preparation of documents according to the number of exam halls and to deliver to the Hall Chairman in a closed envelope, at the latest one day before the exam. The envelope includes documents such as question booklets, answer sheets (three more than the number of students to take the exam (5 in the final and make-up exams)), signature list, exam attendance sheet, exam instructions, the list showing the hall in which the student is and a blank A4 paper to keep a record, if necessary. Research assistants also work with faculty members responsible for preparing the answer sheet for the optical reader after the exam, receiving the answer sheets from the student affairs, and evaluating the exam papers and entering the grades into the system.

Article 7- It is under the supervision of the chairman and invigilators to prepare the exam hall for the exam, to ensure the necessary order for the exam, and to conduct the exam in a disciplined manner within the specified rules.

Article 8- Hall chairman and invigilators must be present at the exam hall at least 30 minutes before the exam begins to carry out the relevant checks and order. Students are not admitted to the exam hall before the officers enter the exam hall. Students who enter the exam hall before the officers are removed from the exam hall for identity control.

Article 9- Students who do not have a name in the exam list are not admitted to the exam hall. Every student has to take the exam in the determined exam hall.

Article 10*-* Invigilators take the students to the hall by checking the student ID card and exam attendance schedule. The students whose the Student ID Card of Dokuz Eylul University Faculty of Nursing is not with them is taken to the exam by showing the document, received from the student affairs that they are the student, to the saloon officer. In the halls with a smart card system, students are taken to the exam hall by reading their cards.

Article 11- Exam attendance check is taken by the invigilators at the beginning of the exam by signing the space reserved for the student in the attendance sheet after the identity check is made.

Article 12- Students cannot leave the hall after identity check and signature.

Article 13- Students should not wear clothes or accessories that may prevent identification.

Article 14- The invigilators may ask the student to present a second identity document with a photo if they deem necessary.

Article 15- The control of the mobile phone and all kinds of electronic devices, lecture notes, bags and similar items that will prevent the exam from being conducted in a safe and disciplined manner is provided by the hall staff. Students should keep their mobile phones in their bags switched off during the exam. Otherwise, it is considered an attempt to cheat.

Article 16- The students taken to the hall sit in their places according to the seating arrangement determined by the hall staff. Optical form and question booklets are not distributed without this order.

Article 17- Students are personally responsible for the lecture notes, articles, or any documentation that can be considered as cheating material around them while sitting in the hall. If this is the case, students should ask to relocate. Otherwise, these documents are considered to belong to them.

Article 18- The rules that the students must follow are read aloud by the invigilators before the exam starts.

Exam Process

Article 19- The exam duration, determined by the course coordinator and the responsible lecturers of the course, and is indicated on the question booklet. Invigilators write the start and end times of the exam on the blackboard and announce it to the students. The last 15 and 5 minutes are announced to students by loud and typing on the blackboard. In cases where the hall chairman deems it appropriate, a maximum of 15 minutes of additional time can be given.

Article 20-Students are not allowed to enter the exam hall 15 minutes after the commencement of the examination. Late students are not granted additional time. Students are not allowed to leave the exam hall during the first 30 and the last 10 minutes of an examination. Students are allowed to leave the exam hall, with at least two students remaining.

Article 21- For whatever reason, the student who leaves the exam hall after the exam begins, is not allowed into the exam hall again.

Article 22- Students are obliged to follow warnings and the rules announced by the invigilators during the exam. Students who do not comply with these rules and that disrupt the exam order would be immediately expelled from the exam hall for that examination, and the matter would be reported to the respective course instructor. The provisions of Higher Education Institutions Student Discipline Regulations are applied to these students.

Article 23- Hall staff can make changes in students' seating arrangements during the exam.

Article 24- After the exam has started; students are prohibited from asking questions to the staff, talking to each other and the invigilators, and exchanging erasers, pens, and similar materials among themselves. If any errors determined related to the questions, an explanation is made to the whole hall.

Article 25- Students should keep their mobile phones switched off in their bags. It is forbidden for the student to keep the mobile phone switched on during the exam, to look at the mobile phone, and to keep it in a visible position. Otherwise, it is considered as an attempt to cheat.

Article 26- Students must keep their answer sheets in such a way that they cannot be seen by other students. Otherwise, it is considered as a cheat attempt.

Article 27- The exam paper of the student who attempts to cheat is taken, a report is kept in the exam hall, and this report is signed by the hall staff and the responsible lecturer of the course. The report is delivered to the Dean's Office. The provisions of Higher Education Institutions Student Discipline Regulations are applied to these students.

Article 28- It is forbidden to record exam questions and answers in a written and visual way.

Article 29-The exam of students who do not write their names on the question and answer sheet, do not sign the attendance record, do not make the necessary coding, and signing on the optical form is considered invalid. The student is responsible for accurately marking the booklet type.

Article 30- As it may distract students and disrupt the order of the exam, it is forbidden for the exam hall staff to eat/drink anything (except for water), to talk with each other, to use mobile phones, to read books, magazines, and similar materials. In addition, the officers should choose suitable shoes so as not to distract students.

Article 31- Students can drink water in the exam hall. However, it is forbidden to eat anything.

After the Exam

Article 32- Invigilators should check the question booklet and answer sheet from the students at the end of the exam and receive it.

Article 33- Students should not leave the hall without signing the exam attendance sheet and having the exam booklet and answer sheet checked by the hall staff.

Article 34- The student who completes the examination and submits the examination documents cannot enter the examination hall again.

Article 35- Students who leave the exam hall are forbidden to meet at the door and corridor of the exam hall until the end of the exam and discuss the exam questions.

Article 36- Hall staff should check the question-and-answer sheets and the signature chart at the end of the exam.

Article 37- All staff members in the hall sign the exam report and deliver the exam documents together with this paper to the exam administrator of the course.

Article 38- The exam administrator and the research assistant responsible for the exam communicate with the student affairs office to have the exam documents read and ensure that the exam papers are read together with an officer from the student affairs office in accordance with exam security.

Article 39- In case there are open-ended questions in the exam, the research assistant responsible for the exam follows the question reading process of the instructors who prepared the questions. Exam security is taken into consideration in all these processes v**alidity.**

Article 40- After the exams are read, the responsible research officer delivers the exam documents to the student affairs office for archiving.

Article 41- The exam administrator, together with the responsible research officer, ensures that the exam results are entered into the system and announced within the legal period.

Article 42- If it is determined that the student attempted to cheat during the exam or after the exam is completed, the provisions of the Higher Education Institutions Student Disciplinary Regulations are applied.

Executive

ARTICLE 44- The provisions of this Directive shall be enforced by the Dean of Dokuz Eylül University Faculty of Nursing.

**Rules to be followed during the exam according to the provisions of ‘DEU Nursing Faculty Examination Implementation Principles Regulation:**

1. Students are not allowed to enter the exam hall 15 minutes after the commencement of the examination.
2. Students are not allowed to leave the hall during the first 30 and the last five minutes of an examination.
3. Students should keep their mobile phones switched off in their bags. It is forbidden for the student to keep the mobile phone switched on during the exam, to look at the mobile phone, and to keep it in a visible position. Otherwise, it is considered as an attempt to cheat.
4. Students are obliged to follow warnings and the rules announced by the invigilators during the exam. Students who do not comply with these rules and that disrupt the exam order would be immediately expelled from the exam hall for that examination, and the matter would be reported to the respective course instructor. The provisions of Higher Education Institutions Student Discipline Regulations are applied to these students.
5. Students cannot leave the hall without signing the exam attendance and handing the exam booklet and answer sheet to the invigilator.
6. Exams of the students who cheat, trying to cheat, or helping someone else to cheat considered invalid, and the matter would be reported. The provisions of Higher Education Institutions Student Discipline Regulations are applied to these students.
7. Students are personally responsible for the lecture notes, articles, or any document that can be considered as cheating material around them while sitting in the hall. If this is the case, students should ask to relocate. Otherwise, these documents are considered to belong to them.
8. It is forbidden to record exam questions and answers in a written and visual way.

Please.

1. Check the question booklet before starting the exam. Write your name, surname, and student number on the question booklet.
2. Write your name, surname, faculty number on the answer sheet. Code and sign the relevant fields on the answer sheet.
3. Make sure you have correctly coded your booklet type on the answer sheet.
4. Hand over the question booklet and answer sheet to the attendant at the end of the exam.

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# SECTION 4

# FACULTY AND CAMPUS OPPORTUNITIES

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4.1. Region and Campus Features

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# 4.1. Region and Campus Features

Faculty of Nursing is in İzmir Province İnciraltı Health Campus. Izmir is the third-largest city in Turkey. İzmir is a center that attracts attention with its modern, developed structure historical and natural beauties. The city, also known as 'Beautiful Izmir', is in a long and narrow gulf. It has a mild climate and palm trees, and wide streets extend along the coast.

The Health Campus is about 15 km from Konak district center, which is the center of Izmir. There are Balçova mountains on the front of the Campus, İnciraltı and Izmir Gulf on the back. Across the Health Campus, it is possible to see the unique Izmir view from the cable car facilities of the municipality of Balçova.

Balçova Municipality's Aqua Park, thermal facilities, and sports facilities are within a five-minute walk of the Health Campus. The part of the Health Campus facing İnciraltı has a beautiful view with its flower greenhouses and tangerine trees.

There are many shopping malls close to the Health Campus. There are all kinds of clothing, food, cinema, and entertainment services in these shopping malls.

Bus stops are in front of the Health Campus, and there is access to all directions. There are also minibusses operating on the Sahilevleri-Üçkuyular and Güzelbahçe-Üçkuyular lines. Across the hospital are the branches of some intercity bus companies.

The Health Campus includes a 1000-bed university practice and research hospital, the Faculty of Medicine, the Faculty of Fine Arts, the Faculty of Health Sciences, the School of Physical Therapy and Rehabilitation, the Vocational School of Health Services, the library and areas for social needs.

*Food Services*

There is a dining hall in the İnciraltı Health Campus. Students can benefit from the dining hall by purchasing weekly meal vouchers. Also, there are numerous cafeterias inside and outside the hospital.

*Communication*

There is a post office in the hospital. From here, mail transactions, prepaid phone calls, and money order transactions can be made. There are kiosks close distances that can be used top-up for mobile phones.

Culture and Sports

Students could benefit from the Dokuz Eylül Continuing Education Center (DECEC) in Alsancak. The DECEC is located inside the rectorate building and includes a cinema, cafeteria, and various development courses. Students can attend music and poetry concerts, concerts, meeting with celebrities and theater performances free of charge at the "Wednesday Events" organized in the field of the university's health campus. In addition, students can participate in the spring festivals organized throughout the university. The campus has sports facilities and a swimming pool, 100 m from the Faculty of Nursing. Communities such as the Organ Donation Society and Recycling Community, which are aimed to improve the social sensitivity of our students, started their studies in 2018 under the supervision of the academic staff. In addition, in order to enable students to engage in artistic activities, the Theater Group and the Music and Rhythm Group have been continuing their activities with students under the supervision of the academic staff since 2018. Students can follow the rectorate announcements from the electronic boards located at the entrance of the faculty and on the ground floor.

*Library and Computer Lab*

There is a faculty reading room within the Faculty of Nursing.Our students also benefit from the Faculty of Medicine library. There is also a computer room in the faculty building. In addition, students can use the computer lab on the campus. Course introduction forms include e-book, e-journal, library links that are necessary for students to have easy access to related resources.

*Accommodation*

Affiliated to the Credit and Dormitories Institution; Atatürk (İnciraltı) Dormitory, Buca Girls Dormitory, Gaziemir Student Dormitory, and Ege Dormitory serve students. Atatürk (İnciraltı) dormitory is located in İnciraltı, which is accepted as a place of entertainment and rest by the people of Izmir. With its sea and environment, İnciraltı provides many opportunities for students. İnciraltı student dormitory is a five-minute drive and a 20-minute walk from the health campus, which also includes the nursing faculty. The dormitory is located by the sea. Each room has a bathroom, a toilet, and a balcony. There is also a shopping center right next to the dormitory. Buca Girls’ Dormitory, which operates under the Presidency of Dokuz Eylul University is located on the Buca Education Campus, hosts female students in double and quad rooms with its two complexes with its capacity of 504 beds. Gaziemir Student Dormitory, which is affiliated with the Credit and Dormitories Institution, consists of 3 blocks and offers services to female students. Ege Student Dormitory is affiliated with the Credit and Dormitories Institution, located within the Ege University Campus, established on an area of 350 decares and consists of 13 blocks with a capacity of 5.210 beds. Ege Student Dormitory has study halls, library, game and TV hall, private laundry and ironing department, canteen and cafes, hairdressers, three basketball and two volleyball courts. In addition, many private dormitories serve students in İzmir.

# 4.2. Healthcare

Students without any social security should first apply for student affairs. Afterward, they have to fill in the forms they receive from here and submit them to the Health, Culture and Sports Department in the DEÜ Rector's Office. After the necessary procedures completed, students can benefit from the medico at the Tınaztepe campus of our university in Buca. Hepatitis B vaccines are provided by directing first-year students to their Family Health Centers before starting clinical practices. Also, all students receive certified training on employee safety before starting clinical practice.

4.3. Scholarships

Scholarship opportunities are available for students. DEÜ Health Culture and Sports department offers students free food scholarships. Scholarships are given to our students from the pool created by Vehbi Koç Foundation, Turkish Education Foundation, Nevvar Salih İşgören Foundation, Tuberculosis Association, and Dokuz Eylül University faculty members. A limited number of scholarship opportunities for work are available to students, who are in need, by the Dokuz Eylül University Rectorate. In addition, associations such as the Association for Supporting Contemporary Life and the Higher Education Credit and Dormitories Institution provide scholarships with individual applications of students. The dates and conditions of the scholarship applications are followed from the panel at the entrance of the faculty. Regarding scholarships, students apply for student affairs. Students who need a scholarship in our faculty share their requests with their advisors; As a result of the advisors' contacting the scholarship committee, they can get help in line with the decisions of the scholarship committee.